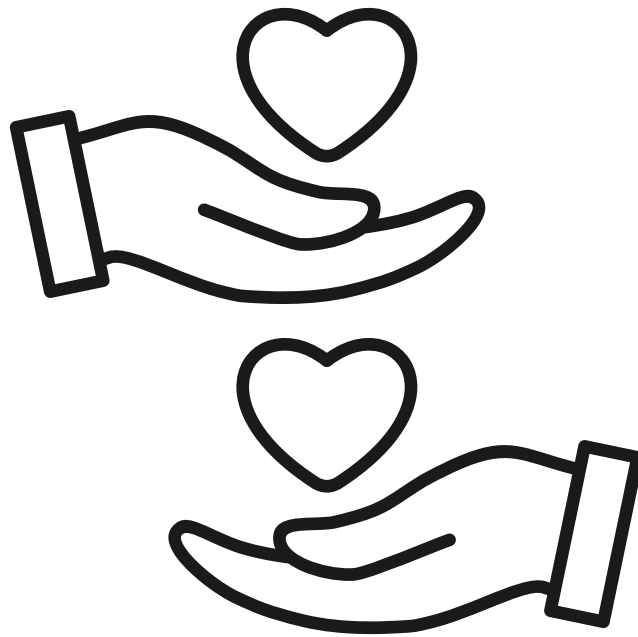




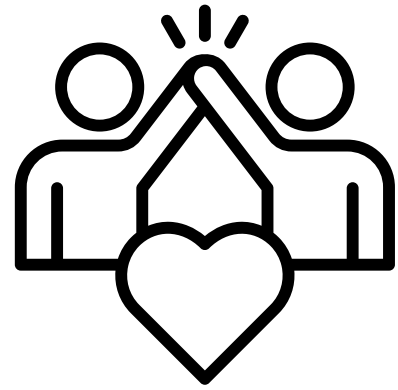
Guide to Aware



Includes both frequently asked questions and a walkthrough on how educators can teach each module.

What is Aware ?

Aware is an interactive learning platform designed to increase awareness of emotional abuse and covert bullying. Scenarios are portrayed from the perspective of school pupils, to highlight how abuse begins at a young age, but also can be unintentional. Pupils are asked to reflect on how insecurities can manifest as unhealthy behaviours and treatment of others.



Aware covers the following topics:

- Stalking and Harassment
- Abuse Cycles
- Gossip
- Competitiveness/Jealousy
- Projection
- Unhealthy forms of Communication

How can Aware be used?

Aware can be used by educators in classroom settings. It can also be used by pupils at home as a self-guided set of exercises. In regards to the former, each module in Aware can be walked through as a class, where discussions and quizzes can take place throughout. This guide highlights talking points for each module.

What order should Aware be taught?

Aware can be taught in any order. If the class has issues tied to certain topics those ones can be explored first. If Aware is being used as a full programme, it is recommended to start with Projection and work left to right then down to ensure more serious topics are covered after the foundations of unhealthy relationships are taught.

What age group is Aware for?

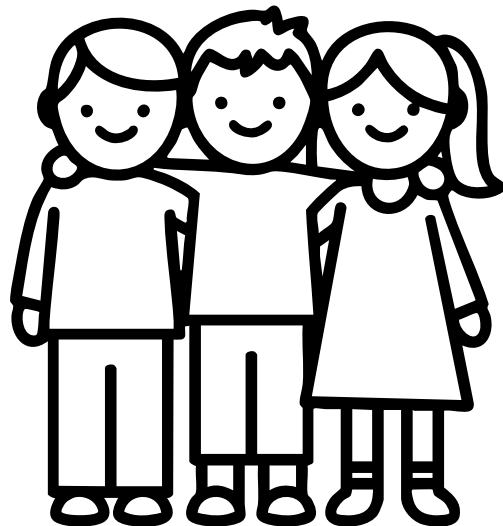


Aware is aimed at KS3 pupils due to a mix of the tone of language and some of the more mature themes explored. The content doesn't include strong references to romantic relationships, with a focus being more on how unhealthy dynamics can evolve in friendships. The more serious topics such as stalking/harassment and abuse cycles are handled with sensitivity and care as to not upset pupils. Aware can still be used for older age groups.

Does Aware align with the PSHE curriculum?

