



# IT DOES MATTER

## Tackling Violence Against Women and Girls

### **Lesson Plan: Looking out for each other**

This lesson supports the Thames Valley Police campaign tackling Violence Against Women and Girls (VAWG) by encouraging young people to support one another's personal safety. This lesson explores how young people can recognise unsafe situations when in public spaces, take care of their peers on nights out, and challenge attitudes which may lead to unsafe decisions.

# LESSON PLAN: LOOKING OUT FOR EACH OTHER

## Lesson objective

To learn about strategies to support personal safety, especially when out socialising with peers.

## Learning outcomes

Students will be able to:

- identify situations where people may feel unsafe when out socialising
- evaluate how to support personal safety for each other
- assess how attitudes can influence the actions someone might take in response to gender-based violence

## Resources required

- Box or envelope for questions
- A3 paper
- Resource 1: Scenarios (1 scenario per group)
- Resource 2: Thoughts and Feelings (optional support – as needed)
- Resource 3: Then and Now (1 per student)

ACTIVITY	DESCRIPTION	TIMING (TOTAL: 60 MINS)
1. Introduction	Introduce the learning objective and outcomes, establish ground rules and make students aware of the question box.	5 mins
2. Baseline assessment	Students demonstrate their initial ideas by evaluating the level of safety in a series of scenarios.	10 mins
3. What makes it unsafe?	In pairs, students create a list of factors that may make social situations unsafe.	5 mins
4. What could they do?	In groups, students suggest a range of strategies young people could choose in response to unsafe situations.	15 mins
5. What prevents us?	Students reflect on what might prevent young people from making safe choices, and how to tackle this.	10 mins
6. Endpoint assessment & reflection	Students assess how their confidence in managing unsafe situations has grown over the lesson and reflect on how their learning might affect their behaviour in the future.	10 mins
7. Signpost support	Remind students of the importance of keeping themselves and their peers safe. Highlight sources of support and how to report.	5 mins

<b>CLIMATE FOR LEARNING</b>	<p>This topic may be upsetting for students who are aware of or have their own experiences of violence against women and girls. The aim of the lesson is not to cause undue distress to young people, or to create any sense of blame towards those who have experienced unsafe situations. Women and girls have a right to feel, and be safe when socialising with friends. However, there are opportunities all young people can take to help increase their own personal safety, and that of their peers. This lesson intends to empower young people by exploring these strategies.</p> <p>Please read the teacher guidance first, which outlines the background of the Violence Against Women and Girls campaign, and ways to approach teaching this sensitive topic safely and effectively. Guidance includes establishing ground rules, safeguarding protocols and sources of support to signpost.</p>
<b>KEY WORDS</b>	<p>Personal safety, VAWG, non-contact sexual offences</p>
<b>BASELINE ASSESSMENT</b>	<p><b>Introduction (slides 3-4)</b> <b>5 mins</b></p> <p>Use slide 3 to establish ground rules with the class, including any particularly relevant to this lesson, such as not making assumptions about anyone and not sharing personal stories. Highlight the question box, where students can submit written questions (either anonymously or with their name), at any point during the lesson.</p> <p>Introduce the learning objective and outcomes, explaining that today's lesson will explore how young people can help to tackle violence against women and girls by supporting one another's personal safety.</p> <p><b>Baseline assessment activity (slide 5)</b> <b>10 mins</b></p> <p>Present students with a brief list of scenarios (on slide 5) and ask them to decide in each case whether they consider them to be 'safe' or 'unsafe'. Once they have decided, they should:</p> <ul style="list-style-type: none"> <li>• write in their books the order of the scenarios from least to most safe, justifying their reasons for the least safe scenario</li> <li>• for anything they have labelled 'unsafe', suggest something the person might do to help make the scenario safer</li> </ul> <p>Take feedback as a whole class, noting any similarities or differences in the students' views. This will help you gauge their current understanding and attitudes about personal safety but may identify misconceptions, stereotypical thinking or gaps in knowledge which can be addressed in the lesson.</p>
<b>CORE ACTIVITIES</b>	<p><b>What makes it unsafe? (slide 6)</b> <b>5 mins</b></p> <p>Building on the previous activity, ask students to pair up and compare their initial ideas. Looking at the scenarios, ask them to think about young people who are likely to be out socialising, and to create a list of key factors that might make these social situations less safe.</p> <p>Take feedback. Students might suggest: being alone, being with people they don't trust or know well, being intoxicated, no one else knowing where they are, time of day, how public the place is etc.</p> <p>If it hasn't already been raised, ask: Is this different depending on the person's culture or gender?</p>

## CORE ACTIVITIES

*Students may have different views about the different aspects of this question but are likely to recognise that women and girls may feel (and be) less safe when out alone at night. Some students may express that cultural norms and expectations affect perceptions of safety; for example, in focus groups led by Thames Valley, girls from some cultural backgrounds expressed fewer concerns about safety as they were less likely to be out socialising with males alone. Male students in our focus groups also did not always recognise the increased level of risk or fear expressed by female students; this could be a key opportunity for them to hear and learn from the experiences of their female peers.*

*The risks may also be different for male and female students; for example, while male students may express concerns about gang-related crime or violence, female students are more likely to have concerns about sexual offences, harassment or violence.*

### What could they do? (slides 7-12)

15 mins

Organise students into small groups and give them one of the scenarios from Resource 1: Scenarios. They should stick this in the centre of a large A3 page. Ask them to write around the scenario as many possible things the character in their scenario could do. Challenge them to identify at least five strategies. Take feedback as a class and collate a wide range of strategies on the board, using slides 8-11 to support discussion.

