Crush

A teaching resource pack
Acknowledgements

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Introduction and Background to 'Crush'

Contents of resource pack

- One short film (28 minutes, divided into chapters) – 'Crush'
- Lesson plans to accompany the film
- Supporting materials for staff to contextualise the content of the films and lesson plans
- Printable resources for use with sessions to accompany the lesson plans.
- Details of support services and resources for Children and Young people affected by domestic abuse.

The lesson plans in this pack can be used along with the DVD, but also can be used to support a live performance which can be bought in to school from Baldy Bane Theatre Company, details of which are contained in the Support Contacts and Information Section of this pack.

Background

The National Children and Young People’s Prevention Network (NCYPPN) is a group of officers and practitioners who have an interest in Gender-Based Violence (GBV) prevention work with children and young people. The NCYPPN received funding from the Scottish Government through the Domestic Abuse Delivery Plan for Children and Young People (2008), to commission two new performances for schools to raise awareness of the issues around domestic abuse with primary and secondary pupils. The project entitled ‘Why Create a Drama?’ was co-ordinated by Baldy Bane Theatre Company who created ‘Crush’ and ‘Gold Stars and Dragon Marks’ with substantial input from children and young people including those affected by domestic abuse.

Details of the project are outlined in the ‘Why Create a Drama?’ Evaluation Report by Maguire et al (2010), which is available on www.vawpreventionscotland.org.uk. Details of GBV prevention work carried out in seven local authority areas across Scotland can be found in ‘A Baseline Study of Domestic Abuse Prevention Activities’ by Richard Brunner (2010) can also be found on the Violence Against Women Prevention Scotland website.
**Introduction**

The National Domestic Abuse Delivery Plan for Children and Young People (The Delivery Plan) (Scottish Government 2008) outlines Scotland’s framework for tackling domestic abuse in Scotland based on Getting It Right For Every Child (GIRFEC) and Scotland’s National Strategy to Address Domestic Abuse (2000).

**In 2009-10 there were 51,926 incidents of domestic abuse recorded in Scotland. 82% of these incidents had a male perpetrator and a female victim.** *(Scottish Government statistical bulletin, 2010)*

The Delivery Plan adopts the definition of domestic abuse in Scotland as follows:

> “Domestic abuse (as gender based abuse) can be perpetrated by partners or ex partners and can include physical abuse (assault and physical attack involving a range of behaviour), sexual abuse (acts which degrade and humiliate women and are perpetrated against their will, including rape) and mental and emotional abuse (such as threats, verbal abuse, racial abuse, withholding money and other types of controlling behaviour such as isolation from family and friends).”

It is important to understand that domestic abuse is a form of abuse which takes place within a relationship or where there has been a relationship. The end of the abusive relationship is not always the end of the abuse. It is also important to understand that although men can be abused by women and abuse can happen in same-sex relationships, the majority of domestic abuse is perpetrated against women by men.

The Delivery Plan outlines thirteen priorities aimed at improving outcomes for children and young people affected by domestic abuse and these are grouped under four themes also known as the ‘four Ps’

**Protection:** Children and young people affected by domestic abuse are safe.

**Provision:** Children and young people affected by domestic abuse are nurtured, healthy, respected, active and included.

**Primary Prevention through Education:** All children and young people are respected, responsible and achieving.

**Participation:** Children and young people affected by domestic abuse are respected, responsible and included.
The Delivery plan states that:

‘The whole school community is uniquely positioned to break down the silence and stigma surrounding domestic abuse and to help (affected) children achieve their full potential’

The resources in this pack have been developed to help school staff provide children and young people with the support resources and knowledge needed to help them form healthy and respectful relationships in their lives.

**Safer Lives; Changed Lives**

As well as The Delivery Plan, The Scottish Government and COSLA have adopted a shared national approach, which states that:

‘A shared approach is necessary to achieve greater consistency of service provision across Scotland ….and improved outcomes for women, children and communities’

Safer Lives; Changed Lives, 2009

**GIRFEC (Getting It Right For Every Child)**

This resource pack is fully compatible with GIRFEC, Scotland’s national framework for helping children and young people to become successful learners, confident individuals, effective contributors and responsible citizens. The Scottish Government recognised the impact of domestic abuse on the lives of young people. Funding was provided for four Domestic Abuse Pathfinder Pilot Projects to encourage agencies to work together to ensure those children and young people affected by domestic abuse in their families experienced better outcomes.