Aware aligns with the following PSHE Association objectives:

- KS3 R38: Recognising bullying and abuse in relationships, including online.
- KS3 H6: Understanding how to manage emotions and develop resilience.
- KS3 R42: Understanding the impact of gossip, exclusion, and manipulation.
- KS3 H10: Strategies for managing mental health and accessing support.
- KS3 R36: How to seek help and report concerns about abusive relationships.



Module Walkthroughs

1. Projection

The session can begin by asking the class if anyone knows the definition of projection. After which one can scroll down to reveal the answer and the diagram.



The diagram aims to show how internal beliefs can be projected to external comments about others. It highlights how there is often a link between the two.

For the scenario, a pupil can be asked to read it out. Questions can be walked through as a class due to them being one at a time. The discussion between answers should focus on how Justine has low self-esteem that ends up making her behave in a disrespectful way towards Justine in order to cope.

After the quiz, scroll down just until the sentence 'Reflect on what effect this will have on Maria' appears to invite group discussions for around 2-3 minutes. Pupils can be encouraged to share their thoughts before the answer is revealed upon scrolling.

The remainder of the module can be spoken by either the educator or students, with any additional comments being made inbetween if one wishes to.

Module Walkthroughs

2. Unhealthy forms of Communication

The aim of this module is to introduce pupils to recognising when negativity is expressed in different ways.

Scenario- Ying's Story

Read the following scenario and answer the questions below:

"These girls that are meant to be my friends are being really nasty to me. I feel like I can't report it as it's not as noticeable. They 'bump into me' with their handbags when they walk by. When I talk in class I see them roll their eyes and whisper to each other. On own clothes day I walked in and one of them said 'I love your outfit' before snickering to the others. I am also confused as they seem to think I'm hiding something or did something. They keep saying things like 'Ying doesn't tell anyone anything.' and "' You never know who will be listening'".



One can invite pupils to share their own initial thoughts on what both Passive Aggression and aggression involve by scrolling only to where the titles can be seen.

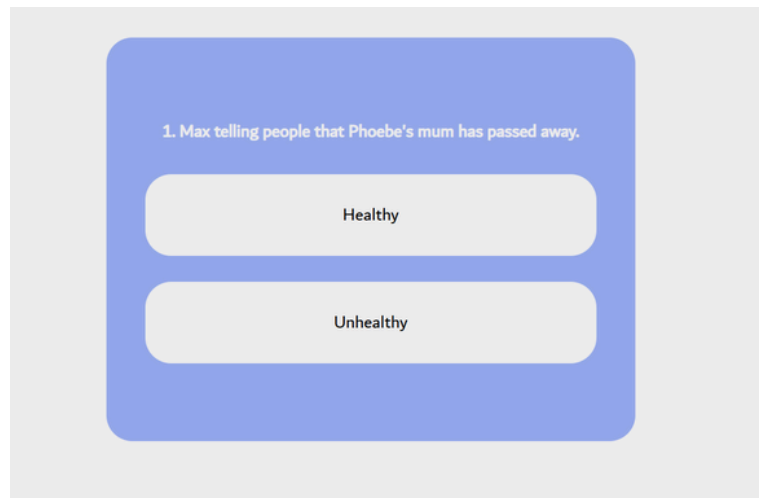
For scenario 1, pupils can be invited to write down examples of passive aggression that they can identify in the extract. This could be a 2-3 minute activity that they do whilst reading the scenario themselves. Alternatively, the scenario could be read as a class before collectively attempting the quiz. The quiz can also be a 'hands up' activity for each option. The goal of Ying's story is to highlight a common form of female bullying that often takes place.

For scenario 2, the educator can read out the scenario before inviting a 5 minute group activity on the reflective questions. The educator can then ask each group to share their thoughts on each prompt before revealing the answer. Scenario 2 showcases an inefficient way of dealing with conflict.

Module Walkthroughs

3. Gossip

The module can begin by reading the initial description before inviting pupils to share their thoughts on the first question.



The same scroll to reveal method can be done with the second question (traits given to those who gossip excessively). Going through the quiz as a class is recommended. Pupils can be encouraged to share their thoughts for certain choices if time permits.

The impact of unhealthy gossip on others section could be treated as an initial 3 minute activity where students mindmap their thoughts. A class discussion can take place where pupils can read out the answers from the board as well.

The final paragraph aims to highlight how one must be cautious when approached with gossip.

