



**CAN
YOU
SEE
ME?**

EDUCATION
PACK

INTRODUCTION FOR TEACHERS

THE **CAN YOU SEE ME?** EDUCATION PACK HAS BEEN DEVELOPED BY WOMEN'S AID, THE MIDCOUNTRIES CO-OPERATIVE, WEST MERCIA WOMEN'S AID AND THE RURAL MEDIA COMPANY TO EXPLORE TEENAGE RELATIONSHIP ABUSE THROUGH THE USE OF A FILM AND ACCOMPANYING LESSON PLAN.



CONTENTS OF THE PACK

The Can You See Me? Education Pack contains a DVD and an Educational Resource Booklet of lesson plans. It is anticipated that the pack will take one hour to complete (the DVD is 20 minutes long and the lesson activities are about 40 minutes) but the pack can be extended, or the activities swapped around, through the use of interactive extension activities which can be found on the website which accompanies the pack.

Activities 6 and 7 'Max' and 'Lola' are optional, and can be covered if more time is available or if the issues that they cover are of particular interest to the group

The Education Resource Booklet is divided up into activities across 3 different areas:

EXPLORING HEALTHY RELATIONSHIPS

CHARACTER QUESTIONS

PERIPHERY CHARACTER QUESTIONS

NOTE

The Teachers' Facilitation Notes must be read before delivering the lesson plan.

AIMS OF THE PACK

THE MAIN AIM OF THE EDUCATION PACK IS TO EXPLORE THE CONCEPT OF TEENAGE RELATIONSHIP ABUSE BY FOCUSING ON AN UNHEALTHY RELATIONSHIP BETWEEN TWO TEENAGERS, JAKE AND ELLIE.



OBJECTIVES

- 🎧 Students will understand healthy relationships and their rights and responsibilities in a relationship
- 🎧 Students will be able to understand warning signs of an abusive relationship
- 🎧 Students will know where to go for help and to help others.

OUTCOMES

- 🎧 All young people who have watched the DVD and received the lesson will understand what a healthy relationship is and how to get help if they feel their own relationship is abusive.
- 🎧 Most young people will be able to identify abusive behaviours, understand in more detail the difference between controlling behaviours and healthy relationships and recognise how to support their friends and who to disclose to if they are in an abusive relationship.
- 🎧 Some young people will understand that the theme of disappearing represents how people can become lost within an abusive relationship and not be able to find a way out.

**PRE-LESSON QUESTIONNAIRE
(5-10 MINUTES)**



ACTIVITY 1


THIS ACTIVITY INVOLVES DISTRIBUTING THE PRE-LESSON QUESTIONNAIRE ON HEALTHY RELATIONSHIPS AND UNDERSTANDING OF DOMESTIC ABUSE. IDEALLY, THIS ACTIVITY SHOULD BE CONDUCTED BEFORE THE LESSON STARTS TO SPEND AS MUCH TIME AS POSSIBLE ON THE DVD AND OTHER ACTIVITIES.




RATIONALE


The rationale for this activity is to identify and to understand the level of knowledge that the students have of healthy relationships and domestic abuse. It will allow teachers to identify attitudes that could be unhealthy and will provide a pre-evaluation of the education pack.

OUTCOME


 The teacher will gain an understanding of the level of the knowledge and experience of the students about domestic abuse and healthy relationships.


RESOURCES/ KNOWLEDGE

 Pre-Lesson Questionnaires (these can be found in the Supporting Resources Section)

 Pens

METHOD

 Distribute the questionnaire to the students

 Collect the questionnaire and retain for evaluation after the lesson plan has been completed.

ACTIVITY 2

EXPLAIN TO THE STUDENTS THAT THEY ARE NOW GOING TO WATCH A 20 MINUTE FILM ABOUT TEENAGE RELATIONSHIPS AND THAT FOLLOWING THIS THERE WILL BE FURTHER ACTIVITIES BASED AROUND THE THEMES AND CHARACTERS WITHIN THE FILM.

THE DVD (20 MINUTES)



RATIONALE

The rationale for showing the DVD is to provide an opportunity for young people to identify behaviours within the main characters that are unhealthy and to focus on safety and support in the subsequent lesson activities.