By providing information about healthy and unhealthy relationships and about the support services available to those affected by domestic abuse this pack aims to help improve outcomes for children and young people, by supporting them on their journey into adulthood and in their future relationships.

**Curriculum for Excellence**

‘Children and young people should feel happy, safe, respected and included in the school environment and all staff should be proactive in promoting positive behaviour in the classroom, playground and the wider school community.’

*Curriculum for excellence – health and wellbeing across learning*

The lesson plans in this pack have been matched with the outcomes and experiences outlined in **Curriculum for Excellence** for children and young people at the relevant stages.
The following information provides a background to the issues included in the DVD and lesson plans for pupils. Before using this resource pack it is essential that teaching staff have the necessary background information to help them feel confident addressing these sensitive issues with pupils.

Ideally, staff will have completed training on domestic abuse and its impact on children and young people. For information on training opportunities, see the Support Contacts and Information Section at the back of the pack.

Prevention work is an integral part of the work to address domestic abuse and gender-based violence in Scotland. The materials in this pack can be easily adapted for use within informal youth settings.

**Some key issues:**

*Domestic abuse affects around 100,000 children and young people in Scotland (Scottish Government 2008).*

When carrying out prevention work with children and young people it is essential to acknowledge that there may be children or young people in classes who are affected by domestic abuse. They may be living with it at home currently or have had experiences in the past. When working with teenagers be aware that they may also be affected by abuse in their own relationships. Staff in school may also be affected, as well as parents. It is important to carry information about local support services for adults, children and young people. The National Domestic Abuse Helpline provides information on local Women’s Aid services, and each local authority area will have a Violence Against Women Multi-agency Partnership which will have information about local services. A list of useful numbers can be found in the Support Contacts and Information Section.

There are a variety of ways in which children and young people can be affected by domestic abuse including:

- being injured when trying to protect their mother during an assault
- being psychologically affected by watching the abuse of their mother
- during contact visits after the abusive relationship has ended.

Research also shows that in approximately 50% of situations where there is domestic abuse, there is also physical or sexual abuse of the children in the family (Stark 2007) indicating that children are at greater risk of other forms of abuse where there is domestic abuse in the family.

*One in three child protection cases show a history of domestic violence to the mother* (Hester and Pearson 1998)
The impact of domestic abuse on children and young people

Extensive research has been carried out which demonstrates the impact domestic abuse can have on children and young people. Having an understanding of the range of possible impacts can help service providers to ensure better outcomes for those affected. A mapping exercise of support services for children and young people experiencing domestic abuse in West Dunbartonshire by A. Donaldson (2008) states:

‘the effects of violence can be influenced by the type, composition and quality of children and young people’s relationships with friends and family members and to the frequency, form and length of exposure to violence in the home’

The following list examples ways in which children or young people may be affected by domestic abuse:

- Being withdrawn, isolated from their peer group, having poor concentration, persistent absences or being reluctant to go home.
- Some children who are high achievers at school may find their studies are a means of escape which attracts positive and welcome attention from teachers.
- Difficulties in managing anger may be the result of feeling powerless to control what is happening at home. Such negative behaviour may have been learned by those who have been living with domestic abuse from a young age.
- Self-harming behaviour such as eating disorders, cutting or alcohol and drug abuse maybe an issue for some young people seeking to find ways to cope with the trauma they are experiencing at home or in their own relationship.

The teacher may not always have detailed information about the individual child or young person, as maintaining the family’s confidentiality is crucial. It is important to be aware of the possibility that a pupil may be behaving badly, differently or may be persistently absent as a result of the way domestic abuse is affecting them.
**Dealing with disclosures**

Children or young people may disclose that domestic abuse is affecting their family or themselves in their own relationship during or after the classes recommended in this pack. What they are experiencing could be harmful to them and should be treated as a potential child protection situation. You should deal with any disclosure of this nature in accordance with school’s normal child protection procedures.

