

# Hidden Hurt

## Teacher Follow-up Activities

The follow up activities for 'Hidden Hurt' (Safer Relationship) provide pupils with opportunities to achieve Key Stage 3 learning outcomes from the PSE Framework for 7 to 19 year olds in Wales 2008 and the National Literacy and Numeracy Framework in Wales 2013.

Hidden Hurt Additional activities	Links with the National Literacy & Numeracy Framework in Wales 2013	Links with the PSE Framework for 7 to 19 year-olds in Wales	
		Skills	Range
1. Introduction - Hidden Hurt	L(O)sp L(O)l L(O)c&d		
2. Who and Why?	L(O)sp L(O)l L(O)c&d	<ul style="list-style-type: none"> <li>▪ Express opinions clearly and justify a personal standpoint</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understand the features of a safe and potentially abusive relationship</li> </ul>
3. Watching Her - Sorting Activity	L(O)sp L(O)l L(O)c&d	<ul style="list-style-type: none"> <li>▪ Consider others views to inform opinions and make informed decisions and choices effectively.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understand the features of a safe and potentially abusive relationship</li> <li>▪ Develop positive attitudes to towards themselves and other</li> </ul>
4. Who Was Your Best Friend?	L(O)sp L(O)l L(O)c&d L(W) s & o	<ul style="list-style-type: none"> <li>▪ Make and maintain friendships and begin to negotiate behaviour in relationships</li> </ul>	<ul style="list-style-type: none"> <li>▪ Develop positive attitudes towards themselves and others</li> </ul>
5. The Friendship Pyramid	L(O)sp L(O)l L(O)c&d or L(W) s & o	<ul style="list-style-type: none"> <li>▪ Consider others views to inform opinions and make informed decisions and choices effectively</li> <li>▪ Use a range of techniques for personal reflection</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understand the features of a safe and potentially abusive relationship</li> </ul>
6. Is this a Healthy Relationship?	L(O) sp L(O)l L (R) rs L(r)c L(R)r&a	<ul style="list-style-type: none"> <li>▪ Use a range of techniques for personal reflection</li> <li>▪ Express opinions clearly and justify a personal standpoint</li> </ul>	<ul style="list-style-type: none"> <li>▪ Develop positive attitudes to towards themselves and others</li> <li>▪ The features of a safe and potentially abusive relationship</li> </ul>



7. Celebrities and Soaps	L(O)sp L(O)l L(O)c&d L(W)s&o	<ul style="list-style-type: none"> <li>▪ Consider others views to inform opinions and make informed decisions and choices effectively</li> <li>▪ Use a range of techniques for personal reflection</li> </ul>	<ul style="list-style-type: none"> <li>▪ The features of a safe and potentially abusive relationship</li> </ul>
8. Values Continuum	L(O)sp L(O)l L(O)c&d L(R)c L(R)r&a	<ul style="list-style-type: none"> <li>▪ Communicate confidently personal feelings and views through a range of appropriate methods</li> <li>▪ Be assertive and resist unwanted peer and other pressure</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understand the range of emotions they experience and how to develop strategies for coping with negative feelings</li> </ul>
9. Saying No	L(O)sp L(O)l L(O)c&d	<ul style="list-style-type: none"> <li>▪ Make and maintain friendships and begin to negotiate behaviour in personal relationships</li> <li>▪ Be assertive and resist unwanted peer and other pressure</li> <li>▪ Listen attentively in different situations and respond appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Develop respect for themselves and others</li> </ul>
10. Problem Page Scenario	L(O)c & d L(W)l L(W)s&o L(W)gps	<ul style="list-style-type: none"> <li>▪ Make and maintain friendships and begin to negotiate behaviour in personal relationships</li> <li>▪ Develop and use a range of strategies to manage anger and resolve conflict.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understand the features of a safe and potentially abusive relationship</li> <li>▪ Understand the benefits of accessing different sources of information, support and advice</li> </ul>



The United Nations Convention on the Rights of the Child enshrines children and young people's rights to be protected from abuse and exploitation. All children and young people are potentially at risk of being sexually abused. Schools have a central role to play in reducing this risk. By exploring the features of safe and healthy relationships, officers can help learners to develop the skills to identify potential risks, stay safe and seek help if needed.

The safer relationships lesson plan should be delivered as part of the school's PSE and sex and relationship education (SRE) programme. It should be consistent with the school's sex education policy and the agreed values framework for SRE. Discuss with the teacher that the lesson is appropriate for the needs of learners in terms of their age, maturity, language/images used, and understanding required.

Further advice on teaching sensitive issues is available on the PSE website by following the link to 'teaching about sensitive issues' on

<http://wales.gov.uk/pesub/home/holisticpse/delivery/teachingsensitiveissues/?lang=en>

To undertake activities 1, 2 and 3, pupils need to have attended the School Community Police Officer's lesson as the activities focus on the DVD shown as part of the lesson.

