

**End Violence this Valentine:
Suggested Activities for work with
Secondary Schools, Youth Settings
and Colleges**



The White Ribbon Campaign UK hopes very much that your secondary school, youth setting or college will choose to become involved in our *Valentines and Being Kind* campaign which aims to raise awareness in of teen partner abuse, sexual bullying and gendered violence around Valentine's Day.

Please also see *Teen Partner Abuse, Sexual Bullying and Gendered Violence: A Guide to Resources for Educators and Youth Workers* which offers guidance for educators and a list of resources which have been found to be useful and informative by White Ribbon Campaign UK and its partners.

We are not suggesting that your school should use all of the suggested activities, but we have tried to create a cross-curriculum approach to enable a diversity of potential learning experiences.

You may have your own ideas about how you would like your school to become involved and, if so, we hope you will get in touch and let us know what you have planned. If not, here are a few suggestions to get you started.

Art and Design

The Art of Ending Abuse

1. Select an appropriate resource from *Teen Partner Abuse, Sexual Bullying and Gendered Violence: A Guide to Resources for Educators and Youth Workers* to introduce either the subject of teen partner abuse or sexual bullying.
2. Hold a discussion on the themes within the resource.
3. Encourage the students to develop pieces of artwork in any media they feel appropriate to explore these issues.



Drama and English

What role will you take?

1. Select an appropriate resource from *Teen Partner Abuse, Sexual Bullying and Gendered Violence: A Guide to Resources for Educators and Youth Workers* to introduce either the subject of teen partner abuse or sexual bullying. (*Linking Lies: Sexual Bullying and Gender Conflict*, *Expect Respect: A Toolkit for addressing Teenage Relationship Abuse in Key stages 3, 4 and 5* and *This is Abuse* are good examples. Alternatively, you could show *Boys Don't Cry* or *Provoked: A True Story* to introduce issues of sexual bullying or partner abuse.
2. Hold a discussion on the themes within the resource and encourage the students to identify real-life situations of gendered violence which they may encounter in their everyday lives such as abusive and controlling behaviours in a friend's relationship or cyber-bullying through social networking sites etc.
3. Ask the students to take on the roles of victim, perpetrator and bystander and role play different scenarios, prompting them and supporting them to develop their own strategies for challenging teen partner abuse, sexual bullying and gendered violence.
4. Develop the work into a performance.
5. Embed ICT by filming the completed work.



How it feels on the inside

1. Select an appropriate resource from *Teen Partner Abuse, Sexual Bullying and Gendered Violence: A Guide to Resources for Educators and Youth Workers* to introduce either the subject of teen partner abuse or sexual bullying. (*Linking Lies: Sexual Bullying and Gender Conflict, Expect Respect: A Toolkit for addressing Teenage Relationship Abuse in Key stages 3, 4 and 5* and *This is Abuse* are good examples. Alternatively, you could show *Boys Don't Cry* or *Provoked: A True Story* to introduce issues of sexual bullying or partner abuse.
2. Ask the students to design and create stage make-up to reflect the emotions of someone experiencing abuse.
3. Ask the students to improvise short plays about abusive relationships.
4. Ask the students to create statues and freezes to express the nature of abuse and the emotions it creates.
5. Embed ICT by photographing the students work in creative and expressive ways.



Love Hearts

1. Begin the lesson with an integrated reading activity on the sweets named Love Hearts available at: <http://www.skillsworkshop.org/resources/love-heart-literacy-assignment>
2. Show the students the following image taken from Women's Aid's Love Hearts Postcard Campaign, either as a PowerPoint slide or as laminated cards:



Ask the students:

- Why do you think this image has been created?
 - What sort of organisation would create this kind of image?
 - What do you think is the message conveyed by the image?
 - Why do you think these phrases have been written on Love Heart sweets?
 - What is it saying about abusive relationships?
3. Support the students' development of Literacy and ICT skills by learning more about relationships and abuse using the *This is Abuse* website available at: <http://thisisabuse.direct.gov.uk/> and the *Respect Not Fear* website available at: <http://www.respectnotfear.co.uk/> These websites are very interactive and therefore are good for engaging visual, auditory and kinaesthetic learners.
 4. Ask the learners to create a piece of original writing about an abusive relationship.
 5. If students feel confident to share their work, you may encourage them to read their work to their classmates and hot-spot characters from their stories, poems or plays in order to develop them further before writing their final draft.