OUTCOME

- 👤 All young people will be able to understand that domestic abuse takes many forms
- 👤 Most young people will be able to understand the differences between a healthy relationship and controlling and abusive behaviour and recognise that 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
- 👤 Some young people will be able to identify warning signs of abusive behaviour and to begin to think about strategies of how to get support for themselves or for a friend.

RESOURCES/
KNOWLEDGE

- 👤 The Film contained within this education pack
- 👤 Interactive whiteboard or DVD player
- 👤 Ground Rules (suggested Ground Rules are available in the Supporting Resources section or creating ground rules can be carried out as a pre-lesson activity)

METHOD

- 👤 Show the Film
- 👤 Ask the students to give one word that sums up the film for them
- 👤 Record the responses on a flipchart/ whiteboard

ACTIVITY 3

EXPLORING HEALTHY RELATIONSHIPS (10 MINUTES)



EXPLAIN TO THE STUDENTS THAT THEY ARE NOW GOING TO DISCUSS THE CONCEPT OF HEALTHY RELATIONSHIPS. THE STARTING POINT OF THIS ACTIVITY IS TO ESTABLISH WHETHER THE YOUNG PEOPLE UNDERSTAND THAT JAKE AND ELLIE'S RELATIONSHIP IS UNHEALTHY AND THAT JAKE IS ABUSIVE AND CONTROLLING TOWARDS HER.




RATIONALE

The rationale for this activity is to establish whether the young people identify the relationship between the two characters as healthy or unhealthy. It also helps the teacher to gauge what the young people feel is a healthy relationship and can help to identify any worrying attitudes and behaviours.



OUTCOME

- ☞ All young people will have begun to consider what a healthy relationship is and what an unhealthy relationship is
- ☞ Most young people will have been able to identify what a healthy relationship is and will have thought about whether the relationship between the two main characters is healthy or unhealthy.
- ☞ Some young people will have started to think about the relationships between the other characters in the film and whether those are healthy or unhealthy and will have begun to think about their own personal relationships.

RESOURCES/ KNOWLEDGE






-  Ground Rules
-  Knowledge about what constitutes a healthy relationship
-  Skills to sensitively challenge unhealthy attitudes

METHOD

-  Ask the young people to identify 5 key points that make a relationship healthy
-  Ask the young people to identify the different relationships between the characters in the film and explore whether they think that these relationships are healthy or unhealthy.

EXTENSION ACTIVITIES

EXTENSION ACTIVITIES (5-10 MINUTES EACH)

-  Distribute the **Healthy Relationship Quiz** and ask the young people to complete it. The quiz can be found in the Extension Activities section of the accompanying website.
-  Distribute copies of Women's Aid's Expect Respect Booklets. The booklets can be downloaded from Women's Aid's website free of charge **www.womensaid.org.uk**.
-  Distribute **Healthy/Unhealthy cards** and discuss. The cards and the activity can be found in the Extension Activities section of the accompanying website.
-  **Myths and Perceptions** worksheet (found in the Extension Activities section)
-  **Rihanna/Chris Brown** police transcript activity (found in the Extension Activities Section)

ACTIVITY 4

EXPLAIN TO THE
YOUNG PEOPLE THAT
THE NEXT SECTION OF
THE LESSON FOCUSES
ON ONE OF THE TWO
MAIN CHARACTERS
- JAKE.

JAKE (10 MINUTES)



CHARACTER QUESTIONS

RATIONALE

The rationale for this section is that it allows the young people to explore the character of Jake and to look at the key concepts of 'power and control' and 'excuses and justifications' for abuse that occur within the relationship between the two main characters.

OUTCOME

- ☞ All young people will have examined the character and will be able to identify some of Jake's controlling, jealous and abusive behaviours.
- ☞ Most young people will be able to identify that Jake's behaviour is what is causing Ellie to disappear throughout the film and that he is very controlling and abusive. They will also recognise that there is never an excuse to be abusive.
- ☞ Some young people will understand that controlling your partner and being irrationally jealous of friends is not healthy and that physical abuse is just one of the forms of abuse used by abusers.

