



ReSPECTful Relationships



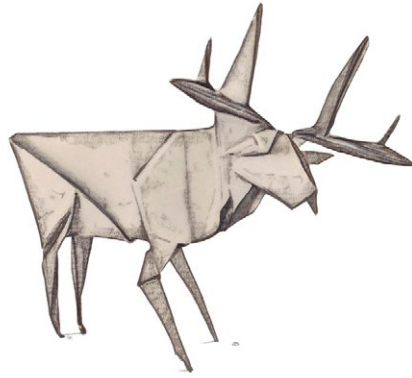
Lesson Plans and Resources

Key Stage 4: Year 10 & 11

Lesson 3: What is Domestic Abuse?

Aims & Outcomes..... 2

Lesson Plan..... 3



Lesson 3: What is Domestic Abuse?

KS4
Y10 & 11

Session Aim

- To introduce the concept and language around domestic abuse
- To give students an opportunity to identify various forms of behaviour as abusive
- To identify types of domestic abuse as criminal

Learning Outcomes

All young people can:

- Understand different types of abuse which will help them to be better equipped to recognise abusive behaviour
- Understand that abuse takes many forms and that abuse can be threatened as well as actual
- See from the statistics that domestic violence is predominantly men being violent to women and children
- Understand and identify different types of abuse and what amounts to criminal behaviour

Most young people will:

- Understand and describe the different types of behaviour that can constitute teenage relationship abuse as well as express and explain views on abuse that are not their own
- Understand that domestic violence is a very distinct type of violence that affects women as we live in a male dominated patriarchal society, which is supported by women being often placed in subordinate economic and social position

Some students will:

- Understand what behaviour may be abusive or not, depending on the context, and will be able to understand the complexities around staying in, or leaving, an abusive relationship.



TIME (MINS)	TUTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES	EXTENT STUDENTS ARE ENGAGED
5-10 mins	<p>Introduction to the topic:</p> <p>Clarify the term ‘partner’ with the class: “a person in a romantic relationship with another person”. This might be a boyfriend/girlfriend/ husband/wife/someone they live with/or people who have children together.</p> <p>Ask students if they have heard of the term domestic abuse. Ask students to discuss what they think it is and come up with some words that would describe it.</p> <p>The term domestic abuse includes any violence whether physical, emotional or financial abuse between partners or former partners in an intimate relationship or between family members over the age of 16. If under 16 years of age they could still be an abuser but they would be classified as suffering child abuse if they were a victim.</p>	Students will suggest any ideas they have to group.	<p>Government;s definition of Controlling and Coercive behaviour</p> <p>FIND ONLINE</p>	Students have a chance to explore the term domestic abuse and have a chance to explore the myths and stereotypes that surround it.
10-15 mins	<p>Split the class into small groups and hand out a selection of the cards and ask students to place the cards under the headings Abusive – Don’t know – Not abusive. Give each group a selection of the cards and a sorting page.</p> <p>The cards cover a range of abuse – verbal, emotional and psychological, intimidation, financial, sexual, movement deprivation or imposed isolation and physical violence.</p> <p>Bring the groups back together and discuss the statements. Focus the discussion on what is behind the abusive behaviour and what the abuser is trying to achieve. Consider how the person in the relationship might not recognise that the behaviour is abusive. How can they get a reality check on what is happening? What could they do if a relationship is abusive?</p> <p>Explain that these are examples that abused people in relationships have experienced. Establish that no one has the right to be abusive or control and dominate another in a relationship. Many students may have difficulty recognising that manipulative behaviour is used to undermine others self-respect and confidence and that this can have long lasting damaging affects for someone experiencing this type of coercive control.</p> <p>Discuss examples of psychological and emotional abuse and how it may appear insignificant or petty, it can have a formidable impact on the person undergoing the abuse.</p>	Students consider different behaviours and decide whether they are abusive/not abusive by putting them in columns on poster.	<p>What is abusive? Card sorting activity</p> <p>(see resource pack)</p>	Students consider in depth what constitutes abuse in relationships.

TIME (MINS)	TUTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES	EXTENT STUDENTS ARE ENGAGED
20-25 mins	<p>Criminal Behaviour:</p> <p>Head up 9 pieces of flip chart paper with the names of these 9 crimes: Murder Manslaughter GBH (Grievous bodily harm) ABH (Actual bodily harm) Common assault Improper use of telecommunications False imprisonment Controlling and coercive behaviour</p> <p>Stick the posters up on the walls of the classroom at different points.</p> <p>Split the students into small groups and hand out the 'Criminal Behaviour' cards.</p> <p>Ask them to look at the behaviour on their cards and think about what crime may be being committed.</p> <p>Read out the behaviours and ask a representative from each group to stick their card onto appropriate Crime sheet. Repeat until all cards have been placed.</p> <p>Class discussion and clear up any misunderstandings using the answer sheet Classification of offences.</p> <p>Explain that different crimes have different sentences and write the six sentences on the board. Ask students to discuss in small groups what they feel the maximum sentence would be for each of the 8 offences. Give correct answers and hold a discussion.</p> <p>Reflect and reinforce the types of behaviour that can lead to a criminal conviction and what repercussions may follow from having a criminal record, e.g. on career options, etc</p>	<p>Students work in groups to place 'Possible Criminal Behaviour' cards under what they think it the correct crime heading.</p> <p>Students discuss in small groups what they consider to be appropriate sentences for the crimes committed.</p> <p>Class discussion and clear up any misunderstandings using the answer sheet</p>	<p>Criminal Behaviour exercise (see resource pack)</p>	<p>Students learn what constitutes a domestic abuse crime and the implications of committing said crimes.</p> <p>Students consider whether the maximum sentences that exist currently are fair or not.</p>

TIME (MINS)	TUTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES	EXTENT STUDENTS ARE ENGAGED
5-10 mins	<p>Plenary:</p> <p>Reinforce that domestic abuse is wrong, unacceptable and a crime. Often violence is what we think of when we think of domestic violence, however controlling and coercive behaviour can have a serious impact emotionally and psychologically.</p> <p>Many people think of domestic abuse only as a physical assault by a man on a woman, but it can take many different forms. Domestic abuse can be any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between people who are or have been intimate partners or family members, regardless of gender. This includes forced marriage and abuse within same sex relationships.</p> <p>Domestic abuse is very common and affects one in four women in their lifetime. Although most victims of domestic abuse are women and most abusers are men, domestic abuse can affect anyone. Domestic abuse is a pattern of controlling and aggressive behaviour that is used to maintain power and exert control on victims.</p> <p>A kick, a punch, a push? Often it's more complicated. Violence, coercive control, intimidation and isolation are all forms of abuse that are much more common than you think.</p> <p>Sometimes these behaviours might start off small, but they can quickly escalate into abuse. The truth is, right here in Greater Manchester as many as one in three women and one in six men have experienced some form of domestic abuse. Does that sit right with you?</p>	Students will have time to discuss any examples they are not clear on.		Students have time to reflect and distil information learnt in the lesson

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