



A RECIPE FOR HEALTHY RELATIONSHIPS LET'S TACKLE HARMFUL AND ABUSIVE RELATIONSHIPS

CrimeStoppers.



OPENING COMMENTS

This resource is brought to you by the charity West Country Crimestoppers and creative provider, Unique Voice CIC. With over 10 years of working in partnership through the youth crime prevention project 'What Would You Do?', we want to share our knowledge and resources with communities far and wide. We hope this resource will be used by teachers, educators, youth workers, police and many more organisations who have a front row access to the younger generation.

As adults, we play a crucial role in shaping the values and behaviours of young people.

Early education on healthy relationships provides young people with a solid foundation for developing key interpersonal skills. These skills, such as communication, empathy and conflict resolution, are essential throughout life. By teaching young people about healthy relationships early on, we can mitigate the risks of future issues and contribute to their social and emotional development.

We know that early experiences shape a child's emotional intelligence, self-awareness and ability to navigate complex social situations. By emphasising respect, communication and kindness, adults contribute to the formation of positive attitudes and behaviours that shape healthy connections with others.

We can empower young people to recognise and articulate their feelings and needs. This, in turn, fosters confidence and the ability to establish and assert boundaries, contributing to their overall well-being. It also supports to develop their resilience by teaching them how to cope with challenges and conflicts constructively. This skill is invaluable for navigating the complexities of relationships in adolescence and adulthood.

We must make time to teach young people about healthy relationships early on as this lays the groundwork for a fulfilling and successful life and equips young people with the tools they need to navigate the complexities of human connections.

**IN A RELATIONSHIP YOU SHOULD NOT
HAVE POWER OVER SOMEONE ELSE
BECAUSE YOU SHOULD HAVE POWER
OVER YOU. YOU SHOULDN'T TELL PEOPLE
WHAT TO DO. YOU SHOULDN'T BE
MEAN TO PEOPLE. YOU SHOULDN'T BE
CONTROLLING OTHER PEOPLE'S LIVES.**

YOUNG PERSON, OTTERHAMPTON PRIMARY SCHOOL BRIDGWATER

ABOUT CRIMESTOPPERS

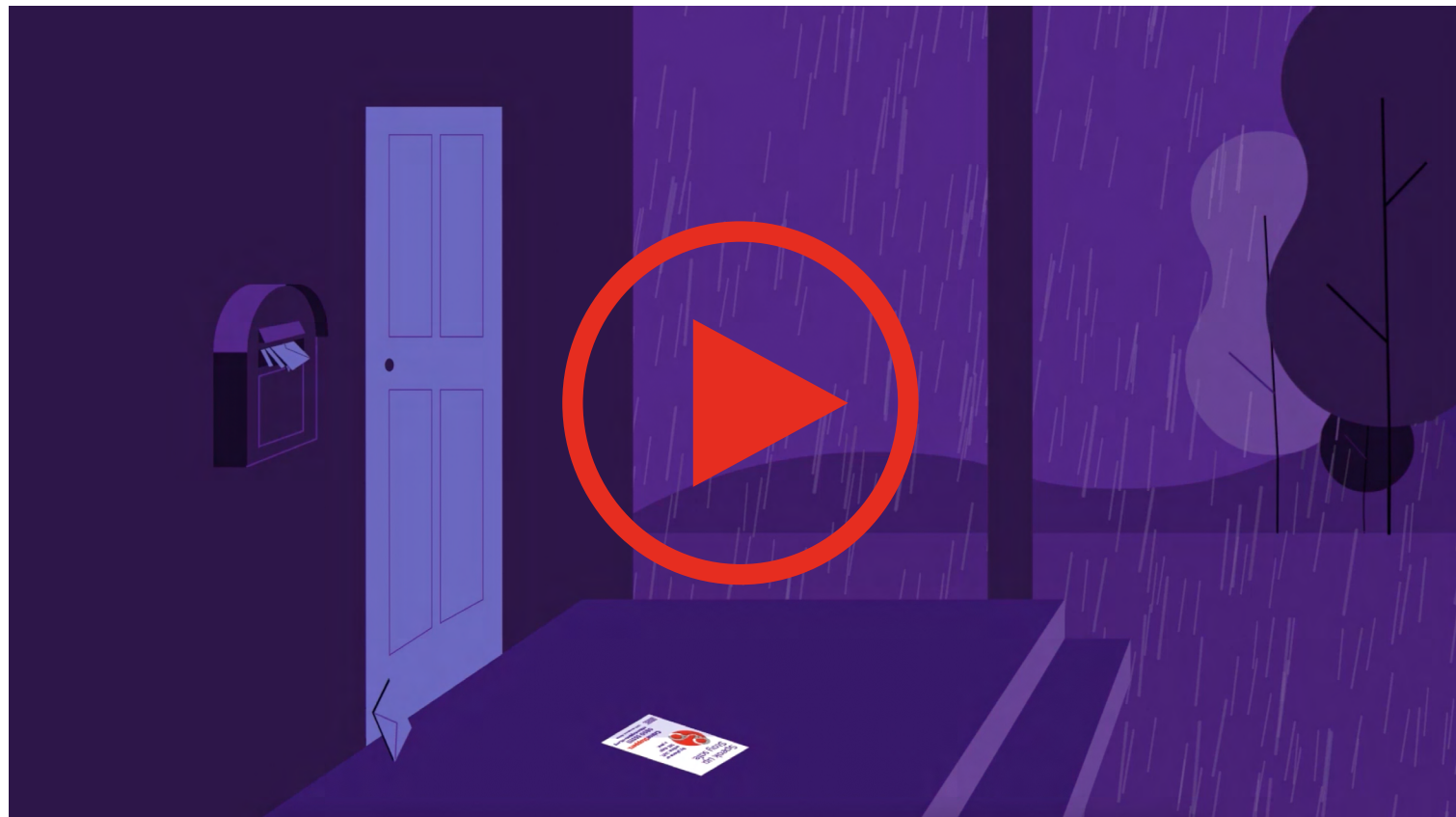
Crimestoppers is an independent charity that gives you the power to speak up to stop crime, 100% anonymously.