*NB: While it is unclear the causes or consequences of some of the scenarios, use this discussion time to highlight to the class that Isla and her friends have experienced a crime known as a non-contact sexual offence. This means a sexual offence carried out without physical contact, such as exposing genitals or masturbating in public.*

Following this, ask the groups to identify possible consequences and add these to each of the actions the character might take; what do they think will happen next? Finally, considering all the strategies and their possible consequences, ask groups to select which they think would be the safest choice for the character to make and give their rationale for their decision.

**Support:** Ask the groups to think of a single consequence for each action the character might take.

**Challenge:** Encourage the groups to think of at least three possible consequences for each strategy they have suggested, and then identify which of these consequences they think is the most likely.

### What prevents us? (slides 13-14)

10 mins

Ask the groups to briefly discuss and agree on which action they think is the most likely that their character might take and gather feedback. Compare if this is the same or different to the action they identified as the safest. It is likely that in many cases, the most likely action is not the one they have deemed the safest. With this in mind, ask them to work in groups to think about what might prevent the characters from acting in the safest way for themselves or for the other person. Specifically, they might think about:

- the thoughts and feelings of the characters in the moment
- societal norms or stereotypes that may prevent them from acting safely

## CORE ACTIVITIES

Students are likely to suggest ideas such as:

- *Thoughts and feelings: I don't want to miss the fun, It's not my business, There's nothing I can do, I don't want people to think I'm trying it on with her, I don't know how they're going to react, I've got to look out for myself.*
- *Societal norms or stereotypes: It's her fault for being drunk, This is just what happens, Girls aren't safe out alone, A man approaching a woman alone must want something, The police don't do anything about low-level offences.*

Take feedback and ask each group to select one of the factors that might prevent someone from making the safest choice and write a response combatting this view. For example, for the thought: "I don't want to miss the fun", the response might include: "There are plenty of opportunities to go out another time, safety is more important than having fun this one time, looking after your friend doesn't mean the fun has to stop - there could be a way to achieve both."

If time allows, share these back with the whole class. Whilst it is important to combat all stereotypes and misconceptions related to personal safety, use slide 14 to emphasise the importance of reporting non-contact sexual offences. Although they may not seem to make a difference in the short term, these reports can build a picture that helps the police make arrests and prevent would-be offenders from committing more serious crimes in the future.

**Support:** Provide students with Resource 2: Thoughts and Feelings, and ask them to select those they think are relevant to their character. They can then match these up with the possible responses.

**Challenge:** Ask students to identify any other factors (beyond thoughts, feelings and societal norms) that might make it hard for someone to make safe choices when socialising e.g. being intoxicated, peer pressure, etc.

### Reflection and endpoint assessment (slide 15) 10 mins

Ask students to self-assess their learning by completing Resource 3: Then and Now, which compares their confidence in their ability to respond to the learning outcomes at the start of the lesson compared to now. Ask them to select the outcome where there has been the biggest increase in confidence and explain why this has changed, or use an example to demonstrate their learning.

Finally, ask students to individually reflect on something they might do differently next time they are out socialising with their friends and add this to Resource 3. Is there something they might aim to do next time? How might this help to improve their own or others' safety? As this is a personal reflection, they do not need to share this with the class.

Review the question box and respond to any submitted questions or (if you need more time to prepare an answer) let students know you will respond to them in the next lesson.

## PLENARY / ASSESSMENT FOR AND OF LEARNING

## PLENARY / ASSESSMENT FOR AND OF LEARNING

### Signposting support (slide 16)

5 mins

Using slide 16, remind students that they cannot be responsible for everyone's safety all of the time. However, by trying to make safe choices, noticing when their peers may be unsafe and how to support them, and reporting inappropriate behaviour from others, we can all make the world a little bit safer. Something we do that might seem small could be the action that prevents a woman or girl from experiencing violence against her.

Remind students where they can access further support or report a crime:

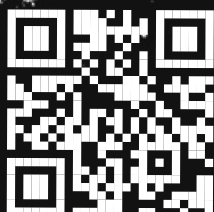
- At home, or in school by speaking to their tutor, head of year or the safeguarding lead
- Contacting Childline [www.childline.org.uk](http://www.childline.org.uk)
- Contacting Victim Support [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Reporting a non-urgent crime using 101 or through an online form at [www.police.uk](http://www.police.uk)
- In an emergency, calling 999
- Reporting crime anonymously using [www.fearless.org.uk](http://www.fearless.org.uk)

## EXTENSION ACTIVITY

### Extension Activity (slide 17)

Ask students to work together to create an in-school campaign based on the learning from this lesson. It should focus on strategies to maintain personal safety when socialising and could take the form of:

- a poster campaign for display in school corridors
- an assembly or tutor time presentation



### FEEDBACK

Your feedback is valuable in the education of VAWG to ensure we support young people's personal safety.

Please fill out our short questionnaire by scanning the QR code to give your feedback on this lesson.

Thank you.