If you are the adult the child or young person has chosen to confide in, it would be helpful to consider the following factors when dealing with a domestic abuse disclosure:

- Follow the school’s **child protection procedures** and let the child or young person know the confidentiality restrictions you are following in order to ensure their protection.
- Make the **time and space to listen** to them and let them know you believe what they are saying.
- Let them know **you understand how hard it must have been for them to tell you**. Remember if you do not respond positively, they may choose not to tell anyone else.
- Tell them **they are not alone**, many women, children and teenagers experience domestic abuse and it is never their fault.
- If you are required to take any action, involve the child or young person in this process. Take time to **explain in advance** what steps you need to take and why.
- If possible, **continue to support them**.

**Women’s Aid refuges**

Women’s Aid refuges in Scotland all have confidential addresses to maintain the safety of the women and children living there. This can present difficulties for children when they start a new school and classmates may, quite naturally, ask where they live. Teaching staff are in a good position to support children through this process, perhaps agreeing with the pupil in advance what they will say when asked questions.
**Teen abuse**

Young people can experience abuse in their own personal relationships, and the ‘Crush’ DVD raises these issues.

Teen abuse mirrors adult domestic abuse in that it can be physical, mental/emotional or sexual abuse, and it happens more to girls than to boys. Girls can be abusive to their boyfriends and it can happen within same-sex relationships, but girls experience abuse in higher numbers than boys.

Research carried out by Christine Barter in 2009 for NSPCC found that

‘all the girls interviewed who had a ‘much older’ partner, defined by girls as being at least two years older, experienced some kind of violence.’

The research also found that boys were less negatively affected by the abuse than girls

‘many girls stated that the violence had a highly detrimental impact on their welfare; boys nearly always said it had little, if any, negative consequences, apart from making them annoyed’

‘She tried to batter me but I’m too strong....it’s nothing’ (boy in the survey)

US studies show that young people are more accepting of violence in relationships than adults.

‘A boy doesn’t start hitting his girlfriend out of the blue – it generally starts after a history of verbal and emotional abuse: putting her down, telling her she is stupid or fat or ugly, chipping away at her self esteem. Typically by the time the physical abuse begins her self esteem is seriously damaged. When she doesn’t value herself, it’s more likely that she will accept and put up with the physical abuse. Once her self esteem has been broken down it can be even harder for her to leave the relationship’

‘What you need to know about dating violence’- a teen’s handbook Liz Claibourne inc

Loveisrespect.org

**Boys who are violent in private can appear to be calm and caring in public**

1 in 5
Teenage girls have been hit by their boyfriends...

6% of girls have been forced to have sex by their boyfriends

NSPCC research conducted through Sugar Magazine in 2005

When delivering lessons which raise awareness of teen abuse, again it is important to acknowledge that there may be young people in the class who are experiencing abuse in their relationships. Some Women’s Aid groups will offer support to young women under 16 years who experience abuse in their relationships, through their outreach services. Details for how to contact your local Women’s Aid group can be found in the Support Contacts and Information Section in this pack. It can be difficult to support a young person who is experiencing abuse and is not ready to end the relationship. It is recommended that school staff seek support and information for themselves when supporting a young person who is experiencing teen abuse.
**Sexual bullying**

Sexual Bullying is any bullying behaviour, whether physical or non-physical, which is based on a person’s sexuality or gender, or when sexuality is used as a weapon by boys or by girls. It can be carried out to a person’s face, behind their back or by text or email. It can be done through MSN, Facebook or other social networking sites.

