

Behaviours – OK or Not?

Time: approximately 60 minutes

Learning Outcomes

By the end of this lesson:

All pupils will be able to explain why some apparently supportive behaviours can be seen as abusive in certain circumstances;

Most pupils will be able to suggest ways in which a person could access help, support and advice if they found themselves in an abusive relationship;

Some pupils will be able to explain in greater detail strategies for dealing with abusive behaviour that make the person safer.

Resources

- ✓ Suggested Ground Rules (provided in section 4);
- ✓ Information on Sources of Help (provided in section 4);
- ✓ Agony Aunt/Uncle letters – Appendix 1;
- ✓ Pens and paper;
- ✓ Behaviour cards, photocopied and cut up beforehand – Appendix 2.

A Activity 1

Time: about 25 minutes

1. Set ground rules or use prepared ground rules provided in section 4. (Please note that these activities may lead to disclosure so it is advisable to read the guidance on dealing with disclosure in section 1 prior to the lesson).
2. Explain that in today's lesson we are going to think about the behaviours within relationships and when behaviours can become abusive.
3. Explain to the group that they are going to be agony aunts or uncles, looking at some letters which have been sent in by worried readers.
4. Split the class into 4 or 8 groups and allocate the letters – one per group (letter A, B, C or D – Appendix 1). The young people will not know that they are, in fact, looking at letters from two people in the same relationship. If there are 8 groups there will be two groups looking at each problem.
5. Ask the groups to spend a few minutes discussing the problem and composing a reply, letting the writer know what they could do to improve their situation.
6. Take feedback from the group that was looking at problem A. Read out the problem to the whole group. If more than one group was looking at the same problem, compare and discuss. Ask the rest of the group for their comments on the advice given.
7. Now do the same with the groups that were looking at problem B.
8. The young people will probably realise that they are looking at two sides of the same relationship. If not, point this out and see if anyone wants to change their advice now they have heard both sides of the story.

9. Repeat with problems C and D.

10. Read out the following statements about domestic abuse:

- Domestic abuse (also called domestic violence) happens when one person hurts or bullies another person who is or was their partner or who is in the same family.
- It can happen between people who are going out together, living together, have children together or are married to each other. It can happen either when people live together or separately.
- Domestic abuse can also happen after a relationship has finished.
- 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, and 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.
- It often includes several different types of abusive behaviour, including physical, emotional, sexual and financial abuse.
- People use domestic abuse to control other people they have a relationship with.

B Activity 2¹

Time: about 25 minutes

Method 1 (Interactive – needs space)

1. Take the pupils into a large space.
2. Label one side of the room 'ABUSIVE' another side 'SUPPORTIVE' and a third side 'DEPENDS'.
3. Using the behaviour statements from Appendix 2 ask pupils to decide if they feel the behaviour is abusive, supportive or depends and move to the appropriate side of the room.
4. Using the questions from method 1, invite comments from pupils standing in different places. (If it looks as if everyone is going to the same place, encourage some pupils to be provocative to get a debate going OR you could play devil's advocate yourself!)
5. Discuss together how unacceptable behaviours could be challenged in a **safe** way.
6. Ask the class to suggest how someone could get help if they felt they were experiencing some of the abusive behaviours.

¹ This activity has been adapted from *Heartstrings: A PSHCE pack for secondary schools to challenge domestic abuse and build healthy relationships*. Cheshire County Council Community and Education Service Secondary Schools Project.

Method 2

1. Split the class into small groups and hand out one set of Behaviour Cards (Appendix 2) per group.
2. Ask each group to sort out the cards into types of behaviour – ‘Abusive’, ‘Supportive’ or ‘Depends’. Encourage discussion about how an apparently supportive behaviour could become an abusive one.
3. When the groups have finished ask pupils to discuss what the relationship would be like in the abusive group of behaviours.
 - Who would feel good/bad?
 - Who would have the power/no power?
 - Is the relationship equal and fair?
4. Discuss the ‘Supportive’ list using the same questions.
5. Ask the groups to consider the behaviours in the ‘Depends’ list. What does it depend on?
 - Is it about how much/how often?
 - Is it the way that it is done?
 - Is it the reason behind the behaviour?
6. Compare: did everyone agree what behaviours went on each pile?
7. Discuss together how unacceptable behaviours could be challenged in a **safe** way.
8. Ask the class to suggest how someone could get help if they felt they were experiencing some of the abusive behaviours. Refer to the Sources of Help information in section 4.