Relationships in English Literature

Texts which can often be found on the English G.C.S.E curriculum such as *Wuthering Heights*, *Macbeth* and *Of Mice and Men* all contain themes of abuse and control within relationships.

You could meet the two aims of both deepening the understanding of the young people you work with of issues of abuse, whilst simultaneously developing their understanding of these texts in preparation for assessment.

You could choose to explore:

- Heathcliff's relationship with Isabella, with a focus on Heathcliff's abuse of Isabella's pet dog in *Wuthering Heights*
- Gender and masculinity in *Macbeth* and Lady Macbeth's coercion and emasculation of Macbeth
- The sexual bullying, isolation and discrimination experienced by Curley's Wife in *Of Mice and Men*



Media Literacy and Gender

1. Engage the students by dividing the board into two columns with one carrying the title: Pink and the other carrying the title: Blue. Ask the students to call out all the things that they associate with the colour pink and record them in the corresponding column and repeat the process for blue. Common answers tend to be: Pink = girly, fluffy, feminine, soft, etc. Blue = boy, tough, strong, etc.
2. Explain that the term “gender” means rules and roles about how men and women should behave and are perceived and that this is different from a person’s sex which relates to their biological characteristics.
3. Work through a lesson on *Exposing Gender Stereotypes* by Men for Change available at: http://www.media-awareness.ca/english/resources/educational/lessons/secondary/gender_portrayal/exposing_gender.cfm
4. Write on the board; “If aliens were to come to earth and read the newspapers, they would think that women were too poor to buy clothes and that they died at the age of 40.”
5. Ask the students what they think this means and whether they agree or disagree.
6. Take two newspaper articles on the same subject. It is recommended that the two articles address issues of violence against women and girls. One should be taken from a broadsheet and the other from a tabloid.
7. Encourage the students to critically read the two texts and plan and write a short essay which explores how language is used to reinforce or subvert ideas about gender.
8. Lessons taken from: http://www.media-awareness.ca/english/resources/educational/lessons/secondary/gender_portrayal/gender_stereotypes.cfm can achieve the two aims of investing young people with a strong comprehension of gender, gender stereotyping within media and gendered violence and, therefore, enable them to analyse gender within texts.

Fundraising

- Hold a Valentines Disco and ask your students to make a small donation to the White Ribbon Campaign UK as an entrance fee. (We can supply collection tins).
- Hold a non-uniform day and ask participating students to make a small donation to White Ribbon Campaign UK.
- Hold a sponsored walk or silence or anything else. (We can supply sponsor sheets and other supporting materials).
- Have a bake sale to raise funds for White Ribbon Campaign UK.



History

Famous Couples in History

1. Create a timeline along the wall of the classroom dating from 1BC to the present, showing particular milestones such as the Roman invasion, 1066, Plantagenet, Tudor etc.
2. Explain that today we will be looking at famous couples through history.
3. Take the students through a chronological PowerPoint presentation of famous couples in history. You may want to include; Cleopatra and Marc Anthony, Henry VIII and Anne Boleyn, Queen Victoria and Prince Albert, Prince Edward and Wallis Simpson, Marie and Pierre Curie, John Lennon and Yoko Ono and David and Victoria Beckham.
4. Discuss the dynamics of the relationships, how they reflected the time and, in some cases, affected history.
5. Ask the students to attach pictures of the couples to the timeline in the correct places and fill in the timeline with other details of the relevant eras.



Time Capsule



1. Ask the students to brainstorm all the different qualities that they look for in a friend e.g. kind, funny, caring etc and record their responses on the board.
2. Ask the students to brainstorm all the behaviours they value in a friend e.g. "I know I can rely on them.", "They listen to me." etc and write their responses on the board.
3. Give the students a few pieces of A4 paper on which has been printed a blank table and ask the students to copy the qualities and behaviours listed on the board into each of the boxes on the table.
4. Ask the students to paste their completed tables onto pieces of thin A4 card and laminate them.
5. Ask the students to cut the table into a pack of laminated cards each showing a different quality or behaviour.
6. Encourage the students to arrange their cards into pyramid shapes with the quality or behaviour they value most at the apex of the pyramid and those they value less at the base of the pyramid. Support their discussion and analysis of their own values regarding relationships.
7. Using the pyramids as a support, ask the students to each write a personal pledge describing the kind of relationships they would like to have and believe that they deserve and ask the students to seal their pledge in an envelope bearing their name.
8. Ask the students to collect poems, song lyrics, images and objects that represent their values regarding relationships and seal them all in a time capsule, along with the envelopes containing students' pledges, to be buried in the school grounds.
9. Tell us about your work and we will write it up in our newsletter and send a press release to local papers.
10. When the students are ready to leave school in their final year, the time capsule can be recovered and the students will be enabled to reflect back on whether they have kept their pledges and how their ideas of what makes a relationship healthy might have changed over the interim period.