For example:

- Using **words** that refer to someone’s **sexuality as a general put-down** e.g. using the word ‘gay’ to mean that something is not very good
- Using **sexual words to put someone down** e.g. calling someone a ‘slut’
- **Making threats or jokes** about **serious and frightening** subjects like rape
- **Touching someone** in a way that makes them feel uncomfortable
- **Gender targeted behaviour** designed to **humiliate**, like pulling up a girl’s skirt or pinging her bra strap
- **Destruction of someone’s reputation** using graffiti, or by spreading rumours

(Source: ‘Sexual Bullying – name it and shame it’ West Dunbartonshire Reduce Abuse Project)

Both **girls and boys** experience pressure from peers and in some aspects of the media, which can then affect their behaviour. Boys experience peer pressure to be very masculine, very heterosexual and to look up to male role models who have these characteristics. This pressure may be passed to girls in their peer group or to their girlfriends in the future. Girls experience pressure to conform to strict gender rules i.e. to be a ‘girly girl’ and this can be compounded by images and celebrities in the media.

Sexual bullying thrives in **environments of rigid gender stereotypes**, where boys are expected to be tough, masculine and in control, and girls are expected to be feminine, pretty and submissive. It is important for schools to challenge gender stereotypes as well as sexual bullying, and in doing so empower young people to make positive choices about their lives.
CRUSH - Resource Summary

A resource to guide pupils from S3-6 and teachers through an exploration of the issues of teen abuse, gender stereotyping and bullying and the problems these issues can cause for young people. There will an opportunity to discuss potential solutions and support systems that young people can access if the issues are relevant to them.

Overview:
The DVD ‘Crush’ explores the issues of teen abuse and gender stereotyping. The screenplay promotes discussion about abuse in teen relationships, the warning signs of an abusive relationship and how to give and gain support when faced with abuse. There are 4 structured lesson plans which go alongside the DVD to promote discussion and dialogue between young people and this difficult subject.

The story revolves around:

Gillian
A teenager at school and her friends Alex and Grant. She starts going out with Jack, Grant’s older brother.

Alex
Gillian’s best friend.

Grant
Friend of Gillian and Alex, Jack is his older brother.

Jack
Older brother of Grant and boyfriend of Gillian.

Gillian and Alex are two teenagers, texting, having fun, going out at weekend and participating in life in and out of school. Jack gives Grant, Gillian and Alex a lift home; he drops Gillian off last and asks her for a kiss. Jack displays possessive and coercive behaviour towards Gillian from the outset.

The film presents many opportunities for discussion and exploration of issues surrounding teen abuse, some of the dilemmas that young people face and the consequences of choices they make.

Each of the following sessions is designed to be completed within a class period of Health and Wellbeing. In addition there are supporting materials contained within the pack to further support learning.

Teachers may also want to think about cross curricular opportunities for exploring the issues of teen abuse.
Curriculum for Excellence, Experiences and Outcomes

Through the tasks pupils will be developing knowledge, understanding and skills correlating to many of the experiences and outcomes in several aspects of the curriculum including Health and Wellbeing, Social Studies and Literacy outcomes and experiences. These are specifically detailed with each lesson plan. The Curriculum for Excellence indicators which cut across all the lessons are detailed below:

I am aware of and able to express my feelings and am developing the ability to talk about them.
HWB 3-01a/HWB 4-01a

I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.
HWB 3-02a/HWB 4-02a

I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.
HWB 3-05a / HWB 4-05a

I understand and can demonstrate the qualities and skills required to sustain different types of relationships.
HWB 3-44b / HWB 4-44b

I can explain why a group I have identified might experience inequality and can suggest ways in which inequality might be addressed.
SOC 3-16b

Through discussion I have identified aspects of a social issue to investigate and by gathering information I can assess its impact and the attitudes of the people affected.
SOC 4-16b

When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others’ points of view or alternate solutions.
LIT 3-02a/LIT4-02a
Session 1 (part one)
Warning Signs and Danger Signals

Learning Intentions

Pupils will:
• Have an understanding of domestic abuse
• Learn the warning signs of abusive behaviour in a relationship
• Know what controlling behaviour in a relationship could consist of

Curriculum for Excellence links:

As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. Social wellbeing HWB 3-09a/HWB 4-09a

I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. Physical wellbeing HWB 3-16a/HWB 4-16a

I am developing the skills and attributes which I will need for learning, life and work. I am gaining understanding of the relevance of my current learning to future opportunities. This is helping me to make informed choices about my life and learning. Planning for Choices and Changes HWB 3-19a

Recommendation – Teachers should view the DVD first and read the supporting materials to familiarise themselves with the definition and dynamics of domestic abuse.

