

Power Play Scenarios

Respectful Relationships

To equip students with the ability to identify power imbalances in relationships and rehearse strategies for maintaining safety, respect, and autonomy.



Learning Intentions

Students learn to identify signs of control or imbalance in relationships.

This supports students to notice unhealthy patterns early and reflect on their boundaries.

Students explore the ability to differentiate between healthy and unhealthy dynamics.

This helps students understand what respectful relationships look and feel like.

Students practise responding to unsafe situations.

This builds assertiveness, safety awareness, and decision-making skills.



Success Criteria

Understanding:

Students can clearly recognise red flags and early warning signs of coercion or emotional control.

Communication:

Students can rehearse assertive language, boundary-setting, and help-seeking responses.

Reflection:

Students show empathy and insight into the impact of power and control on relationships.



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Objective:

To equip students with the ability to identify power imbalances in relationships and rehearse strategies for maintaining safety, respect, and autonomy.

Players:

Small groups of 3 - 5 students. Whole class participation during reflection and role-play sharing.

Materials:

- Scenario cards featuring real-life relationship dilemmas (found in PDF resource tab)
- Butcher's paper, notebooks or whiteboards for brainstorming

Setup:

Prepare printed or digital scenario cards such as:

- "Your partner constantly texts to check where you are."
- "They insist on having your social media passwords."
- "They ignore you when you spend time with other friends."
- "They guilt you into doing something you're uncomfortable with."

Create and assign group workstations with materials for discussion and planning.

Activity:

1. Distribute Scenarios

Each group receives a scenario card. Give time to read, unpack, and identify:

- Who holds the power?
- Is it respectful or controlling?
- How might this affect someone's confidence, independence, or safety?

2. Brainstorm Two Response Options

Groups list two different respectful, assertive, or safe responses to the scenario. Examples include:

- Setting boundaries respectfully
- Having a calm, honest conversation
- Seeking support from a trusted adult

3. Optional Bonus Role-Play

Groups select one scenario and one of their response strategies to act out. Encourage them to:

- Use assertive body language and tone
- Model clear communication and respectful disagreement
- Include help-seeking if needed

4. Whole-Class Debrief

Reflect with guiding questions:

- "What signs showed a power imbalance?"
- "What strategies felt realistic and safe?"
- "How can we support friends in similar situations?"



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Reflection Prompts:

- What are your personal boundaries in friendships or relationships?
- Why is it sometimes hard to say no or speak up?
- Who are your safe adults or peer allies?

Winning the Game:

There is no competition, this activity is about empowerment, awareness, and practising assertive responses for real-life situations.

Additional Notes:

This activity aligns with curriculum goals around respectful relationships, personal development, and protective behaviours. It can be followed up with journaling, anonymous Q&A, or extended drama tasks.