### 1. Introduction

To undertake this activity and connect with the previous lesson, review and further develop the main themes of the School Community Police Officer's Hidden Hurt delivery. The activities are designed to help pupils consolidate previous learning.

Pupils:

- are able to recognise domestic abuse
- are able to identify the types of domestic abuse
- understand and accept that the victims are not to blame
- know where to go to get help.

### 2. Who and why?

The aim of this activity is to explore the feelings of the main characters and their roles within the film. Divide the class into small groups and distribute one character card (resource 2a) to each group. Ask the pupils to discuss the questions posed on the cards. Ask the group leader to feedback their responses to the whole class. The teacher can develop the answers further as whole class discussion.

### 3. Watching her sorting activity

Divide the class into small groups. Distribute a set of situation photo cards (resource 3a) to each group. Ask the pupils to sort the cards into two piles showing:

- A) the positive aspects of a relationship
- B) the negative aspects of a relationship.

When completed, ask each group to choose one example of positive behaviour and one of negative behaviour. Ask each group to feedback the reasons for their selection to the whole class.



Using only the negative behaviour cards ask the pupils to choose the 5 cards which illustrate the earliest warning signs in the unhealthy relationship between Rhys and Carys.

Ask the group to discuss what Carys could have done at each point to avoid future abuse. Ask each group to feedback their comments and as a whole class activity, collate the suggested safety strategies on the board and correct any misconceptions.

#### 4. Who was your best friend?

Explain that the purpose of this activity is to understand what makes a good friend and to discover whether friendship patterns change over time.

The teacher asks the class to close their eyes because they need to concentrate and think back in time to consider one question. Explain that they should not call out. This is something private to each pupil.

Ask the pupils the following question: Who was your 'number one best friend' at the following ages?

Age 4

Age 10

Age 12

Age 15

Ask the pupils to identify one person at each age, but to remain silent at this stage. Using a show of hands, ask how many pupils have named the same person for all four ages? Discuss that this kind of friendship is long term. Many friendships change as pupils grow older and their interests change. Identify and discuss long term friendships and the ones that change over time. Explain why these occur (maturity - travel - gender - hobbies - interests - money - jobs - religion).

Distribute paper and in groups of four ask pupils to list six characteristics they would value in a friend. Identify those that apply to long and short term friendships. Each group to report their findings back to the class. Teacher to display the responses and consider whether time is a significant element. In groups ask pupils to discuss - under what circumstances would you consider **not** continuing a friendship with your best friend?

Select a group spokesperson to feedback to the whole class.

#### 5. The Friendship Pyramid

Provide each group with the pyramid outline. (**resource 5a**) Ask each group to cut the pyramid sheet into the 9 small triangles. Ask the group to discuss and fill in each individual triangle with a factor they feel is important in a relationship. Once the group has completed all the triangles they should discuss and rate these factors in order of importance and place on the desk as a pyramid. The base row is the least important and the pinnacle the most important factor. With less able groups use the completed pyramid (**resource 5b**) to carry out the same exercise

#### 6. Is it a healthy relationship?

Open the discussion by asking the pupils what the characteristics of a happy relationship are (laughing together, having fun, sharing the same interests, helping each other, trusting each other, etc.). Refer to the worksheet the pupils completed in the officer lesson. Divide the class into small groups and distribute a set of sorting cards to each group (**resource 6a**)



Ask the pupils to sort the cards under the three headings provided:

- Signs of a healthy relationship
- Signs of an unhealthy relationship
- Signs of an abusive relationship

Facilitate feedback to ensure pupils understand the difference between a healthy, unhealthy and abusive relationship. Clarify the meaning of abuse (abuse is any kind of mistreatment - physical, emotional, sexual) and explain to the pupils that abuse is always unacceptable and that they should talk to a trusted adult if they are ever in an abusive situation.

Distribute a Venn diagram card (**resource 6b**) to each group. Ask the groups to reconsider their sort piles and decide where to place the cards on the Venn diagram provided. Facilitate feedback to highlight that many abusive behaviours can generate unhealthy relationships.

## 7. Celebrities and Soaps

Open this activity by considering the pupils' knowledge of current TV drama/soaps and celebrity story lines. Refer to popular programmes and magazines for stimulus material. Ask pupils if they are aware of any story lines or celebrity relationships that exhibit different types of friendships/relationships e.g. mutual, belittling, homosexual, sibling, 'hero worship', work related, sexual, aggressive, loving, dominant etc. Ask the pupils to identify the positive and negative characteristics of these relationships. Develop this idea and ask the pupils to identify celebrity/soap relationships that model safe and unsafe behaviours.

Working in groups of four, pupils should identify an example of a safe soap relationship and one example of an unsafe soap relationship. List the early warning signs that show the relationship has become unsafe. Feedback to the whole class and discuss to share ideas.