Whoever you are, wherever you live, from communities to companies.

by phone and online, 24/7, 365 days a year.

We also share advice on how to protect the people you care about from crime, so everyone can feel safe.

After receiving your call or a completed anonymous online form, we create a report that brings together all the information you gave us, making sure it doesn't contain any information that could identify you.



Click to watch clip about Crimestoppers

Not all abuse is physical.

If you suspect domestic abuse but don't want to reveal your identity, tell us what you know.

crimestoppers-uk.org

helping to
keep you safe



You can speak up and remain 100% anonymous. Always.

#Youarenotpowerless

CrimeStoppers.

0800 555 111

100% anonymous. Always.

Why do people use Crimestoppers?

Our research confirms that nearly a fifth of the public have known about a crime, but chose not to talk to the police (according to insights drawn from various research projects commissioned by Crimestoppers).

Last year we sent police forces over 185,000 anonymous crime reports - that's 507 per day and 21 per hour... but what do we mean by anonymous?

You may be thinking about using our service, or just want a deeper understanding of our anonymity promise so that you can reassure someone else. Crimestoppers employs around 100 members of staff who are supported by a huge number of volunteers working at national and regional level.

We are proud to welcome volunteers from all communities across the UK to support our charity. Because, at Crimestoppers, we believe in the power of people to stop crime.

Some of the reasons for people not speaking out include:

- I do not want to talk to the police
- I need to report someone I know
- I am worried that others will know if I speak out
- I am not sure if what I know will help
- I do not want to get involved with courts

The power is in speaking up, silence allows criminals to prosper, to hurt us and those we care about.

The power is also in helping others speak up, letting everyone know that they do not need to be silenced, that through Crimestoppers' anonymity they can be safe and stop crime.



Love doesn't leave scars.
Domestic abuse devastates lives.

Speak up. Stay safe.
100% anonymous.
Always.

CrimeStoppers.

0800 555 111

100% anonymous. Always.

[crimestoppers-uk.org](https://www.crimestoppers-uk.org)

Crimestoppers Trust is a registered charity, number 1108687 and SC037960 in Scotland

ABOUT UNIQUE VOICE



We are a Community Interest Company delivering creative programmes in Bristol, South Gloucestershire and across the South West using the Arts as a medium to make a positive and long-lasting social impact. We create programmes designed to enable young people to learn, develop and grow in all aspects of their educational and emotional development whether that is through classroom-based learning or through our holiday provisions for vulnerable young people.

Here at Unique Voice, we believe that social and emotional education is the most important learning that children and young people can receive. We want to enable young people to thrive with the resilience to overcome adversity, the confidence to make positive decisions and a strong moral compass to guide them on their journey through life.

We have been recognised by UNESCO to be successfully using the medium of drama and creativity to tackle conflict amongst young people. The work we deliver links to DFE guidelines, PSHE framework and Global Goals and has been acknowledged by the Centre for Excellence in Outcomes for Young People. We have worked with over 100,000 young people.

The work at Unique Voice shows that drama and creative activities are excellent tools to achieve peace in communities and schools. No technical knowledge of drama or the Arts is needed to implement these practices, provided the educators involved believe in the principles of Global Citizenship themselves and have a willingness to play with their participants.

We proudly work with organisations across sectors to ensure programmes presented to the younger generation are relevant, impactful and full to the brim with creativity.

**FIND OUT MORE ABOUT THE WORK
WE DO HERE: [UNIQUEVOICE.ORG](https://uniquevoice.org)**



Not all abuse is physical.