Plenary

Time: about 5 minutes

1. Stress that nobody ever deserves to be abused and anyone who is affected by the issues should talk to an appropriate person.
2. Remind young people about sources of help (see information in section 4) that are available and talk about Women’s Aid and the range of domestic abuse services available.
3. Ask the group for ideas on what they could do to help and support someone who is being abused.

Suggested Extension Activities

- Role play the situations in the letters or young people develop role plays of their own, focussing on solutions and getting help and support;
- Use the internet to research the various sources of help that are available locally and nationally;
- Prepare an assembly on the theme of conflict resolution;
- Arrange for a visiting speaker to talk to the young people about conflict resolution.

| Learning outcomes | National Curriculum – PSHE and Citizenship | Links to SEAL | Every Child Matters |
|--|--|---|---|
| <p>All pupils will be able to explain why some apparently supportive behaviours can be seen as abusive in certain circumstances</p> <p>Most pupils will be able to suggest ways in which a person could access help, support and advice if they found themselves in an abusive relationship</p> <p>Some pupils will be able to explain in greater detail strategies for dealing with abusive behaviour that make the person</p> | <p>Key Stage Four Pupils should be taught/given opportunities:</p> <p>PSHE</p> <p>2b) to use assertiveness skills to resist unhelpful pressure</p> <p>g) to seek professional advice confidently</p> <p>3b) to be aware of exploitation in relationships</p> <p>c) to challenge offending behaviour, prejudice, bullying, racism and discrimination assertively and take the initiative in giving and receiving support</p> <p>e) to be able to talk about relationships and feelings</p> <p>f) to deal with changing relationships in a positive way, showing goodwill to others and using strategies to resolve disagreements peacefully</p> <p>j) to know about the statutory and voluntary organisations that support relationships in crisis</p> <p>4f) develop relationships [for example, by discussing relationships in single and mixed sex groups]</p> <p>g) consider social and moral dilemmas [for example, young parenthood, genetic engineering, attitudes to the law]</p> <p>h) find information and provide advice</p> <p>Citizenship</p> <p>2a) research a topical political, spiritual, moral, social or cultural issue, problem or event by analysing information from different sources, including ICT-based sources, showing an awareness of the use and abuse of statistics</p> <p>b) express, justify and defend orally and in writing a personal opinion about such issues, problems or events</p> <p>c) contribute to group and exploratory class discussions, and take part in formal debates</p> <p>3a) use their imagination to consider other people's experiences and be able to think about, express, explain and critically evaluate views that are not their own</p> | <p>Empathy</p> <p>36) I understand the impact of bullying, on all those involved</p> <p>37) I can support others who are experiencing personal problems</p> <p>38) I recognise and take account of my feelings of empathy and act on them by considering the needs and feelings of others</p> <p>Social skills</p> <p>39) I can communicate effectively with others, listening to what others say as well as expressing my own thoughts and feelings</p> <p>43) I can work and learn well in groups, co-operating with others to achieve a joint outcome</p> <p>50) I can be assertive when appropriate</p> | <p>Be healthy (physical, mental, emotional health)</p> <p>Stay safe (from neglect, violence, abuse)</p> <p>Enjoy and Achieve (personal and social development)</p> <p>Make a positive contribution (develop positive relationships)</p> |

Year 10 – Appendix 1

Agony Aunt/Uncle Letters

Letter A

Dear Agony Aunt/Uncle

Please can you help me? I have been going out with this boy for about 6 months and I really do love him. When we first started going out everything was great, he was really kind and considerate, buying me little gifts and sending me lovely text messages all the time. But just recently he seems to have changed. He still sends messages, but he wants to know where I am, what I am doing and who I am with. He says he loves me so much he doesn't want to let me out of his sight, but he is beginning to frighten me. He gets really angry and aggressive if I am late meeting him and last week when I went bowling with my mates he was ringing me all the time. He was waiting outside the bowling alley when I came out and he grabbed me by the hair and said he didn't want me seeing anyone else but him. The next day he bought me a huge box of chocolates and said he was really sorry, that it's just because he loves me so much. He said he wouldn't do it again, but I am frightened and don't know what to do.