Introduction to the lesson

This session is designed to promote active discussion amongst the pupils about how domestic abuse is portrayed in the film. What is domestic abuse? What are the warning signs? This is part one of a two part session, providing opportunities for the class to examine an abusive teenage relationship in detail.

Materials

Copy of the ‘Crush’ DVD. Access to the script should it be needed (appendix 2), paper and writing materials for exercises within small groups.
**Exercise 1**

Before the DVD is played, lead a discussion of what different behaviours make up domestic abuse. Who is most affected by domestic abuse?

- Show the pupils the first half of the DVD, stopping when Grant and Alex leave the pub after the scene at the pool table.

- In small groups ask pupils to discuss how the relationship between Jack and Gillian develops in the first half of the film. They should list the indicators that things are beginning to go wrong, and base their discussion around the following questions:

  - Do you agree that the relationship was becoming **abusive**?
  - What was **wrong** with Jack’s behaviour?
  - What do pupils think about Jack’s behaviour at the pool table? How does that compare with Grant’s behaviour?

Ask each group to make a list of warning signs of controlling or abusive behaviour in the DVD, then feed back to the rest of the class. Draw attention to the subtle nature of controlling behaviour that Jack exhibits. Does he ask Gillian if he can drop her off last? Who is in control when the first kiss happens? How does he talk to his friend on the phone? And act in the bar? Are there sexual connotations in his behaviour or language?

*Draw up a list on the board of all the contributions the groups make, agreeing on the negative behaviours as a class.*

**Exercise 2**

Lead a short discussion based on the following questions:

- Do pupils think that Gillian should **end the relationship** at this stage?
- If not, why not?
- What do they think will happen in the second part of the DVD? Will Jack be nicer as they get to know each other better?
- Was there **evidence of sexualised behaviour**? What about signs of disrespect for women and girls?

Pupils should consider Jack’s language about women while on the phone to his friend, and Grant’s joke about Tesco legs. Does this encourage positive attitudes about women?

**Teacher’s Note**

Negative and derogatory attitudes from men toward woman can be a warning sign of how certain men view women. This can indicate who they think should have power in a relationship and that women should be dominated. These types of attitudes are a warning sign and should be interpreted as unhealthy. They should not automatically be construed as abusive behaviour.

*Conclude the session by pointing out that abuse in relationships can be subtle, and build up gradually. It is important to be aware of warning signs of negative and destructive attitudes which may be present from the start and can escalate as the relationship progresses.*

**Key Point Summary**

Pupils will understand that:

- No one **deserves** to be abused in a relationship
- Domestic abuse/teen abuse is a **patterned and coercive form of abuse** by a partner or ex partner that can start very subtly and escalate in severity
- **Warning signs** can be present from the start and are **sometimes overlooked**
Learning Intentions

Pupils will:
- Explore danger signs of an abusive relationship
- Learn about abusive behaviour from different points of view
- Gain a sense of empathy for those who experience domestic/teen abuse

Curriculum for Excellence links:

- I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. (HWB 3-03a / HWB 4-03a)
- I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. (HWB 3-07a / HWB 4-07a)
- I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. (HWB 3-08a / HWB 4-08a)

Introduction

This is part two of the session supporting the ‘Crush’ DVD. Having learned warning signs in part one, danger signals are explored in this lesson as well as pupils having an opportunity to think about the situation from a variety of angles.

Materials:
Copy of the ‘Crush’ DVD.
Access to the script should it be needed.
Copies of the ‘Crush’ song lyrics (Appendix 2)
Paper and writing materials for the small group exercises.
**Exercise**

Lead pupils to recap on their learning from part one, what were the **warning signs** in Jack’s behaviour?

Give out copies of the ‘Crush’ lyrics, for pupils to refer to at the end of the DVD. The lyrics reinforce issues of teen abuse and gender (princess looking for a prince), isolation from friends and reinforce the issue of looking for support.

Show pupils the second half of the DVD.