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HOW THIS RESOURCE CAME ABOUT

This resource was influenced and inspired by the crime prevention programme 'What Would You Do?'. The 'What Would You Do?' programme, piloted in 2014, is the first of its kind and has now been piloted across the whole of the South West. It is known that many children, parents and carers are aware of crimes being committed and who the perpetrators are in their communities but they will not go to the police with that information.

Having worked in several communities with this project over the years we have unlocked a model that works in ensuring that the key messages of Crimestoppers are understood and help to keep everyone safe. This has involved young people at the heart of the delivery design. After taking part in creative workshops, young people are inspired to deliver / perform / record these messages back to the community. During the pandemic, we adapted the model so that the final showcase could involve young people starring in their own films, made and produced with their opinions and aligned with the Crimestoppers message of speaking up, stopping crime and staying safe whilst remaining 100% anonymous.

The film 'A Recipe For Healthy Relationships', on which this resource is based, was made with young people who attended Otterhampton Primary School and Priorswood Primary School in Bridgwater and Taunton. In 2022 and 2023 it was shown at the McMillan Theatre and the Taunton Brewhouse with families, community members and Somerset County Council members as well as Mayoral representatives in attendance. The legacy of the film continues with this resource as it calls for educators and professionals to consider using it to tackle harmful and abusive relationships.

This resource is funded by:

THE NISBET TRUST

OVERVIEW OF FILM



CLICK TO WATCH THE FILM HERE

The film was made with the amazing young people of Otterhampton Primary School and Priorswood Primary School and explores the important topic of healthy relationships.

The young people worked hard to explore the key ingredients that contribute to healthy versus unhealthy relationships, and used their own experiences to help shape this film's style and approach. They believed that trusted adults played a vital role in spotting signs and symptoms of unhealthy relationships and wanted to promote a culture of respect, communication and kindness.

THANK YOU, OTTERHAMPTON PRIMARY SCHOOL AND PRIORSWOOD PRIMARY SCHOOL FOR YOUR HARD WORK AND IMPORTANT MESSAGE.

TOP TIPS ON HOW TO USE THE RESOURCE

The activities in this resource are categorised into 3 outputs, encouraging you to consider using the film in different ways. The film itself creates an engaging stimulus for all of the activities and discussions within this resource.

The resource will work best in tackling this topic when presenting in an early intervention style. This is an important way to safeguard and advise young people ahead of possible future challenges.

OUTPUT 1 USING THE FILM IN AN ASSEMBLY / PRESENTATION

40 minute assembly plan / presentation with talking points for KS2 children

OUTPUT 2 USING THE FILM IN A WORKSHOP STYLE SESSION

1 hr workshop plan with engaging activities, e.g. KS2 PSHE style session or youth session

OUTPUT 3 USING THE FILM IN THE COMMUNITY

40 minute script and talking points for professional to use at a parent/ carer evening and/or community event.

THINGS TO PREPARE

- Decide on which activity you plan to use and which group you will work with.
- Download any supporting presentations attached to the activity (*these can be found at www.wwyd-wccs.co.uk*).
- Ensure that the group you are presenting to are ready for this type of activity. You may consider sending letters out to parents/carers or informing your manager that you plan to run this activity to ensure all emerging conversations or potential disclosures by young people are well supported and managed.

THINGS TO CONSIDER

This is a creative scheme of work that uses public speaking, games, drama, art and discussions to underpin the learning in an accessible and fun way. This resource complements the PSHE curriculum and, in addition to this, the learning objectives have been linked to the four pillars of learning created by UNESCO:

LEARNING TO KNOW:

To provide the cognitive tools required to better comprehend the world and its complexities and to provide an appropriate and adequate foundation for future learning.

LEARNING TO DO:

To provide the skills that would enable individuals to effectively participate in the global economy and society.

LEARNING TO BE:

To provide self-analytical and social skills to enable individuals to develop their fullest potential psycho-socially, effectively as well as physically, for an all-round complete person.

LEARNING TO LIVE TOGETHER:

To expose individuals to the values implicit within human rights, democratic principles, intercultural understanding and respect and peace at all levels of society and human relationships to enable individuals and societies to live in peace and harmony.

IT HAS ALSO BEEN BASED ON THE PRINCIPLES LISTED BELOW:

CHILDREN'S FEELINGS ARE VALID AND SHOULD BE HEARD.

CHILDREN HAVE THE RIGHT TO FEEL SAFE.

CHILDREN HAVE THE RIGHT TO KNOW WHERE TO GO FOR HELP.

OUTPUT 1

USING THE FILM IN A 40 MINUTE ASSEMBLY/ PRESENTATION

THINGS TO PREPARE:

- **DOWNLOAD THE SUPPORTING PRESENTATION**
- **INPUT THE NAMES OF THE RELEVANT PEOPLE/ ORGANISATIONS IN YOUR SETTING THAT CYP CAN GO TO FOR SUPPORT ON SLIDE 20.**
- **PRINT OR HAVE THIS STEP BY STEP PLAN AVAILABLE**
- **PRINT THE 12 RECIPE FLASHCARDS REQUIRED FOR STEP 5 (PAGE 32 - 43)**

[CLICK TO SKIP TO PRINTABLE RESOURCES](#)

STEP 1

EXPLORING RELATIONSHIPS

AIM: To identify and celebrate the different types of relationships people engage in throughout their lives.