**RESOURCES/
KNOWLEDGE**

- ☞ Ground Rules
- ☞ Ability to sensitively challenge unhealthy attitudes or behaviours

METHOD

- ☞ Ask the young people to separate into groups of 4-5 (can be larger depending on class size)
- ☞ Ask the young people some or all of the questions about Jake and his behaviour
- ☞ Ask one person in each group to feedback their answers and discuss

**EXTENSION
ACTIVITIES**

- ☞ Why do you make me do this? • Songs about Domestic Abuse • 'Right or Not Right' Quiz
(ALL FOUND ON THE WEBSITE)



- ▶ What is Jake's back story?
- ▶ Do you think he is bad, is he all bad?
- ▶ Is he right to be suspicious of Ellie and Max?
- ▶ Do you think he loves Ellie?
- ▶ Do you think he likes the way she looks and dresses?
- ▶ Why does he cut up her jacket?
- ▶ Do you think it is ok for him to delete Max as Ellie's friend on her phone?
- ▶ Could he get help for his behaviour?
- ▶ Why do you think he throws her phone into the water?
- ▶ Why does he hit her?
- ▶ Is he sorry after he hits her?
- ▶ How would you help him with his behaviour?
- ▶ How could Jake's friends help him with his behaviour?
- ▶ Why do you think that he tells Ellie that Lola has been gossiping about them?
- ▶ When he says that it 'tears him apart' down by the river, what is he talking about?

CHARACTER QUESTIONS



ACTIVITY 5

EXPLAIN TO THE YOUNG PEOPLE THAT THE NEXT SECTION OF THE LESSON FOCUSES ON THE OTHER MAIN CHARACTER - ELLIE.

ELLIE (10 MINUTES)



RATIONALE

The rationale for this section is that it allows the young people to explore the character of Ellie and to look at the key concepts of 'disappearing' within an abusive relationship and will explore safety planning and help seeking.

CHARACTER QUESTIONS

OUTCOME

- 👤 All young people will have examined the character and will be able to identify some of the reasons why Ellie disappears at the end of the film.
- 👤 Most young people will be able to identify that Jake's behaviour is what is causing Ellie to disappear throughout the film and that he is very controlling and abusive. They will also be able to help themselves or a friend to safety plan.
- 👤 Some young people will understand that controlling your partner and being irrationally jealous of friends is not healthy and that physical abuse is just one of the forms of abuse used by abusers.

RESOURCES/ KNOWLEDGE

- 👤 Ground Rules
- 👤 Knowledge of Safety Planning
(Can be found in the Supporting Resources section of the website)
- 👤 Ability to sensitively challenge unhealthy attitudes or behaviours

METHOD

- 👤 Ask the young people to separate into groups of 4-5 (can be larger depending on class size)
- 👤 Ask the young people some or all of the questions about Ellie
- 👤 Ask one person in each group to feedback their answers and discuss

EXTENSION ACTIVITIES

- 👤 'Disappearing' – this activity can be found in the Extension Activities section of the website. The activity explores the concept of disappearing further.
- 👤 Safety Planning Activity (found in the Extension Activities)



CHARACTER QUESTIONS

- ▶ What is Ellie's back story?
- ▶ What does Ellie see in the mirror?
- ▶ What is she scared of?
- ▶ What does her disappearance at the end represent?
- ▶ How does it make her feel?
- ▶ Why doesn't Ellie ask for help?
- ▶ Why doesn't Ellie tell her friends or Mrs B what is happening to her?
- ▶ Why does Ellie kiss Jake at her front door after he has hit her?
- ▶ There are points in the film where Ellie is offered a way out of the relationship, can you remember them?
- ▶ Why doesn't she end the relationship?
- ▶ How would you help Ellie?
- ▶ Why does Ellie love Jake?
- ▶ Why does she think back to when she was in the photobooth with Lola?
- ▶ Why do you think that she's just started disappearing?
- ▶ What does she mean by 'why does my world turn over when you leave' when Jake leaves the kitchen?

ACTIVITY 6

EXPLAIN TO THE YOUNG PEOPLE THAT THEY ARE NOW GOING TO LOOK AT LOLA AND ELLIE'S RELATIONSHIP AND DISCUSS HOW LOLA COULD HAVE SUPPORTED ELLIE.

LOLA (10 MINUTES)



PERIPHERAL CHARACTER QUESTIONS

RATIONALE

The rationale for this section is to examine how friends can help someone who is living with abuse in their relationship and it will further the work on safety planning in the previous section.

OUTCOME

- ✎ All young people will know how to help their friends when they are living with an abusive relationship and recognise that being a good friend is important.
- ✎ Most young people will recognise that Lola is upset because she feels that Ellie has chosen Jake over her and thinks that Ellie does not want to spend time with her.
- ✎ Some young people will understand that isolating people from their friends is a very common abusive strategy that perpetrators use to control their victims.

