



ReSPECTful Relationships



Lesson Plans and Resources

Key Stage 3: Year 8 & 9

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Lesson 1: Initial Session

KS3
Y8 & 9

Session Aim

- To develop an understanding and increase awareness of domestic abuse.
- To educate students that abusive behaviour in relationships is never okay.
- Enable students to recognise that abuse relationships come in many forms, but they are always about power and control.
- To ensure the students understand the law.
- To provide access to both local and national support and guidance.

Learning Outcomes

All young people can:

- Identify four different types of domestic abuse
- Feel empathy - understand the impact on victims
- Understand that DA may take many forms and that in some cases this behaviour is criminal
- Articulate that it's not ok to hurt someone, or let someone hurt them physically or emotionally
- Know where to access support and guidance

Most young people will:

- Develop social skills - communicate effectively with others as well as expressing themselves
- Be able to understand and explain in greater detail what Domestic Abuse is.

Some students will:

- Explain sources of help available to victims of Domestic Abuse.
- Recognise unhealthy relationships, affecting people they know.
- Explain the ramifications of having a criminal record



TIME (MINS)	TUTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES	EXTENT STUDENTS ARE ENGAGED
5-10 mins	<p>Explain objectives of the lesson – It's a very sensitive topic. It could trigger a strong emotional reaction. If so, it's ok if you want to leave the room or close your eyes.</p> <p>Expected Behaviour – Establish the ground rules for respect and a safe place</p> <p>Introduction to the topic – What is Domestic Abuse? Ask students to discuss what they think it is and come up with some words that would describe it.</p>	<p>Students discuss among themselves and feedback to the group their interpretation of DA or specific words they associate with the terms.</p>	<p>What is Domestic Abuse PowerPoint (see resource pack)</p> <p>Teachers notes (see page 5)</p> <p>Ground rules (see resource pack)</p>	<p>Flyers/information can be obtained from the teacher if any young person feels the need to contact any of the agencies that are available to provide support for people affected by domestic abuse.</p>
20-25 mins	<p>Starter quiz:</p> <p>Hand out the Quiz What could be considered DA? With one coloured pen the pupils mark what they think in first column.</p> <p>Once complete, ask how many options they thought could be DA? Pupils put their hand up – 'Hands up if you thought 10 were DA? 9....8...7 etc.'</p> <p>This quiz will be remarked at the end of the lesson to mark progression in understanding.</p>	<p>Students tick the first column with a red pen what they think could be domestic abuse.</p> <p>Students will answer facilitator lead questions.</p>	<p>Quiz (see resource pack)</p>	<p>Students will feedback their thoughts and take part in a discussion around what they consider domestic abuse.</p> <p>They will realise in some situations like wearing a uniform for school is control but an accepted form of control vs someone controlling a partner by telling them what they can wear. A parent controlling the time they come home vs someone telling their partner what time to come home or who they are allowed to socialise with.</p>
(continued)	<p>Text Help! Activity:</p> <p>Split the class into groups of 3 or 4. Give half the class one letter and the other half the other letter, or gives out the 4 different versions.</p> <p>In groups allow them to come up with a reply to the text.</p> <p>Ask a member from each group to read the letter out and another to read their reply.</p> <p>Repeat for the other groups. At this point they should realise that it's two people from the same relationship.</p>	<p>Students can discuss and talk about any particular issues highlighted within the letters.</p> <p>Students advise the person in the letter on how to deal with the situation.</p>	<p>Text messages (see resource pack)</p>	<p>Students will create mind maps/ spider diagrams in groups. Two points 'abuse' and 'advice'</p>

TIME (MINS)	TUTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES	EXTENT STUDENTS ARE ENGAGED
5-10 mins	<p>Reflective activity:</p> <p>Return to Starter quiz sheet. Students to use a different coloured pen to mark in the second column what they now think is considered DA.</p> <p>To finish Remind young people who they can go to talk to if they have any concerns.</p> <p>Highlight the role of Bridges, the counselling available and the role of the police and local authorities.</p>	Students use the second column B to tick DA options.	Students to revisit their quiz paper.	Students should have ticked more boxes than they did initially as they develop a deeper understanding of domestic abuse.
	<p>Further activity - Scenarios Worksheet:</p> <p>(Time dependant or to be continued in the next session)</p> <p>Hand out Scenarios Worksheet where students write their advice to the scenarios.</p>		Scenarios Worksheet (see resource pack)	Individual activity - Students give their advice on a variation of scenarios. Some scenarios have leading questions, others have less direction.

Key Stage 3: Year 7 / Lesson 1

Teacher's Notes

Introduction to the topic

Expected Behaviour - Establish the ground rules for respect and a safe place. It could trigger a strong emotional reaction. If so, it's ok if you want to leave the room or close your eyes.

Start the session by asking the students what they understand to be domestic abuse. What is Domestic Abuse? Ask students to discuss what they think it is and come up with some words that would describe it. In most cases the students will offer answers that it is violence against a partner. Be prepared to challenge any stereotypes such as men are the perpetrators and women are victims. Clarify the term 'domestic'.