1. Welcome children and young people [CYP hereafter] to the assembly by displaying the introductory image [slide 1].
2. Invite the CYP to observe the images on the screen and to share which relationships they represent [slide 2].
3. Take a few answers from the CYP, thanking them for their contributions.
4. Now ask if anyone feels able to share what they think the definition of the word "Relationship" is.
5. Thank the CYP for their ideas, highlighting the most relevant points they have shared before reading the definition: a relationship is how two or more people are connected [slide 3].

STEP 2

DEFINING RELATIONSHIPS

AIM: To contextualise and define relationships over time.

1. Invite the CYP to focus their attention on the following video [slide 4].
2. Thank the CYP for their focus and attention.
3. Invite the CYP to share what they have learnt by taking answers from your group.
4. Consolidate this activity by highlighting that the attributes in a relationship are connection, learning and change [slide 5].

STEP 3

A RECIPE FOR HEALTHY RELATIONSHIPS. THE FILM

AIM: To watch the "A Recipe For Healthy Relationships" film.

1. Explain to the CYP that they are going to watch a short film made with Year 5 students from Bridgwater and Taunton, with the help of Unique Voice and Crimestoppers, which explore different qualities and attributes in relationships.
2. Play the film to the CYP [slide 6].

STEP 4

LEARNING FROM THE FILM...

AIM: To explore the learning from the 'A Recipe For Healthy Relationships' film through the recipes metaphor.

1. Once the film has ended, reveal the questions slide [slide 7].

What do you think?

- What happened in the film?
 - How did the film show healthy and unhealthy relationships?
 - What could the charity Crimestoppers do to help?
2. Discuss answers for each question. This could be done as a hands up, or think, pair, share activity.
 3. Consolidate this section by highlighting that different qualities and attributes were explored in the animation [slide 8].
 4. Some of these qualities and attributes lead to healthy relationships, while others lead to unhealthy relationships.
 5. Remind the CYP that if they ever find themselves or know of someone who is in a relationship that makes them feel unhappy, that is not ok and they should reach out and ask for help.

STEP 5

HEALTHY VERSUS UNHEALTHY RELATIONSHIPS

AIM: To understand the attributes of a healthy and unhealthy relationship.

1. Share the cupboard ingredients with the CYP [slide 9].
2. Remind the CYP that it's important and healthy to have lots of different relationships with different people. We need people around us to learn from and to socialise with, but certain attributes are not ok. They can lead to unhealthy relationships.
3. Invite confident CYP to read the definitions out loud.
4. Now invite twelve volunteers to join the front of the room and hand each volunteer a flashcard. ([flashcards can be printed from this page](#))
5. Inform the volunteers that they will be using their facial expressions and body language to represent the ingredient they are holding.
6. Explain that we are now going to re-create these recipes from the film. Ask the volunteer CYP to sit to the side holding on to their recipe flashcards and wait for their ingredient to be called.
7. Follow the next steps to recreate each of the following recipes:
 - **Introduce the recipe** - read the recipe ingredients aloud and ask the volunteers holding those ingredients cards to stand and join you.
 - **Add the ingredients** - one at a time the volunteers mime placing themselves as an ingredient in an imaginary large mixing bowl, representing this in their facial expressions and body language.
 - **Mix them together** - invite everyone to mime holding their imaginary spoons and mix the ingredients together.
 - **Discuss** - ask the audience how someone in this relationship might feel, and if they think this is a healthy or unhealthy relationship.
8. Once complete, thank all the volunteers for their contributions and invite them to return to their seats.
9. Highlight to the CYP that the final recipe was the only healthy relationship in the film

STEP 6

THE CHARACTERS, HOT SEATING

AIM: To acknowledge conflict and conflict resolution within relationships.

1. Remind the CYP that relationships can be difficult and that not everyone gets along all of the time. Having disagreements is a normal part of every relationship, but not all of the time [slide 14].
2. Invite the CYP to listen to you read the scenarios on the slide and to decide if they think conflict is being resolved in a healthy or unhealthy way. They can put their thumbs up or down [slide 15].
3. After a few moments, briefly recap each scenario for the whole group using the consolidation as a springboard for discussion [slide 16].
 - **First scenario** - someone is using manipulation to control their peer. This is unhealthy and does not lead to a positive relationship.
 - **Second scenario** - a disagreement has led to a fight. This is not a good way of dealing with conflict and is a misuse of power which can lead to fear from the people in the fight as well as those witnessing it.
 - **Third scenario** - someone has communicated their needs and others have respected it. This is an example of positive, healthy relationships.
 - **Final scenario** - two friends have worked together in partnership and communicated their preferences. They are kind to each other and have come to an agreement. This is a healthy, positive relationship.
4. Consolidate the learning by highlighting that it is important to resolve disagreements in a kind and respectful way [slide 17].
5. Remind the CYP that if they ever find themselves or know of someone who is in a relationship that resolves conflict in an unhealthy way this is not ok and they should reach out and ask for help.