Pupils should be asked to consider the final scene, if possible freeze the final image of Gillian on screen. How is Gillian different from the way she was in the first scene?

Split the class into **three groups** (or six, with two groups being given the same character). Allocate a character to each group from Jack, Gillian and Friends (Alex/Grant). There is an option to split Grant and Alex into separate groups if numbers permit.

- What is the **character feeling**?
- What **do they want to happen**, or think should happen?
- How will it **affect their lives**?
- Is there **anything they can do**?

Facilitate a class discussion on the different points of view, asking each group to feed back what they think of the position of the characters. In particular why do they think Jack behaves in the way he does? Why are Grant and Jack so different given that they are brothers? What could Alex do to support Gillian?

Do the class think that Gillian will end the relationship now?

If not, why not?

If so, will it be easy for her?

The class will have already agreed that Gillian has become isolated from her friends as a result of Jack’s behaviour. How do they think she could be best supported to leave the relationship?

**Teacher’s Note**

*Emphasise*- men are not destined to be abusive, they make a choice to be. This is shown in the DVD by the differences between the two brothers and how they treat women even although they were brought up with the same type of parenting.

Due to the abuse, Gillian may have lost contact with her friends. Abusive partners often isolate their victims in order to have complete control. It is essential that friends of the abused woman are not keeping their distance even if they feel their friend has chosen a new boyfriend over them. Friends could provide the support she needs to leave the relationship.

*Beware* of answers that encourage talking to the male partner about his behaviour. If she is not ready to leave the relationship, she could suffer the consequences of him being reprimanded for his behaviour.

Conclude by drawing attention to support available to people experiencing teen abuse or domestic abuse in their homes. Details of this can be found in the **Support Contacts and Information Section** of this pack. Emphasis should be put on the importance of talking to someone.

**Key Point Summary**

Pupils will understand that:

- **Empathy** is important when supporting a friend who has been abused
- That there is **no excuse** for abusive behaviour in a relationship
- Being a **good friend** is important.
- There are **support services available** and they will have information about these services.
Session 2

‘Its only words’

Learning Intentions

Pupils will:

- Learn about gender stereotyping, sexualised language and ways in which they can be harmful and abusive
- Identify how sexual references and innuendo can be used as a tool to stereotype, abuse and belittle others
- Use their own social contexts to describe sexual bullying
- Be involved in dialogue about healthy relationships

Curriculum for Excellence links:

I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.

HWB 3-05a / HWB 4-05a

As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.

Social wellbeing HWB 3-09a / HWB 4-09a

To help me develop an informed view, I am learning about the techniques used to influence opinion and how to access the value of my sources, and I can recognise persuasion.

LIT 3-08a/LIT 4-08a

Through discussion, I have identified aspects of a social issue to investigate and by gathering information I can assess its impact and the attitudes of the people affected.

SOC 4-16b

I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.

Physical Wellbeing HWB 3-16a / HWB 4-16a

Introduction

In this lesson, pupils will be looking at issues of gender and gender stereotypes, and beginning to make the links between media influences, society’s expectations of gender, and abusive relationships.

Materials:
Paper and writing materials for small group exercises
**Exercise 1**
Ask the pupils to define any stereotype (e.g. what is a stereotype of a Scottish person?)

**Dictionary definition:**
Stereotype - Inaccurate, simplistic generalisations about a group that allows others to categorise them and treat them accordingly.

Divide the class into single gendered small groups. Ask the boys to list some of the female stereotypes, and ask the girls to list the male stereotypes. Encourage them to consider what females/males are expected to be good at and interested in. What kind of jobs are they expected to do?

- Ask the groups to feedback their findings, generating two lists on the board under ‘male’ and ‘female’.
- Compare the two lists and their differences. Do people agree with the stereotypes? Why/why not?
- Discuss where the stereotypes come from, where do people learn them? (Media – movies, magazines, internet, TV, celebrity role models) Is there pressure on people to conform to stereotypes? What happens to those who don’t conform?

