

EMPOWERING YOUTH VOICES

Film Guidance to support Violence Prevention



Films created by Mentors from the MVP Programme in partnership with educational media experts Collaborate Digital.



WHAT IS THIS GUIDANCE FOR?

Over the last five years, Merseyside Youth Association's (MYA) RAISE Team have been creating films with young people through the Mentors in Violence Prevention (MVP) Programme.

Commissioned via the Merseyside Violence Reduction Partnership (MVRP), with sessions delivered by MYA and Collaborate Digital, each film has been planned, designed, scripted, and created by young people, for young people.

This guidance document has been created to enhance the use of these films by providing short summaries, age-ratings and conversation starters that can be used to explore each topic with children and young people.

The use of such document can provide opportunities for parents, carers and professionals to develop supportive conversations with young people around serious violence.

Some of the film themes you will find are:

- Bystander Approach
- Carrying Weapons
- Gender Stereotypes
- Racism
- Online Abuse

....and more!



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Click on the topic you wish to explore, and it will take you straight to it!



GENDER STEREOTYPES

Films have been created around Gender Stereotypes to explore the traditional, and current social understanding of masculinity, femininity, sex, and gender. Within MVP, students have explored how these 'norms' can play a role in supporting or condoning gender-based violence.

Students are encouraged to consider how these stereotypes might affect young people's willingness to intervene and interrupt abusive behaviour.

Conversation starters:

What stereotypes are placed on females / males?

What happens if a gender does not conform to their stereotype?

How do stereotypes lead to violence against women and girls?

How do stereotypes lead to boys/men being more likely to be perpetrators of violence?

Where do we learn about gender stereotypes? Are these credible sources of information?

What could we do as bystanders to challenge peoples attitudes and beliefs about gender stereotypes?

What impact does gender stereotyping have on a persons mental health and wellbeing?

Youth Voice

In 2024, we asked some of our Mentors:
Why are women and girls still victims of violence and how can violence against women and girls be stopped?

This is what they said:



GENDER STEREOTYPES - FILMS



Title: Barbie Monologue

School: Holly Lodge Girls' College

Age-rating: All ages

Overview: Putting a twist on the Barbie Monologue, students explore female stereotypes and the impact it can have on their gender.

Title: Challenging Gender Stereotypes

School: Pensby High School

Age-rating: All ages

Overview: Using the 'Of Course' TikTok trend to explore stereotypes that can be placed on genders.



Title: Breaking the Gender Box

School: St Hilda's CE High School

Age-rating: All ages

Overview: Visualising the 'ick' trend, students explore the stereotypes of each gender - stating that words have power.

Title: Challenging Stereotypes

School: Kirkby High School

Age-rating: All ages

Overview: Students challenge stereotypes around gender, age, sexuality and race.



LEADERSHIP

As a peer-education programme, MVP encourages Mentors to become leaders by building their skills and confidence to deliver violence prevention lessons to younger students. It is important for young people to discuss potential role models that they may have and understand what skills and qualities might be needed in order for these people to be a positive influence.

Conversation starters:

Who are some of our role models?

What skills and qualities are needed to be a good leader?

Can young people be leaders?

Who do young people look up to, are they good leaders / role models?



LEADERSHIP - FILMS



Title: What makes a good leader?

School: All Saints Catholic High School

Age-rating: All ages

Overview: Exploring what actions make a good leader and how we can always help each other.

Title: Positive Leaders

School: Stanley High School

Age-rating: All ages

Overview: Young people discuss their positive role models, and how we all can be a leader, including you.



BYSTANDER APPROACH

MVP's main aim is to encourage young people to safely intervene or challenge others to prevent bullying and gender-based violence.

The bystander approach allows young people to discuss and share experiences, focusing on the 'why?' people don't intervene, and encourages us to challenge our attitudes and beliefs about becoming an active bystander.

Conversation starters:

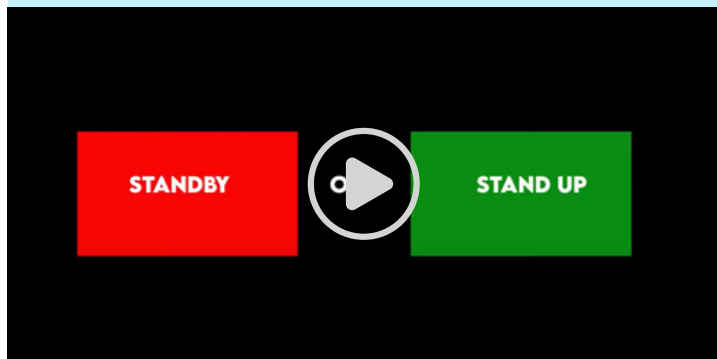
Why might people not get involved if they see an abusive situation?

