

LOVES ME, LOVES ME NOT BOOKMARKS

Task 1: Starter:

See previous plan and choose something like the Summer Nights task to highlight and challenge stereotypes about genders and relationships or use the 'stand up' task to highlight the fact that teenagers may not see abuse building. You might like to offer these as options and allow teachers to choose whichever they feel is appropriate for their class?

Task 2: Loves me vs. Loves me Not.

Task	Differentiation	Rationale	Underlying Concept
<p>Issue pupils with strips of paper containing the information from both sides of the bookmark all mixed up. Ask pupils to do a sorting activity into 'loves me', 'loves me not', 'maybe they love me.' This can be done in pairs or small groups.</p> <p>Resources needing creating:</p> <p>Slips of paper that can easily be cut down by teaching staff. Each one should contain one statement from either the 'loves me' or 'loves me not' campaign.</p>	<p>Higher ability students would require a level of debate beyond two simple categories of 'loves me' and 'loves me not.' Having a middle category allows them to lead an academic debate, express opinions, and draw-out misconceptions. Their discussion about healthy relationships will also stimulate reflection in lower ability students as they will often relate to views being expressed by pupils of their age and with many similar life experiences. Their empathy needs to be developed by listening to pupils their age – not from adults.</p>	<p>The reason for having a middle ground for 'maybe they love me' will allow teachers to ascertain the level to which pupils recognise the signs of abuse. This is a form of assessment for learning and will allow staff to tailor the lesson/discussion according to the demographics of the class.</p> <p>Simply dividing into 2 piles will not allow for reflection or 'stretch and challenge.' It would not get past Ofsted as an appropriate level of pace or challenge.</p> <p>There is a need to uncover and challenge misconceptions, as many may tolerate just one or two signs of abuse. Pupils may not understand that abuse builds up and doesn't usually all come suddenly at once.</p>	<p>Not all signs of abuse are easily recognised, or commonly thought of as being abuse. Unless these ideas are drawn out in conversation misconceptions cannot be challenged appropriately.</p>

Task 3: How concerned should we be about ‘love me not’?

Task	Differentiation	Rationale	Underlying Concept
<p>Distribute ‘loves me’ and ‘loves me not’ bookmarks to all pupils to keep. Explain that we are going to deal with the ‘loves me not’ information.</p> <p>Ask pupils to order the signs of abuse from things they find most concerning to things they find the least. This should be done in pairs or small groups.</p> <p>You may want to ensure that pupils have something written individually in their books. If this is a PSHE lesson it may be expected that there is some way of recall. Asking pupils to write a paragraph explaining their choices may be needed.</p> <p>Lead a class discussion of the material completed. The discussion should lead to a conclusion that all signs of abuse are concerning and should never be overlooked.</p> <p>If any upper ability students refused to do the task, they can share their written concerns at the end.</p>	<p>Higher ability pupils may well refuse to do this task – and this would be brilliant – they should write a piece explaining why it is not possible to categorise the signs of abuse (this is what we really want to point out by the end of the lesson – it is all concerning).</p>	<p>Students will look at some of the signs of abuse on the bookmarks and either not understand what they mean – or see them as something that isn’t really concerning.</p> <p>Unless these ideas are uncovered they cannot be challenged.</p> <p>Some pupils may know this already – and they should be the ones to teach this to other pupils (not an adult).</p>	<p>Some signs of abuse are commonly overlooked or not viewed as being of concern.</p> <p>Anything that is listed as being of least concern can then be challenged by a teacher and the class discussion can be developed to show why those things are concerning, when some teenagers do not view them this way.</p> <p>The discussion should lead to a conclusion that all signs of abuse are concerning and should never be overlooked.</p>

Resources that need creating:

A sheet with 7 levels of concern allowing pupils to choose 2 signs which they think are most concerning and categorise them into 7 levels. The bottom level should not be labelled at all (as we do not want to mislead them). Simply label the top level 'the most concerning thing for us is...'

Pupils will need to re-use some of the slips from task 1 in order to do this (the 'loves me not' criteria).

<p>Resources that need creating:</p>			
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Task 4: Why is this campaign being done? Why should this matter to me?

Task	Differentiation	Rationale	Underlying Concept
<p>Resources that need creating: Find/use some statistics about DV in Britain. Create a PowerPoint to use these. They need to be a mix of</p> <ul style="list-style-type: none"> • Male and female violence. • Crime statistics. • Teenage relationship statistics. • Adult relationship statistics <p>One way of using these effectively is through a ‘thumbs up’ or ‘thumbs down’ activity. This is where a fake statistic appears on power point and pupils put their thumbs up if they think the real statistic is higher or thumbs down if they think the real statistic is lower. This will allow teachers to draw out and challenge stereotypes.</p> <p>Another way of doing this would be to pose a question such as ‘what percentage of reported DV sees the male as a victim’ and ask pupils to write their answer on mini-white boards (most</p>	<p>By knowledge from teacher. Some pupils will be happy to offer answers and opinions. Others may not.</p> <p>As long as opinions are expressed via thumbs or white-boards this is fine. Pupils should only have to justify their opinions if they wish to – we are getting into a very sensitive topic now. Some pupils may be questioning relationships around them and may start to feel uneasy.</p>	<p>Pupils need to understand that DV can happen to anyone regardless of age or gender.</p> <p>They need to understand how wide spread this is. This will allow them to see that nobody is alone.</p> <p>They will also start to see the significance and importance of the campaign and the lesson.</p>	<p>Stereotyping often means that DV is seen as something inflicted by men against women. This has to be challenged.</p>

<p>schools have these) or pieces of paper and hold their answer up. Pupils can then be asked to justify their opinions.</p>			
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Task 4: Where can I go? Are the campaigns effective? (plenary discussion).

Task	Differentiation	Rationale	Underlying Concept
<p>Introduce students to common campaign posters. Who do they put in the position of being the abuser? Is this fair? Lead a discussion to challenge this.</p> <p>Introduce and discuss Clare’s Law. Given the nature of this lesson, why is this important?</p> <p>Provide information about your campaign and why you are doing it.</p> <p>Extension tasks: You may like to ask pupils to produce their own posters or leaflets next lesson or for homework as a written reflection of this.</p>	<p>In terms of literacy, a leaflet generally requires more work than a poster.</p> <p>Resources that need creating: You might like to make a frame for the leaflet which dictates the headings for what needs to be included (if you do this, it would not be classed as a plenary – it would be ‘further development of the lesson’ or something down these lines).</p>	<p>Show hope – abuse will not be tolerated.</p> <p>Some pupils may want to take action and make posters or leaflets aimed at offering advice to others from their perspective.</p>	<p>Allow pupils to see that abuse does not need to be tolerated once we have identified it.</p> <p>They need to know where they can go for advice and help.</p>