RESOURCES/ KNOWLEDGE


- ✎ Ability to sensitively challenge unhealthy or negative attitudes
- ✎ Against Violence and Abuse's (AVA's) '**How to Help your Mates**' leaflet (see Extension Activities section of the website)

METHOD

- ✎ In the same groups as before, distribute the Lola questions
- ✎ Ask one young person to feedback to the rest of the group

EXTENSION ACTIVITIES

- ✎ AVA **How to help your mates** leaflet
- ✎ '**Cut**' the Movie (link available in Extension Activities section of the website)

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- ▶ What is Lola's back story?
 - ▶ How long has she been friends with Ellie?
 - ▶ Does Lola think there is anything wrong with Ellie & Jake's relationship?
 - ▶ Is Lola jealous that Ellie has a boyfriend?
 - ▶ Does Lola get on with Jake? Why do you think that?
 - ▶ Why does she walk away from Ellie in the school grounds?
 - ▶ How could Lola help Ellie?
 - ▶ Why do you think Lola asks Ellie why she doesn't laugh anymore?

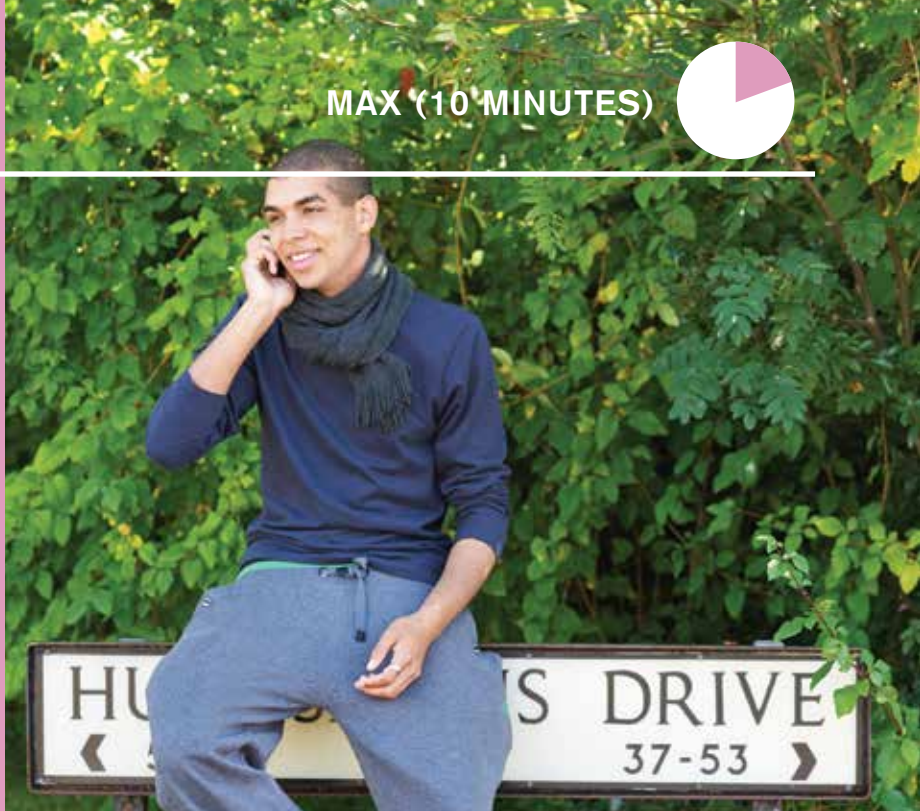
PERIPHERAL CHARACTER QUESTIONS



ACTIVITY 7

EXPLAIN TO THE YOUNG PEOPLE THAT YOU ARE NOW GOING TO DISCUSS MAX AND ELLIE'S RELATIONSHIP.

MAX (10 MINUTES)



PERIPHERAL CHARACTER QUESTIONS

RATIONALE

Max and Ellie are neighbours and friends and Max provides an opportunity to examine positive male role models who can help to stop abuse and to help their friends. Max is obviously concerned for Ellie but does not know how to help her. The character of Max highlights that not all men are abusive and that men have an important role in ending domestic violence and supporting their female friends and family.