If people do not want to directly intervene (physically) what other options could they chose from?

Have you ever been an active bystander? Tell me about it.

If there was a time when you were a passive bystander, why did you stand by?
Was there anything you could have done differently?





Title: Are you going to Standby or Stand Up?

School: The Academy of St Francis of Assisi

Age-rating: All ages

Overview: Replicating a real life scenario, young people explore what happens when a fight breaks out - who is going to stand up?

Title: The 5 D's of Bystander Intervention

School: The Blue Coat School

Age-rating: All ages

Overview: Young people share their experiences of being a bystander, explaining what options we could take.



Title: Bystander to Bullying

School: Hope Academy

Age-rating: All ages

Overview: Young people interview each other, sharing their experiences of being a bystander and what they could do differently.

Title: Active Bystanders in Southport

School: Christ the King

Age-rating: All ages

Overview: Young people share their personal experiences of the Southport incident, sharing how the community came together to be active bystanders.



RECOGNISING VIOLENT BEHAVIOUR

MVP encourages young people to explore the various forms of violent behaviour that happen in relationships. Highlighting that verbal, emotional, physical and sexual abuse are the four categories that most forms of violence can be categorised into.

Using the violence pyramid, we can explore how and act of abuse is underpinned by a set of attitudes, beliefs and behaviours that should be challenged in order to prevent the act from occurring.

Conversation starters:

What forms of violence do we recognise under the 4 categories?

- Physical i.e hitting
- Emotional i.e blackmail
- Sexual i.e cat-calling
- Verbal i.e name-calling

How could we show respect against these forms of violence?
i.e ask for consent, handshake, compliment, checking in.

What form of abuse are we most likely to notice happening?

What form/s of abuse are we be more likely be an active bystander against?

How do these forms of abuse play out in familiar environments i.e in school, at home, in the community.

What impact does violence have on a persons mental health and wellbeing?





Title: Violence vs Respect

School: Hope Academy

Age-rating: All ages

Overview: Young people explore the 4 categories of violence, and propose ways that we can show respect instead

Title: Change in Attitudes, Changes Behaviour

School: Greenbank High School

Age-rating: 11+

Overview: Young people share experiences of violence and how we can change our attitudes to ultimately change our behaviours.



Title: Ban the Banter

School: Holy Family Catholic High School

Age-rating: All ages

Overview: Young people explore definitions of Banter, and how it can contribute to violence

Title: This is not ok, this is sexual abuse.

School: Alsop High School

Age-rating: 11+

Overview: Young people share experiences of sexual violence - solidifying that these actions are not ok, and that they are sexual abuse.



CHALLENGING VICTIM BLAMING

Victims of violence are often blamed for the abuse committed against them. They could be blamed for how they ended up in the situation, for what the role played in facilitating the behaviour, or for delaying to report the issue. MVP encourages young people to challenge victim blaming and recognise that the only person to blame for abuse, is the abuser.

Conversation starters:

Where do we commonly see / hear victim blaming?

Who are likely to be victims of victim blaming? Why?

Is victim blaming different for a female than for a male?

How could we intervene if we heard / seen victim blaming happening?

What impact does victim blaming have on a persons mental health and wellbeing?



CHALLENGING VICTIM BLAMING - FILMS



Title: It's not your fault

School: Holly Lodge Girls' College

Age-rating: 11+

Overview: Young people share anonymous stories of when they have been victim blamed and how its not your fault.

Title: Victim Blaming - Online Abuse

School: Calday Grange Grammar School

Age-rating: All ages

Overview: Putting a different perspective on victim blaming, students explore how boys can be blamed for being a victim of online abuse.



LABELLING

Labelling encompasses a range of abusive acts such as name-calling, insults, judging and spreading rumours.

These acts are what we would associate as 'behaviours' on our violence pyramid as these actions could lead to a more serious act of abuse.

Conversation starters:

It is common for acts of labelling to be passed off as banter - but where do we draw the line?

What impact do you think acts of labelling have on a persons mental health and wellbeing?

Are 'labels' gender specific? What are some differences / similarities?

Does being 'labelled' (i.e name-called, insulted, judged, rumour spread about you) shape how you think about yourself?



