

# It's Not OK

## Lesson plan

### Positive relationships: Becky's story

**Length of sessions:**  
**60 minutes**

**Electronic materials needed:**

Film – Becky's story

**Physical materials needed:**

Pens / writing paper / exercise book

**Learning objectives**

**Pupils will be learning about:**

- what the features of a positive relationship are
- how to get support if they find themselves in a negative relationship
- how we can challenge or resist thoughts and behaviours that are harmful.

#### Overview of lesson

In this lesson, young people will be exploring the relationships that Becky has with her family members. There should be a key focus on Becky's relationship with her mum's new boyfriend, Kevin.

Suggested timings	Teacher input	Resources
10 mins	<p><b>Introduction: healthy and unhealthy relationships</b></p> <p>Ask pupils to work in small groups or pairs. On a blank piece of paper pupils should mind map their thoughts on 'what makes a positive relationship'. On the reverse of the paper, ask pupils to mind map their thoughts on 'what makes a negative relationship'. This should not just focus on relationships with a partner, but also ensure students think about relationships with their family and friends. Ideas for positive relationships should include:</p> <ul style="list-style-type: none"> <li>• good communication</li> <li>• respect</li> <li>• security</li> <li>• being comfortable around the person</li> <li>• anything else that may be appropriate.</li> </ul> <p>Get pupils to feedback their thoughts to the rest of the group.</p>	Paper, pens

Suggested timings	Teacher input	Resources
<p><b>15 mins</b></p>	<p><b>Video: Becky's story</b></p> <p>Before watching the video ask pupils to look out for any risks and concerns for each of the characters when viewing the film.</p> <p>Whilst watching the video, remind pupils to make a note of any points they notice about Becky's relationships. After the pupils have watched the video ask them:</p> <ul style="list-style-type: none"> <li>• What did they notice about Becky's relationship with her brother Mikey?</li> <li>• What did they notice about Becky's relationships with Lee-Ann and Harry?</li> <li>• What about her relationship with her Mum and Dad? And Mum's new boyfriend, Kevin?</li> </ul> <p>Pupils are to think of the things they identified during the starter activities. Can they identify any other things that they feel would make either a positive or negative relationship?</p>	<p>Becky's video</p>
<p><b>20 mins</b></p>	<p><b>Activity</b></p> <p>Ask pupils to imagine that they are responding to the problem below: 'Recently my parents have split up and my mum has a new boyfriend. He has recently moved in with me, my mum and my brother. My brother gets along with him great, because he buys him gifts and takes him food to his room. My mum is glad of the help around the house. However, he gives me the creeps, he doesn't tell me when he comes into my room (even when I am changing). He also likes to sit with his arm around me when it's just him and me watching TV, to protect me from the scary bits. He also shows me inappropriate things on the internet. I feel really uncomfortable around him, what should I do?'</p> <p>Pupils should create a written response, to the problem. Responses could include:</p> <ul style="list-style-type: none"> <li>• telling another adult about their concerns ie her mum</li> <li>• speaking to Childline</li> <li>• speak to her close friends to get the support/confidence that she needs to deal with the situation.</li> </ul>	<p>Paper, pens</p>
<p><b>10 mins</b></p>	<p><b>Plenary</b></p> <p>In pairs, pupils should name and discuss five things that they have learnt during the lesson. They should think about how they could implement any of the advice that they have given/discussed today into their day-to-day lives. Ask pupils to share their thoughts.</p>	
<p><b>5 mins</b></p>	<p><b>Sources of support</b></p> <p>Some of the topics discussed during the lesson may have been difficult for some pupils to deal with. It is important that before pupils leave the lesson they are directed to where they could go to get further information and support.</p> <p>Along with highlighting the relevant in-school people such as the designated safeguarding lead or pastoral teams, please make sure students are made aware of:</p> <p>Childline, which can be contacted on <b>0800 1111</b> or through <b><a href="https://www.childline.org.uk">childline.org.uk</a></b></p>	