STEP 7

SPEAK UP, STAY SAFE

AIM: To synthesise the learning and signpost to individuals and organisations within the setting and community.

1. Click to reveal the final reflection [slide 18].
2. Reiterate that healthy relationships make us feel safe and respected.
3. Ask the CYP to suggest some of the trusted adults they could turn to if they find themselves in a situation where they or someone they know is in an unhealthy relationship. Invite the CYP to think about their trusted adults as they listen to the audio [slide 19].
4. Conclude the assembly by sharing the final slide [slide 20].
5. Ideally, please name and profile people and organisations that are relevant and specific to your community and geographical area.
6. Remind the CYP that Crimestoppers are 100% anonymous and that they can report to this charity if they are concerned that someone they know is in an unhealthy relationship. If they are in immediate danger however, they should call the police.
7. Thank the CYP for their contributions, celebrating their investment and ability to overcome challenges. NB. Remind the CYP that they can always speak to your setting's staff if they have any worries or concerns. Please be aware that you may receive disclosure from CYP following this session.

OUTPUT 2

USING THE CONCEPTS OF THE FILM IN A WORKSHOP STYLE SESSION.
WORKSHOP PLAN WITH ENGAGING ACTIVITIES, THINK PSHE STYLE SESSION OR YOUTH SESSION.

THINGS TO PREPARE

- DOWNLOAD THE SUPPORTING PRESENTATION
- INPUT THE NAMES OF THE RELEVANT PEOPLE/ORGANISATIONS IN YOUR SETTING THAT CYP CAN GO TO FOR SUPPORT ON SLIDE 23
- PRINT OR HAVE THIS STEP BY STEP PLAN AVAILABLE
- PRINT "THE PILLARS OF A HEALTHY RELATIONSHIP" CHECKLIST TO GIVE TO CYP, 1 PER CYP (PAGE 44)

[CLICK TO SKIP TO PRINTABLE RESOURCES](#)

PRELIMINARY STEP

AIM: To watch and explore the learning from the 'A Recipe For Healthy Relationships' film.

1. If the CYP have not seen the "A Recipe for Healthy Relationships" film, now would be a good time to watch it [slide 1].
2. Once the film has ended, reveal the questions slide [slide 2]. Discuss answers for each question. This could be done as a hands up, or think, pair, share activity.

What do you think?

- What happened in the film?
 - How did the film show healthy and unhealthy relationships?
 - What could the charity Crimestoppers do to help?
3. Consolidate this section by highlighting that different qualities were explored in the animation [slide 3].
 4. Some of these qualities lead to healthy relationships, while others lead to unhealthy relationships.
 5. Remind the CYP that if they ever find themselves or know of someone who is in a relationship that makes them feel unhappy that is not ok and they should reach out and ask for help.
 6. If the CYP would like to talk to someone about a relationship that is making someone else feel unhappy, they should talk to a trusted adult or call Crimestoppers on 0800 555 111.

STEP 1

OPENING CIRCLE

AIM: To establish a safe and inclusive environment while introducing the topic for the workshop.

REMINDER If the CYP have already seen the film, please skip the first three slides of the presentation.

1. Welcome CYP to the workshop by displaying the introductory image and inviting them to join you in a seated circle [slide 4].
2. Introduce the topic of the workshop: recognising healthy versus unhealthy relationships and knowing when to reach out, for ourselves and on behalf of others [slide 5].
3. Invite the CYP to share their thoughts on how they would like to be treated and should treat each other during the session. Highlight the importance of kindness, respect and listening to each other.

STEP 2

RELATIONSHIPS MAKE ME FEEL...

AIM: To identify different emotions associated with relationships.

1. Click to reveal the reflection stimulus [slide 6].
2. Inform the CYP that you would like them to complete the sentence starters by sharing an emotion that they would use to describe how these relationships make them feel.
3. Encourage them to use their facial expressions and body language as well. *For example: "Friendships make me feel... welcomed", with a big smile on your face and your arms hugging yourself.* You may wish to go round the circle one by one or to take suggestions from confident participants.
4. Click again and ask the CYP to complete the following sentence: "Family relationships make me feel..."
5. Click again and ask the CYP to complete the final sentence: "Relationships at school make me feel..."
6. Use the following questions as a springboard for discussion [slide 7]. Invite your group to reflect on the questions, taking a few answers for each question.

What do you think?

