

# Violence in teenage relationships

Year Group 8

Experience Dining room

24 Alcorn Close, Sutton, SM3 9PX

T: 020 8296 1287, F: 020 8296 1284

E: SLC@sutton.gov.uk, W: suttonlifecentre.org

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## Setting the scene...

When school ends, we all go home, but we don't all relax. Stacy and Shannon arrive home and put their bags on the kitchen table. They start unpacking them – bringing out magazines, phones, make-up bags, home work books and pencil cases.

**Shannon** What was Ryan saying to you at school today?

**Stacy** Oh nothing.

**Shannon** No, go on – he looked really cross.

**Stacy's** mobile is on the table – a text message arrives.

**Shannon** That's not Ryan AGAIN.

**Ryan text message** What are you up to?

**Stacy** Oh, he just likes to know where I am. She texts 'I'm with Shan.'

**Shannon** I don't know if you realise, but since you two got together you stopped coming round here.

**Stacy** I'm here now aren't I! Sorry. It's just that Ryan gets jealous.

**Shannon** I'm your best mate. Go on...

**Stacy** He was annoyed cos I was texting you about coming round your house tonight.

**Shannon** Since when was that against the law?

**Stacy** He says he wants to keep me to himself. He thinks about me all the time.

**Shannon** I wish he'd run out of credit!

**Ryan text message** If you lie I will know.

**Shannon** What about that bruise on your arm the other week?

**Stacy** Oh, that was my fault. I know he doesn't like it when I wear short skirts, but I'd just got a new one that day. I couldn't resist, I really liked it.

**Shannon** Not the red one? That's neat. So he hurt you over THAT?

**Stacy** No, he didn't hurt me. It's just where he grabbed me when he asked me to wear a different one.

**Stacy** You just don't like him. You just don't get it.

**Shannon** No, I don't like him much, but if he makes you happy that's fine. Are you happy?

**Ryan text message** Be here later. Put on something you know I like. You know why.

**Shannon** Stace.... Come 'ere. Does that mean what I think it means?

**Stacy** Don't say anything, my mum would kill me. He won't take no for an answer.

**Shannon** Look, I tell you what, use that phone to do you some good... call this number. Look, I'll do it for you.

**Stacy** Oi, that's MY phone! Have you really called them?

## Phone rings

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## Setting the scene continued...

**Child-Line Worker** Hello you're through to Child-Line, would you like to speak to someone?

**Stacy** Err, no, sorry.

**Child-Line Worker** That's okay, you can call back any time you want to.

**Stacy** I can't believe you done that.

**Shannon** At least the number is in your phone now. When my Mum and Dad were having that bad patch, I called them a few times before I said anything. They really helped me.

**Stacy** Maybe.

**Shannon** Look, if you find it difficult to talk, you can email or text them too, or chat online. You don't have to use your real name.

**Ryan text message** I'm sick of waiting. Come now.

**Stacy** Look, sorry, I've got to go. I daren't be late.

**Stacy** But... give me those details. No one will know, right? Thanks, Shan, you're a mate.

**Stacy** writes down the phone number and website in her school book.

If someone is hurting you or someone you love in your family or if you want to talk about any problem, big or small, talk to a trusted adult or call ChildLine, **0800 1111**.



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## Violence within relationships lesson plan

### 1 Review the scenario in small groups and discuss the following questions:

- What do you think are the key messages?
- What do you think could be the consequences for the young people in the scenario if they carry on their behaviour?

Feed back to the main group three key points from your discussion.

### 2 What is a 'good/not so good' relationship?

In small groups devise a menu for a 'good' relationship.

- What do you think are the key qualities?
- What would be the expectations within a good relationship?
- How would you recognise a 'not so good' relationship?

### 3 Helping a friend

- Design a leaflet that could be available at school or a public place called 'helping a friend get out of a difficult friendship/relationship'.
- What key messages should be included in the leaflet?
- What needs to be included in the leaflet to make it really useful for all children and young people?

### 4 Plenary

- Review the lesson – in particular focus on the following:
- There is always someone to talk to for example, a trusted adult or relative, someone from school or a friend. It is important to do this to keep yourself safe.
- We all have a right to healthy, respectful and happy relationships. If something is not OK or making you uncomfortable then seek help and support.



approximately 1 hour