**Introduction to Empathy Exercise, Bystander and Types of Abuse/Respect**

Session Plan

**Learning Intentions**:

* To introduce the values of the MVP programmes and to explore these through a number of key activities.
* To discuss the term bystander and its use within the MVP Programme.
* To define the term violence within the context of the MVP Programme.

**Learning Outcomes:**

**HWB 3-01a / HWB 4-01a**

I am aware of and able to express my feelings and am developing the ability to talk about them.

**HWB 3-16a / HWB 4-16a**

I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.

**HWB 3-17a / HWB 4-17a**

I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations.

**Children’s Rights:**

Article 2 states that children have the right to protection against discrimination.

Article 29 states that children have the right to an education which encourages them to respect other people’s rights and values.

**GIRFEC Wellbeing Indicators:** Safe, Respected, Health

**Preparation:**

* Pre-written Flipchart Sheets.
* A link to the ‘MVP Model Video’ (download available). \*\*This is optional\*\*

<https://youtu.be/wIUJ5QqVAPo>

**Resources**

* Pre-written Flipchart Sheets:

Types of Abuse x 1 sheet that says Verbal Abuse, x 1 Physical Abuse, x 1 Emotional Abuse and x 1 Sexual Abuse at top of sheet. 1 sheet with Healthy Relationship written at the top.

* Marker Pens.
* A copy of the empathy exercise.

**What Is MVP About?**

Explain to the group you will be doing a couple of activities with them that will help them understand the ‘key ideas’ of the programme.

If you would like to, you can explain that MVP is something that a lot of schools in Scotland are doing and it is an opportunity for everyone in the group to discuss issues around bullying behaviour and abuse in early relationships.

The ‘MVP Model’ video can also be used at this point.

* <https://youtu.be/wIUJ5QqVAPo> (Please note- the animations are not the same images as on the Slides. They may or may not be suitable for your learners. Educators should watch to decide)

Supporting Notes:

**Group Agreement**

Say to the group that **we are going to start by creating a ‘Group Agreement’. MVP is a programme that will allow us all to talk about bullying and abusive behaviour.**

Ask the group:

**Why is it important to create a group agreement on how we will work together during these sessions?**

You are looking for responses such as:

1. not everyone has the same views or level of understanding on issues
2. there may be some people who have personal experience of some of the subject matter
3. people need to feel safe/comfortable etc

**With that in mind, what are some of the things we would like to have on our Group Agreement?**

Respect, confidentiality, listen to others, constructive challenge, fun etc . Flipchart these.

Prompt: If they are finding this question difficult, ask **What makes a good team?**

Ask if everyone agrees that these things would be good to have in mind when working on MVP sessions.

Share with the group that you will keep this sheet for other sessions so you all remember how you have agreed to work together.

Supporting Notes:

**Bystander Approach**

**One of the key components of the MVP programme is that it uses a Bystander approach.**

Use the Bystander powerpoint presentation.

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(Slide 2) Ask –**What is a Bystander?** **Can anyone tell me what a bystander is?** Flipchart responses.

(Slide 3)\_Answer- —**A bystander is someone who hears, sees or knows about an incident but is not directly involved.**

(Slide 4) Look at the photo. **Who are the Bystanders? What are they doing?**

(Slide 5) **To help you understand what we mean by this, we are now going to watch a video**. (Play Corridor video, identify what is happening and who the bystanders are. Take any feedback). <https://youtu.be/yUs8GfQU-JM> (Please note- the animations are not the same images as on the Slides. They may or may not be suitable for your learners. Educators should watch to decide)

Supporting Notes:

**Empathy Exercise**

**We are now going to do an exercise looking at empathy.**

Look at the photograph (slide 7). Ask **What do you think is happening?** Take feedback.

**A boy is attached by another boy.**

**There are other people in the scene. Identify these as Bystanders.**

Slide 8. **What are the bystanders doing?** They are in a position to help but are just watching and filming.

\**NB. If the class has difficulty in imagining the bystander, you can use a puppet e.g ‘Stan the Bystander’/ photograph/ prop. Or someone could act out the part.*

Ask-

**1/** **How do you feel about that? Put your hand up if you feel angry about the situation**. If many have, highlight to the group they share this feeling.

**2/** **Why do you think the bystanders did nothing to help?** (Slide 9)

Common reasons include fear for their own safety, not knowing what to do.

**The bystander in this scene has the potential to be each of us in this room - We’ve all been in situations where we’ve seen or heard things that we know aren’t ok**

**3/ Can you think of any examples?** (fight outside school, someone getting bullied by text etc)

**Often we’ve done nothing because we were afraid, or we didn’t know what to do.**

(Slide 10) Let’s think about the boy in the photograph. He’s being attacked by another boy outside college.

**4/ How do you think he feels during the attack?**

**5/** **How do you think he feels later?** – (maybe tomorrow/ the day after? next week?’ etc)

Flipchart these.

You are looking for examples such as: scared, anxious, might be afraid to go out alone, or go to school, isolation etc.

**Even though there may be reasons for the bystanders not to get involved, hands up if you think the bystanders could have done something to have prevented this.**

**6/** Slide 11**- What could the bystander have done?**

Explore ideas of what the bystander could have done. Flipchart these.

Explain that the MVP programme looks at scenarios through the eyes of a bystander and empowers people with the confidence and skills to intervene in lots of different ways to prevent violence and bullying, without putting themselves at risk.

**7/ What if you were the bystander. What could you do?** (Slide 12)

**Identifying Types of Abuse**

Use the Powerpoint.

(Slide 13) **This exercise is to help to identify different types of abuse.**

Resources. 4 flipchart sheets. On flipchart one write ‘ Verbal Abuse’ then flipchart 2 ‘Physical Abuse’, flipchart 3 ‘Emotional Abuse’ and then flipchart 4 ‘Sexual Abuse’ (at top of sheet.)

Show the pictures on slide 14, then 15, 16 then 17.

Taking one slide and one flipchart at a time, ask the group to come up with examples for each type of abuse, starting with Verbal, then Physical, Emotional, Sexual. Write any ideas up on the flipchart.

After completing all 4 flipcharts, look at slides 18 and 19 for more examples. Did the students come up with anything different?

(Slide 20). Now take a piece of flipchart and write ‘Healthy Relationship’ at the top.

Ask the group to come up with their ideas of what a healthy relationship would involve.

After all ideas have been recorded, use slides 21 and 22 for more examples. Did the students come up with anything different?

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Explain that what we want for ourselves, and for others, is to have healthy relationships that are respectful and free from abuse.

Ask: **Which of these types of abuse is the most harmful to someone in a relationship?** Answer: **All of them.**

**It does not matter what the abuse is, it could be seriously effecting the person so one type is not worse than another.**

(Slides 23 and 24) Finish by asking the class ‘**What could you do if someone they know is being abused? Who could you tell?’**

(Tell a teacher, friend, trusted adult, police. MVP Mentor etc)

Supporting Notes: