**Example of a Scenario Delivery Plan**

The table below gives some suggestions for scenario delivery, however the scenarios delivered should reflect the current issues within a year group. For example, if sharing of intimate images is an issue with S1’s, then it would be appropriate to use the pressure and photos scenarios. If the order and stage that scenarios are delivered in is too prescriptive then the programme is at risk of losing some of its impact.

This link will take you to a form that can be used to gather views by pupils/parents and carers, on which scenarios they would like to see delivered.

Mentors will typically deliver to S1 and S2 and trained staff will deliver to S3-S6, however this varies across schools and local authorities. This [link](https://blogs.glowscotland.org.uk/glowblogs/mvpscotland/mvp-models/) details some models used by schools.

Clicking on the scenario name in the table below will take you to the session plan and PowerPoint and any further resources that may be used within PSE to complement the MVP lesson.

The [Everyone’s Included](https://education.gov.scot/resources/everyone-s-included/) resource aims to reduce bullying by encouraging children and young people to be active bystanders in a safe way when they witness harmful behaviours, the lessons can be used during transition and early in S1 as part of the Health and Wellbeing curriculum.

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| Scenario Name | Topic | Suggested stage  | Additional notes |
| [Core Session 1](https://blogs.glowscotland.org.uk/glowblogs/mvpscotland/core-session-1/) | Introduction/What is gender-based violence? /Impact of gender stereotypes | BGE | This session should be completed first before any scenario deliveryPlease note some staff and mentors find the clip Miss representation quite explicit for younger mentees. |
| [Core Session 2](https://blogs.glowscotland.org.uk/glowblogs/mvpscotland/core-session-2/) | Bystander/Scope of Violence | BGE | This session should be completed first before any scenario delivery. |
| [Labelled](https://blogs.glowscotland.org.uk/glowblogs/mvpscotland/labelled/) | Explores the impact of sexist language and how it can contribute to abuse | BGE S1 |  |
| [Corridor](https://blogs.glowscotland.org.uk/glowblogs/mvpscotland/corridor/) | Explores physical abuse within early partner relationships | BGE S1 |  |
| [Words](https://blogs.glowscotland.org.uk/glowblogs/mvpscotland/words/) | Explores an understanding of homophobia and the impact of language around this type of abuse | BGE S1 |  |
| [Body Image](https://blogs.glowscotland.org.uk/glowblogs/mvpscotland/body-image/) | Explores negative body image, mental health and the impact of media | BGE S1 |  |
| [Messaging](https://blogs.glowscotland.org.uk/glowblogs/mvpscotland/messaging/) | Explores controlling behaviour within early partner relationships, and how modern technology contributes to this | BGE S2 |  |
| [Pressure](https://blogs.glowscotland.org.uk/glowblogs/mvpscotland/pressure/) | Explores the sharing of images within intimate relationships and the potential for coercion and abuse | BGE S2 | This should always be delivered before the Photos scenario |
| [Photos](https://blogs.glowscotland.org.uk/glowblogs/mvpscotland/photos/) | Explores the impact of media exposure on image-based abuse | BGE S2 | This should be delivered after Pressure |
| [[Knife](https://blogs.glowscotland.org.uk/glowblogs/mvpscotland/knife/)](https://blogs.glowscotland.org.uk/glowblogs/mvpscotland/knife/) | Explores how gender stereotypes impact knife carrying behaviour  | BGE S2 |  |
| [Sextortion](https://blogs.glowscotland.org.uk/glowblogs/mvpscotland/sextortion/) | Raises awareness of sexual extortion, commonly referred to as sextortion. Explores what signs to look out for and what to do if this happens to you or a friend. | BGE S1/2/3 |  |
| Online Misogyny [part 1](https://blogs.glowscotland.org.uk/glowblogs/mvpscotland/online-misogyny-1/) and [part 2](https://blogs.glowscotland.org.uk/glowblogs/mvpscotland/online-misogyny-2/)  | Part 1 explores misogyny in the digital world and its impact and Part 2 explores digital literacy and social media algorithms | BGE S2/3 |  |
| [Names](https://blogs.glowscotland.org.uk/glowblogs/mvpscotland/names/) | Explores the impact of transphobia | BGE S3 |  |
| [Exposure](https://blogs.glowscotland.org.uk/glowblogs/mvpscotland/exposure/) | Explores the harms around pornography exposure | BGE S3 |  |
| [Harassment](https://blogs.glowscotland.org.uk/glowblogs/mvpscotland/harassment/) | Explores what sexual harassment is and its potential impact on those who experience it | BGE S3 |  |
| [Honour](https://blogs.glowscotland.org.uk/glowblogs/mvpscotland/honour/) | Explores what honour-based abuse is and the impact it can have on those who experience it | Senior Phase |  |
| [Exploited](https://blogs.glowscotland.org.uk/glowblogs/mvpscotland/exploited/) | Explores the potential for exploitation within intimate relationships | Senior Phase |  |
| [Expectations](https://blogs.glowscotland.org.uk/glowblogs/mvpscotland/expectations/) | Explores the harms around pornography exposure and its impact on partner relationships  | Senior Phase | To be delivered by staff |
| [Party](https://blogs.glowscotland.org.uk/glowblogs/mvpscotland/party/) | Explores consent in a party scenario and under the influence of alcohol  | Senior Phase | To be delivered by staff |