



ReSPECTful Relationships



Lesson Plans and Resources

Key Stage 3: Year 8 & 9

Lesson 5: Respecting Self and Others

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Lesson 5: Respecting Self and Others

KS3
Y8 & 9

Session Aim

- To differentiate between different forms of abuse and break down some of the myths surrounding domestic abuse
- To understand the changing nature of relationships, the consequences of actions and how to make compromises within those relationships without compromising integrity or feeling pressured
- To consider the influence that gender stereotyping in the media has on domestic abuse

Learning Outcomes

All young people can:

- Understand and explain what is meant by the term 'domestic abuse'
- Identify and explain how the media contains and contributes to gender stereotyping relating to domestic abuse
- Give a range of examples and be able to analyse the possible effects of gender stereotyping and how this affects reporting of domestic abuse

Most young people will:

- Identify, understand and describe the different types of behaviour that constitutes domestic abuse
- Express and explain views on domestic abuse that are not their own.
- Know how to access help and support for themselves or another person who is experiencing domestic abuse
- Evaluate the influence that gender stereotyping in the media has in reporting of domestic abuse

Some students will:

- Identify and explain legal consequences
- Understand the effect that control and coercion can have in a person's relationship
- Consider and understand why it may be difficult for a victim of domestic abuse to leave the relationship



TIME (MINS)	TUTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES	EXTENT STUDENTS ARE ENGAGED
20-25 mins	<p>Introduction to the topic:</p> <p>Explain that we are going to explore some of the myths and facts about domestic violence and abuse. We are also going to look at some different types of abuse, particularly around control and coercion.</p> <p>Read out one statement at a time from ‘Domestic Abuse Myths’. What do the students think are real? Have a group discussion around each of the points. If time is an issue, choose a statement or two that you think would raise a debate and address any particular issues or topics you think relevant to the class.</p> <p>The table of Types of Domestic Abuse gives a list of the different types of abuse and examples of behaviour associated. This has many examples but is far from an exhaustive list as domestic abuse happens in many different ways.</p> <p>To clarify that the students understand fact from fiction ask them the following questions:</p> <ul style="list-style-type: none"> • Why does domestic abuse occur? • What type of person commits domestic abuse? • What type of person is a victim of domestic abuse? • Why might people stay in abusive relationships? <p>Have a group discussion around each question, writing key suggestions on a whiteboard/flipchart. Is there anything else that could be added? Does everyone agree on the answers given? Allow the students to express their views, but challenge inaccurate beliefs. There are some things which are not just a matter of opinion and are totally unacceptable; in some cases against the law. DO NOT allow opinions to stand which need to be challenged.</p> <p>Use the Domestic Abuse Myths and Facts and table of Types of Domestic Abuse to clarify the facts and allow time for discussion.</p> <p>Please note that these activities may lead to disclosure.</p>	<p>Students consider what myths are fact or fiction.</p> <p>Student feedback to teacher their thoughts.</p>	<p>Domestic Abuse Myths and Facts (see resource pack)</p> <p>Types of Domestic Abuse (see resource pack)</p> <p>Controlling or Coercive Behaviour: Statutory Guidance</p> <p>FIND ONLINE</p>	<p>Students learn to respect and feel empathy for other people listening to other people's contributions to the discussion.</p> <p>Students can voice their thoughts and opinions in safe environment.</p> <p>Learn correct facts about domestic abuse and learn what myths are untrue.</p>

TIME (MINS)	TUTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES	EXTENT STUDENTS ARE ENGAGED
20-25 mins	<p>Story Time</p> <p>Divide the class into four groups and give them each part one of one of the stories, plus the Types of Domestic Abuse information sheet. Ask the groups to read the story they have been given and try to decide which different kinds of abuse are taking place. They should consider the following questions which should be written on the whiteboard.</p> <ul style="list-style-type: none"> • Do they think it is domestic abuse? • Why are the two people attracted to each other? • What keeps them together? • What type of abuse are happening? • How serious do they consider it to be? • What advice would they give to the victim/abuser? • What obstacles are preventing the victim leaving? • What message does this give to people experiencing violence? <p>Give them time write down their ideas, before giving them the second and then the third part of their story.</p> <p>Ask groups to compare their ideas with the subsequent parts of the story. They can add any responses that have been missed. Allow the students to put forward their views, but challenge where necessary. The students may feel very passionate about the stories from their personal experiences. Let them know that the situations are very difficult for those involved and at the first and second stage it's difficult to know what will happen next. The situations may need outside agencies to help resolve certain situations. The choices they make could have serious very consequences and the discussion should focus on solutions.</p> <p>You may find that student's opinions will be affected by their gender, age, cultural background, their own belief system, self-confidence and understanding of what is expected from them.</p>	<p>In groups, students consider thought provoking questions surrounding domestic abuse.</p> <p>Read different stories and identify key issues from what is happening in the story.</p> <p>Write down their thoughts before they see the next part of the story.</p>	<p>Stories (see resource pack)</p> <p>Actions, Crimes and Sentences (optional or for teacher's knowledge – see resource pack)</p>	<p>Students gain insight into different perspectives of people involved with domestic abuse.</p> <p>Start to comprehend how difficult it can be for someone in an abusive relationship to access help and support.</p> <p>Students have the opportunity to articulate what is unacceptable to them personally. This will improve their chances of creating healthy boundaries in future relationships</p>

TIME (MINS)	TUTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES	EXTENT STUDENTS ARE ENGAGED
5-10 mins	<p>Plenary:</p> <p>Close with the following statements:</p> <ul style="list-style-type: none"> • Violence is never acceptable in any relationship • It is always the aggressor's responsibility if they use violence, which can take many forms. • Help is available to challenge tough situations. • Usually (but not always) it is the man who is the abuser and the woman who gets hurt. • Although domestic abuse happens mostly between adults, young people can be affected by the abuse that they see and hear; they can be hurt or bullied as part of domestic abuse between adults. • Young people may also experience abuse from their own boy/girlfriend. • Domestic abuse is a repeated pattern of behaviour. • Domestic abuse can also happen after a relationship has finished. Stress nobody deserves to be abused. <p>Stress the importance of support for people who are in an abusive relationship.</p> <p>Does the class understand and know where to get help and support if they are affected by anything discussed?</p>	Class discussion – student feel free to contribute their answers.	Agency information (see resource pack)	<p>Students understand implications and realities of domestic abuse and the difficulties people in an abusive relationship faces.</p> <p>Students consider that both genders can be victims of domestic abuse but that women are twice as likely to be a victim.</p>

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