

'Face Up' – Preventing controlling and abusive behaviour in teenage relationships
Summary Activity: Asking for help / Intervening as bystanders

Lesson Plan 8	'Ask Emma'
Resources	'Face Up' CD-ROM, storyboard and projector. Video 3: 'It's OK sis'.
Aims	Pupils should be able to demonstrate the strategies they learnt in modules 1 and 2.
Objectives	Identify risky behaviour. Describe positive actions that can be taken to reduce risk and minimise harm. Identify places people could go to help. Demonstrate positive ways that they could intervene as bystanders. Develop pupil's confidence to create their own positive strategies in risky situations.
Introduction 20 mins	Use the interactive 'Agony Aunt' to introduce the first two problems and, in a larger group, ask pupils to discuss how these problems could be solved. In the pupils discussion, look for simple, practical things that could be done to solve the problems. You should particularly look for pupil's identifying places they could ask for help or how they might intervene positively if the problem comes from a bystander. When pupils have come up with their own ideas, it is important to play 'Emma's response'. The responses were written by the NSPCC and provide an authoritative response to the problems contained in this exercise.
Development (or homework activity) 20-30 mins	Divide the class into smaller groups and ask them to consider the next four problems from the 'Agony Aunt' exercise. You will need to play the four problems from the CD ROM, it is best to do these one at a time, the interval between becomes a structured space in which pupils can have their discussions. Handout 8.1 contains a series of questions that pupils can use to help them focus on the key issues.

<p>Plenary 10 Mins</p>	<p>In a larger group, ask pupils to feedback the solutions that they have devised. Discuss the feasibility of these solutions. When pupils have had a chance to come up with their own ideas, it is important to play 'Emma's response'. The responses were written by the NSPCC and provide an authoritative response to the problems contained in this exercise.</p>
<p>Assessment</p>	<p>Assessment can be carried out through observation of pupil participation in the discussion. It should focus on the solutions that they come up with. Are they developing strategies that will reduce risk and minimise harm? Are they displaying confidence in identifying sources of help? Are they displaying confidence and developing strategies for intervening as a bystander?</p>
<p>Differentiation / Additional activities</p>	<p>Ask pupils to write problems that could be sent to Emma based on their own experiences and discuss how these could be solved. It is best to read these out anonymously. Handout 8.2 is designed to support this. Pupils could complete this activity as homework. The problems could be used to open up discussions with parents/other adults by asking them to take on the Agony aunt role.</p>

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Teachers Notes 8 – Questions for facilitating discussions.

Introduction (20 mins)

The interactive 'Agony Aunt' provides a series of problems and solutions designed to encourage pupils to discuss how they would solve those problems, before listening to the solutions that are embedded in the software.

In the first problem, a young man is being teased by his girlfriend and he feels she is going too far, these questions might help pupils to focus on some of the key issues:

- Does his girlfriend know how he feels?
- What's the difference between gentle teasing and a hurtful 'put down'?
- How can the couple work out where teasing stops and 'put downs' start?
- What's the best way for him to tell her how he feels?
- What words might he use to describe his feelings?
- How important is it to talk about your feelings in *any* relationship?
- Is there an organisation they could point him to for further support?

In the second problem, a young woman is worried about her sister. Her sister's boyfriend is much older and is pressurising the sister to go to the park and drink alcohol. These questions might help pupils to focus on some of the key issues:

- The problem is written by a bystander, how can she best help her sister?
- What might she say to her sister to help her make a positive choice?
- When would be a good time to advise the sister to approach her boyfriend?
- What words could she suggest her sister use to describe her feelings?
- Where could she advise her sister to go if she needs more support?

Development (20 – 30 mins)

Handout 8.1 contains four more problems that pupils can answer. You may want to play the four problems to introduce the session, or one by one, giving pupils 5 minutes to answer each.

Plenary (10 mins)

Bring the class together to feedback their solutions and to play Emma's responses.