- When do we feel like relationships are positive?
 - Do relationships ever have a negative impact on us?
 - What did we learn from this activity?
7. Consolidate this activity by highlighting that we will experience lots of different emotions in our relationships. Some of these emotions will make us feel good, while others might make us feel less good.
 8. It is important to notice how we and other people are feeling, and to reach out for help and support when we find ourselves in a relationship that doesn't make us feel good.
 9. If the CYP would like to talk to someone about a relationship they think is making someone else not feel so good, they should talk to a trusted adult or call Crimestoppers on 0800 555 111 [slide 8].

STEP 3

HEALTHY VERSUS UNHEALTHY RELATIONSHIPS

AIM: To explore the emotional impacts and attributes of healthy vs unhealthy relationships.

1. Invite the CYP to stand and form a single file line in the centre of the room, facing you [slide 9].
2. Inform the CYP that you are going to read out different scenarios and that you would like them to move to the side of the room they think is appropriate. One side of the room is "Healthy", the other is "Unhealthy". Scenarios may include (please feel free to adapt these to the CYP's needs and lived experience):

- H. and E. take turns choosing games to play and always make sure everyone is included.
- A. teases L. every day at school, making L. feel upset and hurt.
- T. never lets their friend H. make decisions, always choosing what they do and where they go.
- Y. and R. have a disagreement but talk it out calmly, understanding each other's feelings.
- I. supports their friend O. when they are feeling sad and helps them find solutions to their problems.
- N. tries to control their friend I.'s every move and gets angry if I. wants to spend time with others.
- P. and S. apologise when they make mistakes and forgive each other.
- U. spreads rumours about their classmate V., causing hurt feelings and conflict in the class.

3. After each scenario, discuss how the people involved in these scenarios might feel, highlighting the different qualities and attributes that have been displayed in these relationships.
4. Highlight that in healthy relationships, good friends always check in with and never try to upset each other.
5. Invite the CYP to sit on the floor where they are and consolidate this activity using the questions as a springboard for discussion. Invite your group to reflect on the questions, taking a few answers for each question [slide 10].

What do you think?

- What are the attributes of a healthy relationship?
 - What are the attributes of an unhealthy relationship?
 - What should we do if we or someone we know finds themselves in an unhealthy relationship?
6. Consolidate the learning by using the following slide as a springboard for discussion [slide 11].

STEP 4

THE PILLARS OF A HEALTHY RELATIONSHIP

AIM: To support CYP in understanding and recognising the key pillars of a healthy relationship.

1. Invite the CYP to listen to the recorded affirmations (you may wish to invite the CYP to close their eyes or to soften the gaze). [slide 12]
2. Using the following questions as a springboard for discussion, invite the CYP to share how hearing these affirmations made them feel [slide 13].

What do you think?

- How did hearing these affirmations make you feel?
 - What were some key words you remember from hearing the affirmations?
 - How can these affirmations help us with our relationships?
3. Highlight to the CYP that the key pillars of healthy relationships are: respect, consent, safety, trust, boundaries and communication [slide 14]
 4. Invite the CYP to share examples of how they could demonstrate these attributes in their own relationships. For example: *"I can show 'trust' by being loyal to my friends", "I can show 'boundaries' by letting people know what I don't like"...*
 5. Share the definitions of each attribute with the CYP, clarifying any questions they may have [slide 15].
 6. Invite the CYP to stand up and to find a partner. Inform the CYP that you are going to call out different attributes and that in their pairs you would like them to use their bodies and facial expressions to make a statue representing the attribute. Remind them that there is no right or wrong answer.
 7. Click to play the music from the presentation as you call out the attributes on the slide, giving the CYP some time to explore each attribute. For each attribute you call out, comment on the statues the CYP have created, highlighting that there are lots of ways of showing these attributes [slide 15].
 8. Once the track has finished, invite the CYP to sit down where they are. Highlight that healthy relationships should make us feel safe and respected.
 9. Invite the CYP to use the "The Pillars of a Healthy Relationship" Checklist to evaluate if a relationship is healthy or unhealthy. Remind the CYP that if ever they, or someone they know, are in an unhealthy relationship, they should reach out and ask for support [slide 16].

STEP 5

POWER DYNAMICS

AIM: To introduce the concept of power and power dynamics.

1. Ask the CYP to get into pairs and to stand facing each other, balancing the space [slide 17].
2. Instruct the CYP to name themselves 'A' and 'B'. 'As' will start the activity by moving very gently and 'Bs' trying to copy the movements as best they can.
3. Remind 'As' to be mindful of their movements, keeping them slow and gentle, and ask all CYP to carry this activity out in silence so that they can focus on the precision of their movements.
4. Give the pairs some time to explore this before pausing the activity and swapping roles, 'Bs' now leading the movement.
5. After a similar amount of time, invite pairs to share how this activity felt for them, asking them how it felt to lead, and to be led. Remind the CYP that there is no right or wrong answer.
6. Now invite pairs to face each other again, this time trying to move at the same time, with no one leading and no one following.
7. Give the pairs some time to explore these new instructions before inviting them to sit down on the floor and to discuss the following questions [slide 18].

What do you think?