**Exercise 2**
Remembering the ‘Crush’ DVD, was there any gender stereotypes included in it?

In small groups encourage pupils to discuss the following questions

- Could Jack have been negatively affected by gender stereotyped rules and messages?
- Are there any clues for Grant, Gillian and Alex in the language Jack uses throughout the film that he has a negative attitude towards women? What are these clues?
- How can relationships between girls and boys be affected by stereotypes or negative attitudes?

**Teacher’s Note**
*Jack could have been brought up in a certain way – he could have been encouraged not to show his emotions, to be good at sport or encouraged not to be a ‘sissy’. A stereotypical macho image could have been re-enforced as how a ‘normal’ boy behaves. This image could also include a derogatory attitude toward women – women should be cooking, cleaning and submissive to a male partner. This could have been the way his mum was treated by a male partner.*

*Stereotypes can encourage boys to take control in their relationship so a girl doesn’t ‘make a fool of him’. Stereotypes can encourage a girl to be submissive, and perpetuate the belief a boy should be in control.*

**Exercise 3**
Ask pupils to think about their own social situations and the language they use and hear. This should include time spent in school, in class, at home, socialising and using social networking sites. Make a list on the board of the kind of language, attitudes or behaviours they hear which are gender stereotypes, and may be sexist or homophobic.

**Teacher’s Note**
*Gender stereotypes create expectations about how people are expected to look and behave. If girls or boys don’t conform to the stereotypes i.e. If a girl is not ‘feminine’ enough or a boy is not ‘masculine’ enough it can lead to homophobic bullying and insults. It particularly impacts on boys who can be encouraged to exaggerate how macho they are in order to prove they are not gay.*
Exercise 3 – Continued.

The groups will be asked to vote on language and behaviour which is ‘OK’ or ‘NOT OK’ from language they have identified from their own surroundings.

e.g. Is it OK to call a girl a slapper like Jack does in ‘Crush’? Is it OK to use the word ‘gay’ to mean sub-standard? Is it OK to tell sexualised jokes, like the ‘tesco legs’ joke in the DVD, what about sending pictures of girls on your mobile phone?

Issue each group with two sheets of paper and ask them to write ‘OK’ on one and ‘NOT OK’ on the other. The writing must be bold as it is a voting tool. If they prefer, they could also add a sheet with ‘sometimes’ written on it.

Read out statements from the list on the board, or add others if they have been missed, one at a time and ask groups to vote on how acceptable they think each behaviour is.

Conclude with a discussion about how this type of bullying can make people feel. How does someone who is gay or lesbian feel about the word ‘gay’ being used in a negative way? How does a girl feel about rumours being spread about her, or being called a slapper / slut?

The impact can be different for boys and girls. This type of gender-based or homophobic bullying can affect someone’s mental health and life choices.

Exercise 4

Make a Relationship Charter

In the same small groups encourage the pupils to think about healthy relationships. On paper encourage the small group to come up with statements with how they should be treated in a healthy relationship. As a class, listen to the group feedback about healthy relationships and write them on the board. Agree 10 Statements that will become a healthy relationship charter.

Teacher’s Note

Point out that this relationship charter is an agreement on how everyone should expect to be treated in a relationship. Emphasise that this has come about through identifying warning signs and danger signals of unhealthy and abusive relationships, and by doing this, pupils are in a stronger position to make positive choices in their relationships in the future.

Key Point Summary

Pupils will understand that that:

✓ Use of language can be harmful and abusive.
✓ Using the word ‘gay’ in a negative way is homophobic discrimination.
✓ The insinuation that a boy may be ‘gay’ could lead to boys/young men acting in a more macho way and taking part in the sexualised bullying of women and girls to prove that they are ‘real men’
✓ Girls can get called different sexualised names for the same behaviours that boys can engage in without being victim to any sort of bullying.
✓ It is important to know the qualities of a healthy relationship.
Session 3
‘What are we wearing?’