LABELLING - FILMS



Title: Insults Rap

School: Hope Academy

Age-rating: All ages

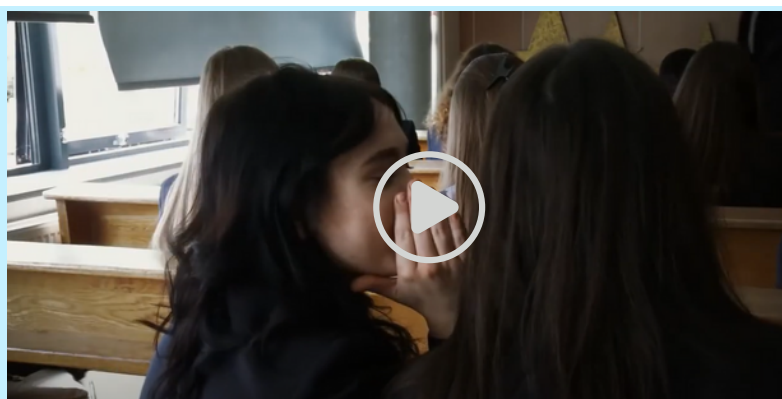
Overview: Young people perform a rap about the impact of insults including statistics and support.

Title: Rumour has it...

School: De La Salle School

Age-rating: All ages

Overview: Exploring the impact that spreading rumours can have on a young person. #StopTheGossip



Title: Impact of Rumours

School: Deyes High School

Age-rating: 11+

Overview: Defining a rumour and exploring rumours that commonly happen to females

ONLINE ABUSE

Online abuse is common amongst children and young people - a recent Merseyside survey reported that young people are experiencing online harassment, bullying and receiving harmful messages (Oxwell, 2025).

Online abuse can come in many forms such as verbal, sexual and emotional, and can impact upon the mental health and wellbeing of our young people.

Conversation starters:

What types of online abuse do you know of?

i.e Harassment, stalking, fake profiles, trolling, catfishing

How could you be an active bystander if you knew that online abuse was happening?

When you communicate with others, do you act the same in person as you do online?

What categories of violence does online abuse happen within?

i.e physical, emotional, verbal, sexual

What impact could online abuse have on a persons mental health and wellbeing?



ONLINE ABUSE - FILMS



Title: Dangers of the Online World
School: St Augustine of Canterbury
Age-rating: All ages
Overview: Young people share their opinions about the dangers of the online world.

Title: The impact of Online Abuse
School: Greenbank High School
Age-rating: All ages
Overview: This film explores the seriousness of Online Abuse and the impact on young peoples mental health.



Title: Raise your hand if...
School: Upton Hall FCJ
Age-rating: All ages
Overview: Using a poem to share experiences of online bullying - ignore it, report it, don't respond to it.

CARRYING WEAPONS

Weapon carrying is a topic of conversation that usually appears when we talk to young people about violence. This might not be an indication of their involvement, but of the demographics of their community and neighbourhoods. Over the last few years of MVP, Carrying Weapons has been a consistent topic that has been chosen by the young people to be delivered.

Conversation starters:

What are the attitudes and beliefs of someone who carries a knife vs someone who doesn't?

What SAFE bystander option/s could you choose if you heard about someone carrying a weapon and had threatened to use it?

What gender stereotypes could play a part in weapon carrying?

Do you agree, disagree or unsure - "Carrying a weapon for protection is sometimes ok?"

Is carrying a weapon illegal?

What is the impact of weapon violence? Think of the ripple effect...

Youth Voice

In 2024, we asked some of our Mentors:
Why do young people carry weapons and
how can we reduce this?

This is what they said:



CARRYING WEAPONS - FILMS



Title: The impact of Knife Crime
School: All Saints Catholic High School
Age-rating: All ages
Overview: Performed as a News Bulletin, young people explore the impact of Knife Crime.

Title: It's NOT worth it
School: Cardinal Heenan
Age-rating: All ages
Overview: Young people share experiences of knife crime and how it impacts the victim and their family.



Title: I'm passing the phone to someone...
School: St Hilda's CE High School
Age-rating: 11+
Overview: Using the trend 'I'm passing the phone to...', young people explore different circumstances surrounding carrying a knife.

DISABILITY DISCRIMINATION

Disability Discrimination is the act of treating someone badly or differently due to them having, or being perceived to have a disability.

There are 4 types of discrimination that can occur: direct, indirect, harassment, and hate crime.