- What did it feel like to follow? What did it feel like to lead?
 - What happened when no one was leading?
 - Did anyone have more power at any point?
8. After discussing these questions with the CYP, invite them to reflect on relationships they know of when someone has more power than someone else. For example: the King, our future boss, our parents and carers... This could be done as a hands up, or think, pair, share activity.
 9. Consolidate this discussion by using the following slide as a springboard [slide 19].

STEP 6

CELEBRATING HEALTHY RELATIONSHIPS

AIM: To empower the CYP in creating their own recipes for healthy relationships.

1. Inform the CYP that now is their opportunity to make their own recipe for a healthy relationship [slide 20]
2. Briefly ask the CYP what are the key “ingredients” that make a healthy relationship, inviting them to reflect on their learning so far. You can remind them to think about the pillars, qualities, attributes, emotions people feel... and any other examples they would like to share.
3. Invite the CYP to get into groups of roughly 4.
4. In their groups, invite the CYP to create short performances that share their own recipes for healthy relationships. *They could stage a cooking show, an online tutorial or take inspiration from the animation.* Remind CYP that they can use the physicalisation and scenarios they have explored throughout the workshop.
5. Give the groups some time to practise before inviting confident groups to share their performances.
6. After each performance, thank the CYP and highlight the key attributes they have demonstrated.
7. Use the following slide as an opportunity to recap the learning [slide 21]

STEP 7

CLOSING CIRCLE

AIM: To recap key learning and allow time for any questions.

1. Invite participants to join you in a seated circle [slide 22].
2. Ask each member of the circle to think of one word that sums up the workshop for them and go around the circle inviting CYP to share their word.
3. Ensure that all CYP know they can report anything they feel upset, worried or uncertain about.
4. Reflect together on what the key learning has been for them and what changes they might consider to make positive choices and develop healthy relationships.
5. Conclude the workshop by sharing the final slide [slide 23]

OUTPUT 3

USING THE FILM IN THE COMMUNITY

40 MINUTE SCRIPT AND TALKING POINTS FOR
PROFESSIONALS TO USE AT A PARENT/CARER
EVENING OR COMMUNITY EVENT

THINGS TO PREPARE

- DOWNLOAD THE SUPPORTING PRESENTATION
- INPUT THE NAMES OF THE RELEVANT PEOPLE/ORGANISATIONS IN YOUR SETTING THAT CYP CAN GO TO FOR SUPPORT ON SLIDE 12
- PRINT OR HAVE THIS STEP BY STEP PLAN AVAILABLE

STEP 1

INTRODUCTION

AIM: To welcome participants and introduce the theme of the intervention.

1. Welcome the group and thank them for their presence [slide 1].
2. Briefly explain that we are going to explore themes surrounding healthy versus unhealthy relationships.
3. As an icebreaker, invite participants to reflect on the following question by briefly discussing their thoughts with someone they are sitting next to [slide 2]:
 - Who were your role models when you were younger and how did they influence your understanding of healthy relationships?
4. Now click to reveal the following question, inviting participants to consider it with the person sitting next to them [slide 2]:
 - Who are the role models to our young people and how do they influence their understanding of healthy relationships?
5. Having given participants a couple of minutes to discuss their thoughts, invite individuals to share the main points from their discussions. Be prepared to summarise these, highlighting the importance of positive role models in shaping how we think about relationships in general and how this impacts our young people.
6. Discuss how we as professionals and community members can support our young people to foster healthy relationships, supporting their confidence, self-esteem and ability to recognise if a relationship is unsafe or unhealthy.
7. Share the agenda for the session with your participants by going through the points on the slide [slide 3].

STEP 2

A RECIPE FOR HEALTHY RELATIONSHIPS, THE FILM

AIM: To view and utilise the concepts of the film as a springboard for further learning.

1. Inform participants that they will now be viewing the film that was made with and for young people as a springboard to explore the challenging topic of healthy versus unhealthy relationships in a creative and accessible manner [slide 4].
2. Remind participants that approaching such topics with young people requires sensitivity and curiosity whilst making them current and engaging.
3. Invite participants to reflect on the following points while they watch the film. Allow a few moments for participants to read the questions before starting the film [slide 4].
 - Do young people experience unhealthy relationships?
 - What do young people need to know about relationships in general?
 - What role do we play in supporting young people to develop healthy relationships?
4. Play the film 'A Recipe for a Healthy Relationship' [slide 5].
5. Once the film has finished, refer back to the questions and allow participants to share their thoughts [slide 6].
6. Thank participants for their contributions and consolidate the discussion using the following points [slide 7]:
 - Young people need a variety of relationships in their lives to learn from and to socialise with.
 - They hugely benefit from interacting with a diverse range of people from different ages, backgrounds, cultures and abilities.
 - From an early age, young people engage in a multitude of relationships. They may be both healthy and unhealthy, notably within their friendships.
 - We can support young people to develop positive relationships and to identify the attributes of healthy versus unhealthy relationships.

