

## Practical Exercise – Exploring fear and respect

This exercise can be used after watching the film – or can be used with children and young people at any time as an introduction to exploring fear and respect. It should take no longer than 40 minutes to complete the exercise, which can be used with groups of any size. You'll need a flip-chart or whiteboard to record feedback.

The aim of the activity is to explore the concepts of fear and respect with young people and to address the confusion that can exist between them. The aim is to empower young people to make positive decisions about their own relationships and behaviour – as well making them aware of how they respond to the actions of others.

The information alongside some of the questions offers examples of how young people have previously responded to this exercise and will help you prepare for the kind of feedback you are likely to receive.

### STEP 1

Introduce and explain the purpose of the exercise



### STEP 2

Divide the overall group into smaller working groups and ask each group to nominate a spokesperson who will share the group's responses



### STEP 3

Draw two columns on a board or flipchart – one side headed 'Respect' and the other 'Fear'



### STEP 4

Ask the groups: "What makes you respect someone?" Give them 5 minutes to discuss this and ask them to write down words and phrases to illustrate this



### STEP 5

When they've finished, ask them: "What makes you fear someone?" Give them another five minutes to discuss this and write down some key words and phrases



### STEP 6

Beginning with 'respect' ask the groups to feed back two or three of their key responses and write these under the appropriate column on your board/flip-chart



### STEP 7

Ask the groups to feed back two or three of their responses for 'fear' and add these to the board/flip chart



### STEP 8

Summarise the key points made under each heading. (The table below gives examples of the kinds of responses you may encounter):

<b>Respect</b>	<b>Fear</b>
Listens	Shouts at you
Gives you time	Threatens you
Treats you fairly	Is aggressive
Shows interest in you/what you do	Doesn't care what you think
Loves you	Controls you
Appreciates you as you are	Ignores you
Notices when you're not feeling good	Acts like you are not there
Can be trusted	Lies or goes behind your back
Tells you that you are important	Judges you/bullies you



### STEP 9

On a fresh sheet of paper, create another two column table. Give the groups 5 minutes and ask them to consider: "How do relationships based on respect affect you and other people?"



### STEP 10

Now give the groups another 5 minutes and ask them to consider: "How do relationships based on fear affect you and other people?"



### STEP 11

Again summarise the key responses under each heading. Highlight the differences between how relationships based on fear and respect affect people. (The table below gives examples of the kinds of responses you may receive.)

<b>Respect</b>	<b>Fear</b>
Helps you to learn/grow	Stops you being/doing what you want
Empowers	Disempowers
Promotes independence	Feel insignificant
Pride	Helplessness
Respect for self/Self-esteem	Withdraw from the things you enjoy
Confidence/Self-belief	Strips confidence/Belief
Freedom to be yourself	Dependence on others for approval



### **STEP 12**

Ask the groups the following questions as part of an open discussion. Again, there are no right or wrong answers:

- Why do you think 'respect' and 'fear' can be confusing?
- Can it be difficult to tell sometimes whether you fear or respect someone?
- Can you respect and fear the same person?
- How does this happen?
- What might the consequences of this be?
- Why do you think it is important to be able to tell the difference between respect and fear?



### **STEP 13**

At this point it is useful to conclude by reflecting on what the group has learned about respect and fear from the film or this activity and reflect on how this understanding helps us to make choices about:

- Friendships?
- How we see and act towards others?
- How we respond to bullying behaviour?

If it helps you can also write these answers on your board/flip-chart

**EXERCISE COMPLETED**