

**'Face Up' – Preventing controlling and abusive behaviour in teenage relationships**  
**Module 1: Coercive and controlling behaviour**

<b>Lesson Plan 1</b>	<b>Video exercise</b> (Scene 2 -Teenage kicks) & (Scene 5 -Don't wear that)
Resources	'Face Up' CD Rom, smart board and projector Additional handout 1
Aim	Pupils should "Develop the appropriate language and confidence to describe unwanted behaviours." This is a requirement set out by OFSTED in the 2013 PSHE report.
Objectives – Pupils will:	Identify appropriate words to describe unwanted, coercive or controlling behaviour.  Discuss the behaviour of the characters in the films using the appropriate language to describe unwanted, coercive or controlling behaviour.  Distinguish between controlling behaviour and behaviour that is safe and appropriate.
Starter	Ask pupils to identify simple examples of unwanted behaviour. When have they been in a situation where other people's behaviour made them feel uncomfortable? Collect some up on the board.  Look for examples including; unkind comments, bullying, exclusion from play, name calling or 'play fights' that go too far.
Introduction	Watch the film 'Teenage kicks' and use the questions embedded in the software to facilitate a large group discussion about the behaviour of the characters in the film, identifying aspects of their behaviour which are inappropriate, unwanted or hurtful.  Brainstorm a list of words that can be used to describe the behaviour of the young man in the film and the feelings of the young woman, for example: <ul style="list-style-type: none"> <li>• Young man's behaviour; aggressive, violent, bullying, hurtful, unfeeling.</li> <li>• Young woman's feelings; hurt, insulted, undermined, bullied, angry.</li> </ul>
Development	Watch the film 'Don't wear that' this time divide the class into small groups and ask them to discuss behaviour of the characters in the video. Handout 1 can be used to record the unwanted and inappropriate behaviour exhibited by the characters in the video.
Plenary	In a larger group ask pupils to feedback the unwanted and inappropriate behaviour they identified and its impact upon the feelings of others.
Assessment	Formative assessment can be carried out during this session through the observation of class discussion, to what extent do young people understand the language required to describe controlling behaviour? How confident are they using that language?
Differentiation / Additional Activity	An additional task is included for pupils who may finish early. Handout 1.2 asks young people to choose the words defined in handout 1 which will fit best into a series of sentences.

## **'Face Up' – Preventing controlling and abusive behaviour in teenage relationships** **Teachers Note 1 – questions for facilitating discussions**

**Starter activity** - pupils to identify simple examples of unwanted behaviour

It is important to set some ground rules for this short discussion. You are not asking participants to reveal specific incidents, rather to identify types of behaviour that are upsetting or inappropriate. It is important not to get into a finger pointing exercise where one person starts to say that 'so and so' did this or that. These questions are therefore very general, remember this is just a starter.

- Can anyone give me an example of behaviour that is likely to upset others?
- What do we mean by bullying?
- Does anyone know what coercive means?
- Can anyone give me an example of coercive behaviour?
- What is controlling behaviour?
- How do you feel if people push you around?
- Why does this type of thing happen?

**Introduction** - 'Teenage kicks' a large group discussion

This is designed to be a large group discussion in which pupils analyse the behaviour of the characters in the film 'Teenage Kicks' (scene 2). There are three questions and answers embedded in the software, you can use these to begin the discussion. However, it is really useful if you can focus discussion on the role of the bystanders in this film - as well the actions of Jay, who behaves inappropriately. There are also some questions below to explore how the young woman feels after she has been pushed around.

Analysing Jay's behaviour:

- Although it's not obvious, does Jay like the girl who he is pushing around?
- Is Jay pushing the girl around to make himself feel strong?
- Is he thinking about how his behaviour makes her feel?
- Is it common for some boys to express themselves by being rough?
- Why do you think they might express themselves in this way?

Analysing the actions of the bystanders in the film:

- Do they intervene when they see Jay pushing the young woman around?
- Could they intervene more effectively when they see Jay pushing the young woman around?
- What could they say to Jay that might make a difference to his behaviour?
- Would you intervene if you were in a situation similar to this?
- What would you say to Jay?
- When does 'minding your own business' stop and your responsibility to help others start?

Analysing how it makes the young woman feel (she does not have a name in the film):

- How does she feel while Jay has her in a head lock?
- What would she say to Jay if she could get him to sit down and listen?
- Do you think she might like him if he behaved differently?
- Does she express herself effectively?
- How could she communicate better?

**Development** - 'Don't wear that' small group discussion

The software also provides three questions to get discussion started but handout 1 provides a more detailed framework that you can use to facilitate small group discussions.

**Plenary** - Feedback the unwanted and inappropriate behaviour they found in the discussion of 'Don't wear that'.

OFTSED clearly say that they want young people to be “taught the **appropriate language** and have the **confidence to describe unwanted behaviours**”. This activity should therefore focus on some of the words (and their meanings) featured in Handout 1. The questions below are designed to get young people exploring the meaning of these words through discussion of the film 'You can't wear that'.

- Is Luke's behaviour coercive?
- What's the difference between controlling and coercive?
- If Luke continues to behave in this way would you describe his behaviour as abusive?
- Is Danielle being undermined by Luke?
- Why might Danielle be feeling fearful?
- Why might Danielle feel Angry?
- How would you feel in Danielle's position?

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### Handout 1.1

Think about the words on the right hand side of the page and work out which words can best be used to describe the two characters from the film 'You can't wear that'.



Luke



Danielle

Word	Definition
Controlling	The power to influence or direct people's behaviour or the course of events.
Coercive	Relating to or <u>using</u> force or <u>threats</u> .
Angry	Feeling or showing annoyance, displeasure, hostility or aggression.
Disempowered	Make a person or group less powerful or confident.
Empathy	The ability to understand and share the feelings of others.
Bullying	Using superior strength or influence to intimidate (someone), typically to force them to do something.
Unfeeling	Unsympathetic, harsh or callous.
Fearful	Feeling or showing fear or anxiety.
Abusive	Extremely offensive and insulting.
Upset	Make someone unhappy, disappointed or worried.
Undermined	Lessen the effectiveness, power or ability of others, especially gradually or insidiously.
Disrespectful	Showing a lack of respect or courtesy; impolite.
Bossy	Fond of giving people orders; domineering.

### Handout 1.2

A synonym is a word that means the same as, or almost the same as, another word. Match up the ten pairs of synonyms in the grid below. One pair has already been found for you.

Empathy	Controlling	Disrespectful	Afraid	Demoralise
Undermine	Compassion	Upset	Bullying	Discourteous
Domineering	Insulting	Fearful	Coercive	Intimidate
Distress	Harassing	Bossy	Abusive	Manipulative

1. Empathy      Compassion      6. \_\_\_\_\_      \_\_\_\_\_
2. \_\_\_\_\_      \_\_\_\_\_      7. \_\_\_\_\_      \_\_\_\_\_
3. \_\_\_\_\_      \_\_\_\_\_      8. \_\_\_\_\_      \_\_\_\_\_
4. \_\_\_\_\_      \_\_\_\_\_      9. \_\_\_\_\_      \_\_\_\_\_
5. \_\_\_\_\_      \_\_\_\_\_      10. \_\_\_\_\_      \_\_\_\_\_

Using some of the words from the table above and things you saw in the film, see if you can create your own sentences to describe:

- A. Luke's behaviour towards Danielle.
- B. How Danielle might feel about Luke's behaviour. What might the effects on Danielle be?
- C. How Luke might feel about Danielle's response.

A. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

B. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

C. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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