OUTCOME

- 👤 All young people will understand that it is important for friends to help others who are in abusive relationships.
- 👤 Most young people will recognise that Max tried to help Ellie in the film and that he is trying to be a good friend.
- 👤 Some young people will realise that Max is just a friend to Ellie but he is upset for her that her boyfriend is abusive and is hurt because he thinks that she has 'unfriended' him.

RESOURCES/ KNOWLEDGE



- 👤 Knowledge of social media and how it is used by young people
- 👤 Ability to sensitively challenge unhealthy attitudes or behaviours

METHOD

- 👤 In the same groups as before, distribute the Max questions
- 👤 Ask one young person to feedback to the rest of the group

EXTENSION ACTIVITIES

- 👤 **Real Man Campaign** (see links in the Extension Activity Section)
- 👤 **'We are Man'** video (see links in the Extension Activity Section)

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- ▶ What is Max's relationship to Ellie?
 - ▶ How long have they known each other?
 - ▶ What do you think Max does after Ellie walks away from him?
 - ▶ Would Max like to be more than just friends?
 - ▶ How could Max help Ellie?
 - ▶ Why does Max say 'love shouldn't tear you to pieces'?
 - ▶ Do you think Max should confront Jake? What do you think would happen if he did?

PERIPHERAL CHARACTER QUESTIONS



ACTIVITY 8

EXPLAIN TO THE YOUNG PEOPLE THAT YOU ARE NOW GOING TO LOOK AT THE RELATIONSHIP BETWEEN MRS B AND THE REST OF THE CHARACTERS.

MRS B (5 MINUTES)



- ▶ Why do you think Mrs B asked Ellie if she was ok in the bathroom?
- ▶ Why does Mrs B sneer at Jake out the window as he walks home?
- ▶ What could Mrs B do to help Ellie?
- ▶ Why doesn't Ellie tell Mrs B what's going on?
- ▶ Do you think that Mrs B knows what's going on?

PERIPHERAL CHARACTER QUESTIONS

RATIONALE

Teachers are in a key position to recognise and support young people who are experiencing abuse. Many teachers feel that domestic abuse is an issue that is different from their general child protection concerns but this section identifies that teachers should respond within their existing roles and responsibilities. It allows the young people to see that they can talk to their teachers.

OUTCOME

- 👤 All young people will recognise that it is difficult for teachers to intervene unless they know the full information about what is happening to young people
- 👤 Most young people will realise that teachers understand more than they let on about what is going on in the relationships of their students.
- 👤 Some young people will realise that teachers are only human and are often unsure how to respond to domestic violence situations.

RESOURCES/ KNOWLEDGE

- 👤 Knowledge of Child Protection policies and procedures
- 👤 Ability to sensitively challenge negative or unhealthy attitudes

METHOD

- 👤 Distribute Mrs B's questions
- 👤 Ask one young person to feedback to the rest of the group

EXTENSION ACTIVITIES

👤 **Role Play (Mrs B and Ellie).**

This can be found in the Extension Activities section on the website

POST-LESSON EVALUATION (5-10 MINUTES)



ACTIVITY 9

THIS ACTIVITY INVOLVES DISTRIBUTING THE POST LESSON QUESTIONNAIRE ON HEALTHY RELATIONSHIPS AND UNDERSTANDING OF DOMESTIC ABUSE. IDEALLY, THIS ACTIVITY SHOULD BE CONDUCTED JUST AFTER THE LESSON TO CAPTURE THE FULL EXTENT OF THE LEARNING FROM THE LESSON.



RATIONALE

The rationale for this activity is to identify and to understand the level of knowledge that the students have of healthy relationships and domestic abuse. It will allow teachers to identify attitudes that could be unhealthy and will provide a pre-evaluation of the education pack.

OUTCOME

👤 Teachers will gain a valuable insight into how effective the lesson plan has been in raising awareness and knowledge about domestic violence and healthy relationships.

**RESOURCES/
KNOWLEDGE**

👤 Post-Lesson Questionnaires (these can be found in the Supporting Resources Section)
👤 Pens

METHOD

👤 Distribute the questionnaire to the students
👤 Collect the questionnaire and retain for evaluation after the lesson plan has been completed.
👤 Compare the pre and post questionnaire to identify the changes in knowledge and attitudes of the students.

The **Midcounties Co-operative**

women's aid

until women & children are safe

www.womensaid.org.uk

Registered Charity Number 1054154