Quiz

At this point tell the students that they will complete a quiz that will form the basis of a discussion. The quiz is a tool to gauge what students already know or understand to be domestic abuse. It is also a great tool to begin the session and gives points of discussion. Request that they fill it out by themselves and that you will discuss it with them as a group once they have all finished.

Hand out the quiz and ask the students to tick the **A** column if they think any of the ten statements can be seen as domestic abuse. Also, that they tick the **A** column for who could be a victim and who could be a perpetrator. Clarify that they understand what a perpetrator is. This is a legal definition for a person who commits a crime. Any crime, not only domestic abuse. You may give other examples of crimes perpetrators commit to clarify this understanding.

Once they have all finished ask them to put their red pens away to avoid them changing their answers.

I would start with Q2 who could be a victim – only a child under 16 would not be a victim as it would be child abuse.

Q3 all could be perpetrators, even a child under 16. In this case it can be called a gendered phenomenon as in a study of nearly 2000 cases between 2009/10 found 87% Adolescent Violence towards Parents was committed by male suspects against 77% of female victims. In 66% of the cases it was son – mother violence against the person or criminal damage.

Q1 Ask how many options they thought could be domestic abuse? Pupils put their hand up – 'Hands up if you thought 10 were Domestic abuse? 10....9....8...7 etc.'

Discuss how each of the statements could be domestic abuse and why. Suggestion - 'If your mum shares a photo without consent on Facebook, is that domestic abuse?' Make a point that actually all 10 can be considered domestic abuse.

Students will consider various situations that could be normal but if "controlling, coercive or threatening" and limiting basic human rights thereby, having a "substantial adverse effect" it could be domestic abuse if done against an ex-partner, partner or family member.

The students will return to the quiz at the end of the lesson and mark the B column to mark progression in understanding.

Key Stage 3: Year 8 & 9 / Lesson 1

Teacher's Notes

Power and Control Circle

Discuss with the students how abusers don't target everyone in their lives. i.e. They don't abuse their friends or work mates. They may start off being loving and kind but no matter what the victim does or says they can't please them. Sooner or later they explode. Following this they apologise or make the victim feel it was their fault by reflecting their bad behaviour on to their victim. Domestic Violence, also known as intimate partner abuse or honour based abuse, gender violence are various terms used to describe an intentional and persistent abusive behaviour, based on an unequal position of power and control. Domestic violence can include a range of behaviours used by one person to control another with whom they have, or have had, a close or family relationship.

Anyone can experience domestic abuse. 1/3 women and 1/6 men It is becoming increasingly recognised that men can, and do experience violence from female partners and domestic abuse can also happen in same sex relationships.¹

Equality and Respect Circle

Explain to the students that this is what we should expect from any relationship not only from our intimate partners. i.e. you would expect all these values from a friend, family members and teachers to name but a few types of relationships we have in our lives.

Ask students what each value means to them. Ensure they understand each of the words paying attention to Equality, Respect, Honesty and Negotiation and Compromise.

Explain if we have all these values in our relationships we don't need to check our partner's phone for example (One thing many young people find difficult to understand is the concept of trust and being jealous. It seems the digital world has made them think its ok to know everything, about everyone, at all times!)

Victims, Perpetrators or Both?

Use this slide to confirm that everyone, other than the child under 16, could be a perpetrator or a victim, and quash any stereotypes the student's voice. Pay particular attention to the old person and the disabled person. They may be at a physical disadvantage, however, they could be either a victim or a perpetrator. Reiterate that a child under 16 would still be protected if a victim as it would be child abuse but they could be a perpetrator.

Domestic violence and abuse

The Government's definition of domestic violence and abuse.

Ask the students if they can name the four types of abuse.

¹ Adolescent to parent violence: a research study from the Centre for Criminology Rachel Condry
Centre for Criminology, Faculty of Law 4 February 2014

http://www.ox.ac.uk/media/global/www.ox.ac.uk/local/sites/uasconference/presentations/P22_Adolescent_to_parent_violence.pdf

Key Stage 3: Year 8 & 9 / Lesson 1

Teacher's Notes

The Serious Crime Act 2015

Explain that this is new legislation that has come into force to bridge the gap in the law and to protect victims of domestic abuse, before the abuser becomes violent.²

Forced Marriage and Honour Crimes

Explain that this is being included in a domestic abuse session as so called honour crimes are usually done by family members or close family associates and therefore it is domestic abuse.

Ask the students what's the difference between an arranged marriage and a forced marriage? It's the consent of both parties and shouldn't be confused with an arranged marriage

Text Help!

Split the class into groups and you can move to the next slide which has the definitions of controlling and coercive behaviour along with the four types of abuse

Reflective activity

Return to Starter quiz sheet. Students to use a green pen to mark in the second column B what they now think is considered domestic abuse, who can be a victim and who can be a perpetrator.

To finish, remind young people who they can go to talk to if they have any concerns. There are two more slides and resources available to download that support the last two slides.

If you require further information please contact:

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² Controlling or Coercive Behaviour in an Intimate or Family Relationship Statutory Guidance Framework
<https://www.gov.uk/government/publications/statutory-guidance-framework-controlling-or-coercive-behaviour-in-an-intimate-or-family-relationship>

ReSPECTful Relationships

