# Introductory Session 2

## SESSION PLAN

**Preparation needed**

Projector/PC if needed

Flipchart/whiteboard and marker pens if needed

Allocate parts of session amongst mentors

Session best delivered in class groups

## Introductions

Introduce yourself to the group.

**Tip – It's always good to quickly go over the previous session.**

**Ask group** –

- What did we look at during our last MVP session?
- Has anyone experienced anything since then that made them think about this session.
- You may want to give an example yourself.

**Tip** – Don't forget that personal stories are a powerful way to cover any learning points. Don't forget to only do so if you feel comfortable.

**Mentor Notes:**

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## Group Agreement

Quickly remind the group of the group agreement you completed during the previous session.

**Tip** – Get into the habit of quickly covering the agreement. Sometimes ask the group if they want to add to the list.

## Learning intentions

- Define the term violence within the MVP Programme.
- Discuss types of abuse and respect within any form of relationship.
- Discuss the role of bystanders in the prevention of abuse.

## What is violence?

*This activity will start to develop your group's knowledge of the term violence. Many people will still define violence as a hit, a kick or a punch. MVP suggests that to prevent violence we need to define it more widely.*

Introduce the session saying that we are going to spend some time looking at what violence means. Tell the group that we are also going to look at how respect can be used to create better relationships.

**Ask the group:**

1. **When I use the violence, what do you think about? –** initial responses will include mostly physical violence. If individuals start to introduce language, take their responses.

**Note – Don't explore too much of their responses. Just listen to them.**

2. **What types of relationships do we have with people?** You are looking to identify peer relationships as well as loving relationships.

3. **What types of abuse do you think could take place in these types of relationships?** Get some responses and lead group to the following headings
    - Verbal
    - Emotional
    - Physical
    - Sexual

## Activity – Types of abuse / types of respect

**Explain to the group** that you are going to split them into smaller groups. *You need 8 groups in total, the member of the teaching staff present needs to organise this for you.*

*There will be 8 pieces of A3 paper, where 4 of the sheets will be dedicated to the 4 types of abuse with the other sheets dedicated to the 4 types of respect.* **Give** each group a piece of paper and **ask** them to provide examples of the abuse or respect as per their sheet.

**Tip –** Make sure you tell the groups that when they are doing the respect part make sure they give examples and not simply saying: not hitting, not shouting etc.

After a few minutes, **circulate** the sheets so that groups can add to the lists. Try to make sure each group has a chance to add some types of respect.

**Mentor Notes:**

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Gather sheets in and arrange on wall/board in following order

**VERBAL** **EMOTIONAL** **PHYSICAL** **SEXUAL**

Place the respected responses below the relevant heading also.

**Read out what the students have written under each type of abuse.** If necessary, seek clarification as to what they have meant. For now, just focus on the types of abuse.

*For now, just focus on the types of abuse.*

**Ask** - **why do you think we have placed them in this order?** Some may respond with levels of seriousness/injury. If they do - ask the group what they think.

**Say** - **is sexual abuse more serious than say verbal abuse?** If necessary, confirm to the group that not one type of abuse is more serious than another. They all have potential to be very hurtful and damaging to those experiencing the abuse.

**Ask** - **Do you think a punch or kick just happens for no reason? Could there have been other factors that could have led to this happening?** You are looking for the group to see that acts of physical abuse in any relationship don't often just happen.

If the group doesn't seem to understand this, **say** something like: **Could something has been said that may have led to the punch or kick?**

Remind the group about the role bystanders can play in the prevention of abuse. **Say** to the group **"Remember we agreed earlier that bystanders have a role in prevention. Where do you think, most bystanders would intervene on this line (point to wall)?"**

Group will often say that physical abuse because it's more obvious that something bad is happening.

***Ask* - What are the dangers for the bystander if they intervene here?** Injury etc.

**Where do you think, we need to get people to intervene?** As early as possible, it's safer and it may stop things moving along the line (point to the wall).

**What could you do to stop verbal abuse?** Get some responses from the group. Examples may include create distraction, get help, tell someone

**Say** – It's important here that we always want people to be safe. You may have a responsibility to help your friend, but you also have a responsibility to look after yourself. Think that for every action you take there may be a consequence which could get you hurt. We don't want that to happen.

**Say** to the group that MVP will provide you with many ways to help and even challenge your friends and classmates whilst remaining safe.

**Ask - Do you think bystanders doing nothing could start to see behaviours move along this line (point to wall)?** Yes, it can. By doing nothing you are saying it's ok.

**You should now focus on the types of respect**

**Read out** what the students have written under each type of respect. If necessary, seek clarification as to what they have meant.

**Ask - When you were writing the types of respect examples did you find that harder or easier to do?** Most groups will say it's harder. **Ask why?**

**Say** we often talk a lot about the bad things that can happen but rarely talk about the nice things that we do and say with people we are friends with.

**End the discussion saying** that there are many ways that we can show our respect to our friends and other people we care about. We know that people can be hurt from physical abuse but we also know that verbal and emotional abuse can be just as hurtful

**Mentor notes -**

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**Say** to group that MVP will provide you with many ways to help and even challenge your friends and classmates whilst remaining safe.

**Do you think bystanders doing nothing could start to see behaviours move along this line (point to wall)?** Yes it can. By doing nothing you are saying its ok.

**You should now focus on the types of respect**

**When you were writing the types of respect examples did you find that harder or easier to do?**

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End the discussion saying that there are many ways that we can show our respect to our friends and other people we care about. We know that people can be hurt from physical abuse, but we also know that verbal and emotional abuse can be just as hurtful.