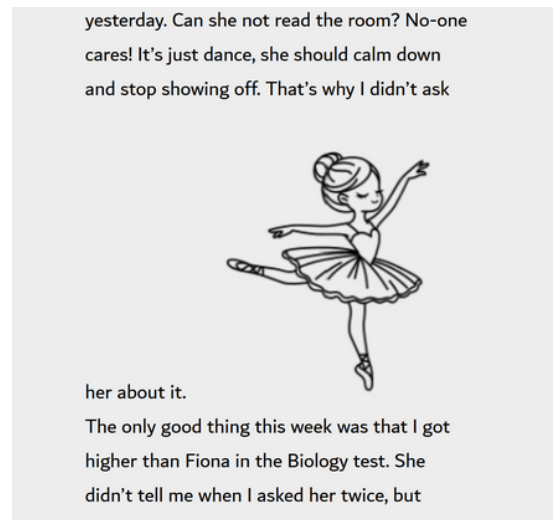
The reason for including this module under an umbrella of emotional abuse awareness is that often abusers can use gossip as a tool for smear campaigning victims or isolating them from loved ones. Pupils struggling to deal with the effects of gossip can also be encouraged to go on the Consano website where advice and validation can be given for their experiences.

Module Walkthroughs

4. Competition and Jealousy

This module aims to highlight how excessive competitive behaviour can cause issues in friendships.

Begin the module by reading out the description.



Unlike the other modules, there is no quiz. Instead, there is a longer scenario that goes over several ways jealousy can manifest in friendships. This is then followed by a set of reflective questions.

Pupils can read each paragraph of the scenario taking in turns. Pupils can be asked to note down any unhealthy behaviours as they go through the description. After this, group discussions can take place for around 10 minutes for answering the questions. Then, class feedback can be given and further discussions can be had about the topic.

Then the educator can talk through the key takeaways of the module to finish the session. The scenario aims to be a realistic portrayal of how competitiveness can play out in friendships in more subtle ways than say wanting to win a race.

Module Walkthroughs

5. Stalking and Harassment

This module provides a slightly less intense approach to educating students on the concepts of stalking and harassment. .



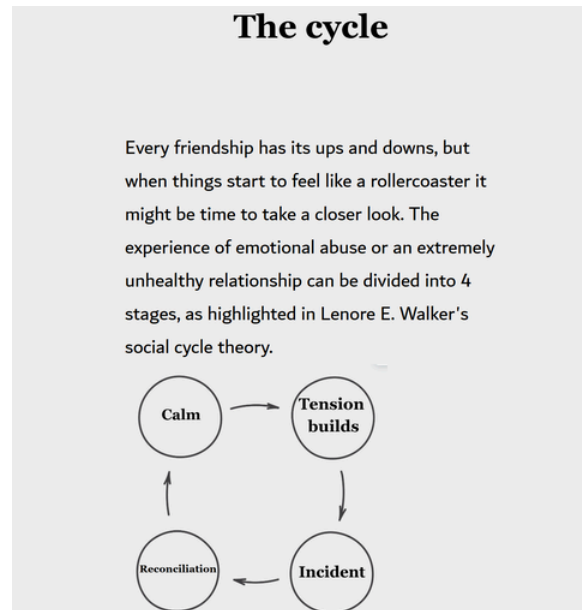
A pupil can be invited to share their initial ideas for what harassment and stalking are through a scroll down to reveal approach. Different pupils read out each section.

There is slightly less pupil interactivity for this topic due to its serious nature. However there is still a quiz that the class can go through answering together. An option is to ask pupils how it may feel to have each scenario happen to them for empathy building.

Module Walkthroughs

6. Abuse Cycles

This module is for helping pupils understand the importance of pattern recognition in unhealthy dynamics.



Pupils can be asked if they have any ideas on what emotional abuse is through a scroll to reveal exercise.

Proceeding this pupils can read out the stages of the cycle before going through the quiz questions as a class (hands up or whiteboard exercise can be effective for engagement here).

At the end the educator can ask the questions ‘How does emotional abuse start’ and ‘What keeps people trapped in emotional abuse’. The answer to the former is that it starts subtly with tension being built up. The answer to the latter is that there is a cycling through a mix of strong emotions that keep people hooked.

Emphasis should be given that it isn't the fault of the victim that they have been emotionally abused.