Learning Intentions

Pupils will:

- Learn that there are no excuses for abusive behaviours/negative attitudes toward women.
- Explore the idea of ‘media literacy’
- Learn about the power of the media
- Explore media images and cultural influences on clothing

Curriculum for Excellence links

I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.  
HWB 3-08a / HWB 4-08a

I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.  
Social wellbeing  
HWB 3-11a / HWB 4-11a

I value the opportunities I am given to make friends and be part of a group in a range of situations.  
Social wellbeing  
HWB 3-14a / HWB 4-14a

I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.  
Physical wellbeing  
HWB 3-16a / HWB 4-16a

To help me develop an informed view, I am exploring the techniques used to influence my opinion. I can recognise persuasion and access the reliability of the information and credibility and value of my sources.  
LIT 3-18a

To help me develop an informed view, I can recognise persuasion and bias, identify some of the techniques used to influence my opinion, and assess the reliability of information and credibility and value of my sources.  
LIT 4-18a

Introduction

In the film Jack, Gillian and Alex refer to clothes and what clothes say about a person. In the film, part of Jack’s abusive behaviour is to try to control what Gillian wears. He asserts that some of her clothing choices means ‘she is asking for it’.
Exercise 1 - Role Models

Split the class into small groups of girls and of boys. Ask the groups to make a list of their role models or people they admire. Encourage them to think about people in the media spotlight.

Make two lists on the board of female and male role models, then lead a discussion on positive a negative influences of the people on the lists.

Consider the following:

- Do the role models influence how young people dress, behave or, treat other people?
- Can role models influence young people’s attitudes and beliefs about things? (e.g. footballers could encourage fitness and avoiding alcohol and smoking, but female celebrities talking about extreme diets could encourage young women to starve themselves)
- What makes someone a positive role model? We are overwhelmed with messages all around us about how to look, act and behave. Media literacy is about being aware of how powerful these influences are, and that they can have a negative impact on our lives.
- What are pupils’ own opinions of clothing. What do clothes say about people? Are people influenced by role models? What contribution can the media make in terms of messages and signals given out by clothing? What happens to a girl who dresses like her role model?
- Discuss the ‘asking for it’ comment. Are there other behaviours that can be interpreted as ‘asking for it’? What do people think about this? Can any clothes or types of behaviour ever be an excuse for abuse or sexual assault?
- From this discussion pupils should consider how much of Jack’s behaviour they think can be affected by changing media stereotypes. They should also think about how the media could empower people like Gillian.

‘Notever’ campaign - Rape Crisis have an advertising campaign, details of which are in the resources section of the pack. At this point you may want to show the advert to pupils and discuss what is says about attitudes to women and clothing. [www.notever.co.uk](http://www.notever.co.uk)

Challenging attitudes – No behaviour or type of clothes warrant any type of abuse.

Exercise 2 - Bystanders

Bystanders: People who are not directly involved in an abusive situation but have an opportunity to have a positive influence on the life of a young person.

Pupils should be aware that they could be a positive influence on a friend, sibling or younger pupils in school.

Discussion

If you thought your friend was being abused by their girlfriend or boyfriend, or that they were being abusive, what could you do?

Lead a discussion on ways to support someone in this situation. What would you say? How would you approach it with them? Or if someone you knew was being abusive how would you approach the situation?
**Exercise 3**

**Role play** – Organise pupils into small groups and ask them to act out the conversations from Exercise 2. Take turns in coming up with constructive ways to approach this difficult subject with a friend. The whole group should be involved in agreeing how to approach this.

Avoid judging, or threatening someone. When challenging someone who is abusive, make sure you base the conversation on attitudes and behaviour you have witnessed and not on anything their partner has told you or anyone else. Always be aware of the risk the person who is being abused could be under.

If they want to, pairs can act out their scenario in front of the class.

Have the class agree the best approaches.

As a conclusion pupils should come up with a campaign idea. Their brief is to either:

- Emphasise that people have the right to wear what they choose, without violent/abusive/bullying consequences.
- Highlight that abuse in relationships is not acceptable and that bystanders can have a role by challenging attitudes and behaviour

**Key Point Summary**

Pupils will understand that:

- They are exposed to many positive and negative images of women in the media; much of this is centered round looks.
- Clothing choices never mean that someone is asking to be abused.
- Young people have the right to express themselves through the clothes they wear.
- Role models can be positive and negative
- There are positive ways to challenge abusive behaviour or to support a friend who is being abused