With increasing awareness that not all disabilities are visible, it is important for young people to explore how their attitudes and behaviours may contribute to discrimination.

Conversation starters:

What do you already know about disabilities?

Is making fun of someone's disability just banter?

Do you know the difference between a hate incident and a hate crime?

How could you be an active bystander against disability discrimination?

What impact could disability discrimination have on a person's mental health and wellbeing?

DISABILITY DISCRIMINATION - FILMS



Title: Ask the MVP Expert

School: St Hilda's CE High School

Age-rating: All ages

Overview: Young people interview each other in an episode of 'ask the expert' where they explore disability discrimination

RACISM

Racism is discrimination, by an individual, community, or institution against a person or group based on their racial or ethnic group, typically, one that is a minority or marginalized.

There are 4 types of discrimination that can occur: direct, indirect, harassment, and hate crime.

Racism has become a significant topic within MVP and is consistently voted as a topic that young people want to know about.

Conversation starters:

Do you know the difference between a hate incident and a hate crime?

What impact could Racism have on a person's mental health and wellbeing?

Where do we learn Racist beliefs / language / attitudes? Are these credible sources of information?

How could you be an active bystander? What steps could you take to become anti-racist?



RACISM - FILMS



Title: I'm not a Racist, but...

School: Woodchurch High School

Age-rating: All ages

Overview: Young people share their experiences and understanding of Racism. #EndRacism

Title: We're all in this together

School: Notre Dame Catholic College

Age-rating: All ages

Overview: Young people share their experiences of Racism and how we are all in this together.



Title: Would you stand up to a Racist?

School: Hope Academy

Age-rating: All ages

Overview: Exploring people's attitudes and beliefs about being a bystander to Racism.

Title: Exploring Racism

School: St Anselm's College

Age-rating: All ages

Overview: Young people share their experiences of Racism and discuss their thoughts about the incidents.



HOMOPHOBIA

Homophobia consists of the negative attitudes, feelings, and actions people portray towards homosexuality or people who identify as lesbian, gay, or bisexual.

There are 4 types of discrimination that can occur: direct, indirect, harassment, and hate crime.

Conversation starters:

Do you know the difference between a hate incident and a hate crime?

What impact could Homophobia / Transphobia have on a persons mental health and wellbeing?

Where do we learn Homophobic / Transphobic beliefs / language / attitudes?
Are these credible sources of information?

How could you be an active bystander? What steps could you take to become an ally?

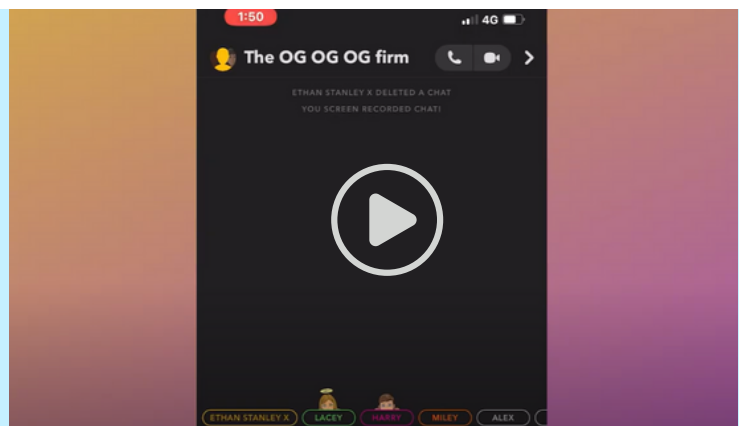
HOMOPHOBIA - FILMS

Title: Are we going a bit far?

School: Holy Family Catholic High School

Age-rating: All ages

Overview: Following a group chat, young people decide whether what is being said is right or wrong.



SEXUAL HARASSMENT

Sexual harassment refers to unwanted behaviours of a sexual nature that can occur online and offline. This includes:

- Sexual comments
- Sexual “jokes” or taunting
- Physical behaviour
- Online sexual harassment

Recent reports suggest that Sexual Harassment is happening amongst children and young people and it is important that we make it clear that this is not acceptable, and that we should be challenging the attitudes and beliefs of those who may think these behaviours are acceptable.

Conversation starters:

Do you know what behaviours constitute as sexual harassment? Is there any in particular that might happen between children and young people?

What impact could sexual harassment have on a person's mental health and wellbeing?

Where do we learn beliefs / language / attitudes about sexual harassment? Are these credible sources of information?

How could you be an active bystander against sexual harassment?

Should wolf-whistling / cat-calling be seen as a compliment?