Information and Computer Technology (I.C.T)

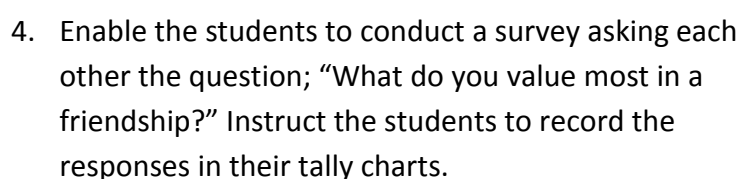
The A – Z of Healthy Relationships

1. Explain to the students that they will be researching and creating A-Z guides to healthy relationships, which will teach young people, like themselves, how to have a healthy relationship. It should include the most important things that young people need to know to make sure their relationships are safe and should have an entry for each letter of the alphabet.
2. Encourage your students to form buzz groups and brainstorm what makes a relationship healthy and unhealthy.
3. Encourage your students to develop their understanding of healthy and unhealthy relationships by using the *Respect Not Fear* website, available at: <http://www.respectnotfear.co.uk/> and the *This is Abuse* website, available at: <http://thisisabuse.direct.gov.uk/> whilst taking notes.
4. On completing their research, support the students to plan, design and create their guides using whichever applications you feel are appropriate. Creativity is to be encouraged.



Statistics and Friendships

1. Ask the students to brainstorm all the different qualities that they look for in a friend e.g. kind, funny, caring etc and record their responses on the board.
2. Ask the students to brainstorm all the behaviours they value in a friend e.g. "I know I can rely on them.", "They listen to me." etc and write their responses on the board.
3. Ask the students to create tally charts of all the qualities and behaviours that they value in friendships.



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- Search Word Report**
- How the Web browser searches for information on the Internet. The search engine finds the information and displays it on the screen.
- To analyze the search words by the number of the words
- Summary by Month
- Month: Jan Feb Mar Apr May Jun Jul Aug Sep Oct Nov Dec
- Search Words: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100
- Summary by Month
- Month: Jan Feb Mar Apr May Jun Jul Aug Sep Oct Nov Dec
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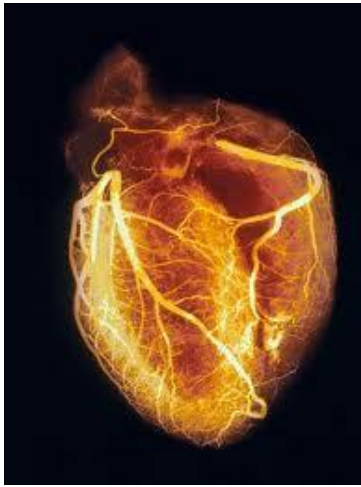
Music

1. Ask the students to compose a piece of music, song or rap about relationships and/or bullying. ICT can be embedded by filming or recording the work.



Physical Education

Heart Beat – Move Your Feet



1. If the ICT suite is available there is a wealth of interactive games to support students to understand about heart health available at:
<http://www.yheart.net/>
2. When the children have learned about the importance of heart health they will probably be fully motivated to engage in some cardiovascular exercise. Team sports, dancing and even contact martial arts such as Judo can, if properly facilitated, promote teamwork, partnership and bonding.



Personal, Social, Health and Economic Education (P.S.H.E)

T-Shirts and Washing Lines



1. Use one of the many resources listed in *Positive Relationships, Gender and Bullying: A Guide to Resources for Educators working with Primary School Children* to introduce the subject of bullying and abuse in an age appropriate way.
2. Engage the children in a discussion on the themes explored within the resource.
3. Ask the children to design t-shirts carrying anti-bullying and abuse slogans and images.
4. Display the t-shirts on a washing line either in the classroom or in the school grounds.

Religious Education



A lesson could cover:

- Saints
- St Valentine
- Celebrations of love and marriage in different religions

This list of suggested activities is by no means exhaustive and if you should have any other ideas for addressing positive relationships, gender and bullying around Valentine's Day, please get in touch.

If you do choose to do some work on these themes as part of the *Ending Violence this Valentine* campaign, do let us know, as we can offer various materials and help to support your work.

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