Factors to consider might include the following:

Possessiveness, control, outbursts of anger, remorse, intimidation, undermining confidence, isolation, name calling, threats, allegations, sexual domination, having no personal money. These signs are usually exhibited before more obvious abusive behaviour e.g. physical violence.

Explain and display the categories of abuse cards (**resource 7a**) around the classroom. Ask pupils to match the behaviours they have identified to these categories. Ask pupils (in their groups) to consider how the possible victims of abusive behaviour might feel? They may also consider the effects the abusive behaviours on family members (including children) and friends. Feedback the groups' responses to the whole class.



## 8. Values Continuum

Use the value continuum process to challenge views of class members regarding the scenarios presented below. Display the values continuum cards (**resource 8a**) at two corners of the room. Explain that the members of the group stand in a straight line and ask them to move towards the end most appropriate to their feelings - or any point in between. Ask individual pupils to give reasons for their choice. Begin by displaying the scenario given in the PowerPoint (**resource 8b**). Read each of the four statements and ask the pupils to stand in the position of their choice. Ask individual pupils to justify their choice of position.

### Scenario 1

Tom, who is 17, has found 16 year old Janine's ex- boyfriend's number in her phone. He became very angry and threw the phone against the wall, accusing her of still secretly fancying him.

- Tom was right to be upset.
- Tom was wrong to throw Janine's phone against the wall.
- Janine should have deleted the number from her phone.
- Janine was right to feel upset as a result of Tom's aggressive behaviour.

Use further questions to explore and expand on the opinions expressed. The teacher might consider using the following supplementary questions:

- How could Tom have dealt with this in a more acceptable and safe way?
- What does this reveal about the relationship? E.g. no trust, possessiveness, Tom has an anger problem; Janine is secretive, control, etc.
- Should Janine keep Tom's behaviour a secret to save face? Should she tell someone this has happened? If so, who? Should she end the relationship and why?

### Scenario 2

Jonah and Natalya are both 16 and have been going out for 6 months. At a friend's party, Natalya sees Jonah laughing and joking with one of her best friends. She is furious, grabs him and pulls him outside where she screams at him and slaps him hard across the face and accuses him of two timing her. Later, Natalya cries and wants to make up.

- Natalya was right to be upset
- Natalya was wrong to react in the way she did
- Jonah has the right to laugh and joke with Natalya's friends
- Jonah should forgive Natalya

Use further questions to explore and expand on the opinions expressed. The teacher might consider using the following supplementary questions:

- How could Natalya have dealt with this in a more acceptable and safe way?
- What does this reveal about the relationship? E.g. no trust, possessiveness, Natalya has an anger problem, Jonah likes attention etc.
- Should Jonah keep Natalya's behaviour a secret to save face?
- Should he tell someone this has happened? If so, who? Should he end the relationship or should he make up, and why?



## 9. Saying No

Set up the room with 2 rows of chairs facing each other. Ask the young people to take a seat opposite another person. Explain that those on the left are A's and those on the right are B's. Each pair will be given an opportunity to try to pressure their partner into doing something while the partner has to decide whether they want to do it and if they don't they should try to say no to the other person.

Partner A should choose a realistic situation and explain the reasons why it is important to partner B. They should not give away the scenario initially. On each occasion the partners should rotate every 2/3 minutes to work with different people and consider various situations

This should then be repeated switching the roles of partners' A and B.

Example situations:

- You want them to give you £20 for a new top
- You want them to buy alcohol in the shop for you to drink at a party that evening
- You want them to try smoking cannabis with you one evening
- You want them to tell someone that your parent locks you in a room when you misbehave
- They think you should stand up to your older brother when he threatens you
- They think you should hurry up and have sex with your partner
- They think that as your boyfriend always pays for your date you should be having sex with him.

Other situations can be devised which are more relevant to the group especially if you are aware of any particular issues that it would be beneficial to discuss.

After completing the activity discuss with the group:

- How difficult is it to say yes, or no to the request?
- Why is it important to have choice?
- Were there ways you were able to say no without offending others? Give examples.

## 10. Problem Page

Using the **PowerPoint (10a.)** in pairs ask the pupils to write a response to Mei Li. This can be done by writing a list of bullet points or free text.

### Mei Li's story

My name is Mei Li. I am 19 and have a 7 month old baby with Sam who is 22. We have been together for nearly 2 years. At first he was really kind to me and helped me when my Dad died. My family has never liked Sam. We have had a lot of rows over the relationship. This has meant Mum and I have not talked for months. Sam says I need to choose between him and her. I feel lonely and am scared because lately Sam's shouting has turned into hitting me if anything upsets him. I know he loves me because he always says sorry and buys me nice stuff all the time. He says I am all he needs and that he couldn't live without me. Things always seem to get worse when he has been drinking. What can I do?