What stereotypes are associated with men / women that might contribute to them being a victim / perpetrator of sexual harassment?

How does victim blaming occur when it comes to sexual harassment? How could we challenge these ideas?



SEXUAL HARASSMENT - FILMS

**WE DECIDED TO ASK
OUR TEACHERS
THEIR OPINION
ON GENDER STEREOTYPES
AND
FEMINISM**

Title: Combatting Sexual Harassment in Schools

School: St Julie's Catholic High School

Age-rating: 11+

Overview: Young people and their Headteacher talk about how their school addresses Sexual Harassment

Title: Tell us your story...

School: St Julie's Catholic High School

Age-rating: 11+

Overview: Podcast style; students interview each other about experiences of sexual harassment, the impact it has had and the advice they would give to others



MANIPULATION / GROOMING

Within MVP we refer to Manipulation in many ways across different relationships. However, our main focus is on exploitation and grooming as manipulative behaviour plays a role in these incidences.

Due to increasing numbers of young people being manipulated into exploitation, including gangs and county lines - we must spot the signs early.

Conversation starters:

Do you know what grooming is? Do you know what exploitation is?

What behaviours might we see that could be a sign that a young person is being exploited? Think both criminal exploitation, but also sexual exploitation.

What impact could being exploited / groomed have on a persons mental health and wellbeing?

How could you be an active bystander if you thought someone you knew was being groomed into exploitation?

Do you agree or disagree -

- Only adults can groom children and young people?
- Grooming only happens to people who are poor?

What stereotypes are associated with men / women that might contribute to them being a victim / perpetrator of exploitation / grooming?

What would be the green flags you would look out for in a healthy relationship?



Title: What is County Lines?

School: All Saints Catholic High School

Age-rating: 11+

Overview: Young people explore what County Lines is, how to spot the signs, and how to get support

EXPECTATIONS IN RELATIONSHIPS

Understanding and recognising unhealthy and abusive behaviours within relationships is key to supporting children and young people to prevent further violence. By discussing what these behaviours look like, bystanders can also recognise when something isn't right and when to intervene.

We can explore the attitudes and beliefs around abusive behaviour so that we can challenge these early on to prevent behaviours from occurring.

Conversation starters:

What expectations do you have of others that you have relationships with?
Friends / partners / family?

What are some of the 'red flags' you might see in these relationships?
What are the 'green flags' you look out for in relationships?

Where do we learn about the expectations we should have in relationships?

What impact could experiencing relationships abuse have on a person's mental health and wellbeing?

How could you be an active bystander if you thought someone you knew was in an unhealthy / abusive relationship?

Do you agree or disagree -

- Controlling behaviour only happens in intimate relationships?
- Behaviour that we see in pornography is a realistic way to understand intimate relationships?

What types of abuse could happen within relationships?

What stereotypes are associated with men / women that might contribute to them being a victim / perpetrator of relationship abuse?



EXPECTATIONS IN RELATIONSHIPS - FILMS



Title: Domestic Abuse Poem

School: Pensby High School

Age-rating: 11+

Overview: Using a poem, young people explore behaviours within a domestic abuse relationship and how this could impact upon young people

Title: Peer Pressure - Speak Out, Speak Up

School: Christ the King High School

Age-rating: 11+

Overview: Students explore different forms of peer pressure and how you could 'speak out, speak up, it might be enough'.



SUPPORT AND SIGNPOSTING

Reporting a crime



If there is immediate danger, call **999**.
For all other incidents, use the non-emergency number **101**.

CrimeStoppers.

Report crimes anonymously using their online form, or by calling **0800 555 111**.



Fearless is the dedicated youth service of Crimestoppers where young people can anonymously report any forms of crime.

Mental Health support

Cheshire & Merseyside mental health services map



Visit the [Cheshire & Merseyside Mental Health Services Map](#) to find out more about the mental health support offered in each locality.



SUPPORT AND SIGNPOSTING

Victim support



Provides a single point of contact for victims of crime residing in Merseyside to access free, confidential advice, plus emotional and practical support tailored to your needs.

0808 175 3080 | www.victimcaremerseyside.org



Providing specialist support, advocacy services, counselling and helpful information for those affected by rape, sexual assault and / or abuse.

0330 363 0063 | www.rapecentre.org.uk



Providing specialist support, RASA has a project that supports young people aged 10-17 who have been directly or indirectly impacted by sexual abuse

0151 558 1801 | www.rasamerseyside.org