

# 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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## Respectful Relationships

### 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.