Yours

Worried girl

Letter B

Dear Agony Aunt/Uncle

I have been going out with this great girl for about 6 months. She is fantastic looking and I can't believe that she would want to go out with someone like me. The problem is that I get really jealous when she goes out with her mates. I am just happy being with her and I don't see why she wants to go out without me – she says she loves me so surely she should want to be with me all the time. I can't bear it when she is out of sight. I want to know where she is and who she is with. Last week I really lost it. She went bowling with her mates and I was bubbling inside, so I went to meet her when she came out. I don't know what happened, but I just saw red and grabbed her hair. I was really sorry after and I bought her a big box of chocolates. I don't want it to happen again. I love her so much. What can I do?

Yours

Concerned guy

Letter C

Dear Agony Aunt/Uncle

I am 19 and gay. I have been with my boyfriend for about a year and we do love each other. However, he has a really bad temper. I don't know what triggers it off – just little things. If I am late he goes mad at me. If we are out together, I am not allowed to look at anybody else. He is always putting me down – even in front of other people. If I get a text message from anybody when I am with him he wants to know who is texting me. Last week he snatched my phone and threw it at me. He has hit me a few times and each time it seems to get worse. He is always sorry after but he says it's my fault – I just wind him up. I don't know what to do. I can't tell anybody, I would be too ashamed. Everyone thinks it's only women who get beaten – surely I should be able to stand up for myself. I know there are places where women can get help, but what about men? I don't know what to do.

Yours

Worried guy

Letter D

Dear Agony Aunt/Uncle

I am a 19 year old gay male and have been in a relationship with this guy for a year. I do love him and I think he loves me, but he really winds me up. He's got a lousy job – he could do better – and he just doesn't make the best of himself. When we are out together I notice him looking at other guys. Why does he do it? He knows this really makes me mad. He gets text messages and he won't tell me who is sending them. Last week when he got a text he was being so secretive I snatched his phone and threw it at him. I have hit him a few times – I know I shouldn't but he is such a wimp and I get so frustrated with him. He knows what winds me up so why does he do it? How can I make him see that it is him that is spoiling things?

Yours

Fuming guy

Year 10 – Appendix 2

Behaviour Cards – Abusive/Supportive/Depends

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|---|---|---------------------------------------|---|
| Holding my hand and cuddling me all the time | Putting me down, especially in public | Giving me a hug when I'm upset | Taking me out somewhere I really want to go |
| Telling me I'm loved | Having to do what he/she wants to avoid arguments | Phoning and texting me all the time | Telling me I look nice |
| Smiling at me | Ignoring me when we're out with his/her friends | Expecting me to wait in for calls | Turning up to surprise me |
| Helping me to choose clothes when I go shopping | Telling me I am putting on weight | Buying me a present after an argument | Making me feel really special |



| | | | |
|---|--|---|--|
| Treating me as an equal | Questioning what I wear when I go out | Expecting me to pay for everything when we are out | Cooking my favourite food for me |
| Making me feel nervous when we are together | Asking where I am going or where I have been | Making fun of everything I say | Looking after me when I am ill |
| Shouting at me when I do things wrong | Always interrupting and correcting me | Doing things that he/she doesn't really like just to please me | Having pet names for me |
| Sulking when I have a night out with my mates | Asking me what I want | Getting angry over something small because he/she has been drinking | Texting me little love messages all the time |

This activity has been adapted from the 'Heartstrings' resource²

² Heartstrings: A PSHCE pack for secondary schools to challenge domestic abuse and build healthy relationships. Cheshire County Council Community and Education Service Secondary Schools Project.