STEP 3

THE PILLARS OF A HEALTHY RELATIONSHIP

AIM: To understand the pillars of a healthy relationship.

1. Inform participants that to support CYP in developing positive relationships, they must first understand the pillars of a healthy relationship [slide 8].
2. Invite participants to consider these pillars and to share whether they think any may be missing.
3. Inform participants that these pillars apply to all relationships, both for young people and adults.
4. Educating CYP about these concepts empowers them to build and maintain healthy, respectful relationships while providing them with tools to recognise and avoid unhealthy relationships.
5. It is important to create spaces for open communication so that CYP feel comfortable to discuss their relationships and seek help when they need it.

STEP 4

EARLY INTERVENTION AND TRUSTED RELATIONSHIPS

AIM: To emphasise the importance of early intervention and trusted relationships in supporting CYP to reach out.

1. Highlight to participants that CYP often comment on imbalances of power present within their lives, such as their relationships with teachers and parents/carers [slide 9].
2. Remind participants that these imbalances within a CYP's childhood relationships are crucial in keeping them healthy and safe, developing into emotionally intelligent and resilient adults.
3. Invite participants to consider the proposed questions on the slide [slide 9]:
 - So, what happens if young people are not supported to develop healthy relationships?
 - What could the impact be on our young people's future relationships?
4. Highlight that as CYP mature, they will be seeking new experiences and developing new relationships, hence the importance of early intervention and ongoing support and curiosity.
5. Invite participants to consider how they present themselves as a Trusted Adult for the CYP in their care throughout their childhood and through transitional phases from childhood to adolescence and adolescence to adulthood.
6. Transition into introducing the next video as highlighting the key qualities and features in trusted relationships [slide 10].
7. Consolidate by highlighting the importance of taking proactive steps to profile ourselves as trusted adults; creating safe, communicative and welcoming environments for our young people to thrive in [slide 11].

8. Highlight that there may be times in a CYP's life when they themselves (the parent or carer) will not be the trusted adult. Reassure participants that this is totally normal and encourage them to think about who this adult be might for their CYP.
9. Inform participants that there are multiple avenues a CYP may choose to take when reporting concerns about unhealthy relationships.

STEP 5

CLOSING - RESOURCES AND SUPPORT

AIM: To recap learning and offer space for questions and further support.

1. Click to reveal the various people and organisations a CYP may choose to report their concerns to [slide 12].
2. Remind participants that some of the materials covered today may also resonate with them, perhaps it's made them think of a neighbour, a friend or a family member.
3. Highlight to participants that the charity Crimestoppers allows people to report crimes and concerns they have witnessed, 100% anonymously. Crimestoppers then pass this information to the police, but work totally independently. Unfortunately, people cannot report crimes to Crimestoppers that they are a victim of.
4. Remind participants that these other people and organisations are there for them also, should they need to report concerns about themselves or someone they know.
5. Additionally, please provide information on local resources, support networks and organisations available for parents/carers and CYP, sharing helpline numbers, community programs and workshops that focus on youth development and support.
6. Invite your participants to stay for any further discussion or questions as you play the final clip [slide 13]

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THE NISBET TRUST

CrimeStoppers.



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We hope that you've found this resource useful.
We'd love to hear your feedback, thoughts or questions,
Please do not hesitate to get in touch.

This resource is funded by:

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Recipe 1

disrespect

Recipe 1

control

Recipe 1

fear

Recipe 2

passive

Recipe 2

pleasing

Recipe 2

selfless

Recipe 3

power

Recipe 3

partnership

Recipe 3

manipulation

Recipe 4

communication

Recipe 4

kindness

Recipe 4

respect

The Pillars of a Healthy Relationship - My Checklist

Use this checklist to find out if you are in a healthy relationship by answering the "for me" questions, ticking the yes or no columns. You can do the same for "other people", checking if they are in a healthy relationship by doing the same thing.

The Pillars of a Healthy Relationship		Yes	No
<p>Respect: <i>to accept someone for who they are.</i></p>	For me: Am I being shown respect?		
	For other people: Is the person in this relationship being shown respect?		
<p>Consent: <i>to give someone a choice and to respect their answer.</i></p>	For me: Am I being asked for consent?		
	For other people: Is the person in the relationship being asked for consent?		
<p>Safety: <i>to be protected from harm or danger.</i></p>	For me: Do I feel safe?		
	For other people: Is the person in the relationship feeling safe?		
<p>Trust: <i>to have someone who is there for you and looks out for you.</i></p>	For me: Do I trust this person?		
	For other people: Is the person in the relationship trustworthy?		
<p>Boundaries: <i>to set what is acceptable and what is not.</i></p>	For me: Can I set boundaries?		
	For other people: Can the person in the relationship set boundaries?		
<p>Communication: <i>to give, share and receive information.</i></p>	For me: Can I communicate honestly and openly?		
	For other people: Are they able to communicate honestly and openly?		