

# MEN AND TEENAGE PARTNER VIOLENCE

## Age range:

12+, Years 8 +, KS 3, KS 4

## Programmes to

use with: Safe and Sound

## Topics covered:

Teenage partner violence

Time: 20 minutes.

## Equipment Needed:

Paper, pens.

## Learning Outcomes

- Young people have increased empathy for people affected by abusive relationships.
- Young people have an increased awareness of the importance of getting out of an abusive relationship.
- Young people have an increased ability to assess risk and identify abuses of power and control.

The key concepts for PSHE education in personal wellbeing for Safe and Sound are:

- personal identities
- healthy lifestyles
- risk
- relationships

An exercise to explore the attitudes around teenage partner violence and raise empathy for victims of teenage partner violence.

## Introduction

This exercise uses creative thinking and reflective learning explore issues around teenage partner violence. This works well as a follow up session to Loudmouth's theatre in education programme **Safe and Sound**.

## Exercise

Teenage partner abuse is an ever increasing issue and one which can be difficult to explore. This exercise helps the group to explore the effects of teenage partner violence and challenge stereotypes around perpetrators of teenage partner violence.

Use the instructions below on 'Create a Character' and create a character with the group called Si who is 14 years old and male. Add that the character is popular and has a 15 year old girlfriend called Maz.

Once created add the fact that 'Si is experiencing teenage partner violence from Maz'. Use the questions below to run a discussion.

- What might we mean by 'teenage partner violence?'

Supplementary questions

- How might Maz be controlling Si emotionally?
- How might Maz be controlling Si physically?
- How might Maz be controlling Si sexually?
- How might Maz be controlling Si financially?

Further questions

- How might Si feel about this situation?
- Why hasn't he got out of the relationship?
- Does it make a difference that it is a woman who is the controlling, aggressive one? Why?
- Would it make a difference if they were the same gender? Why?
- Where might people get their views on gender and sexuality from?

## Summary

Recap on the main feelings that Si may have felt and the discussions on different perpetrators of teenage partner violence i.e. same sex relationships.

If you are using this as a stand alone exercise then it is useful to explore different strategies in dealing with the situation and the people or places that can offer support and advice.

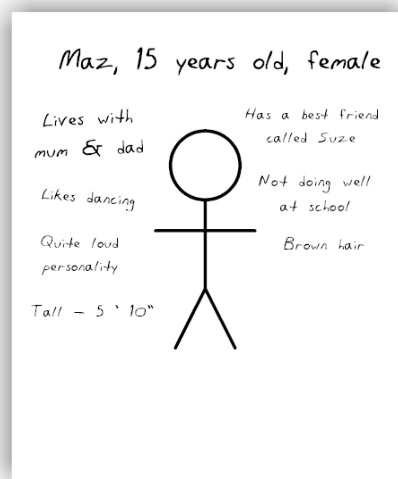
## CREATE A CHARACTER

This very simple technique is a great way to engage learners into talking and thinking about an issue.

The learners work together to create a realistic character by each providing a suggestion on the character's appearance, interests, family etc. The aim is to work together to build a realistic and consistent character that can be used to discuss and explore issues.

On a sheet of flipchart paper or on the board, draw a stick figure. Draw this in the middle of the sheet with plenty of room around to write the groups' suggestions. Give the stick figure a name (not the name of anyone in the group!), age and gender and write these at the top of the sheet. Usually the character is similar in age and background to the group to allow them to connect quickly and relate to the character's situation and feelings.

This works best when the learners are in a circle. Go round the circle asking each person to give one fact about the character. The two rules are that the suggestions must be realistic and consistent. They must all follow on from what is already written so if someone has said that the character is very tall then someone else can't say that the character is short. The aim is to build and develop the character as a group. You should have something that looks a bit like the illustration below.



Once everyone has had a chance to contribute (and you are happy that the character is realistic and there are no contradictions) then you can use the character to explore a situation. You could pick up on any issues that the group have added or simply add a new piece of information that places the character in a situation that focuses on the issue you want to cover. If we were using the character above we could add 'Maz's period is late, how might she be feeling and why?' and then explore the different feelings and reasons etc. You could follow a character's journey as they face decisions exploring different feelings the character might have and the different options and strategies available to them.

This technique can be adapted to work with many, many different issues and provides a safe and creative way to engage young people on an issue. Loudmouth run training courses that go into more depth and build confidence in using this and other interactive PSHE techniques. Ring 0121 4464880 for more details.