



ReSPECTful Relationships



Lesson Plans and Resources

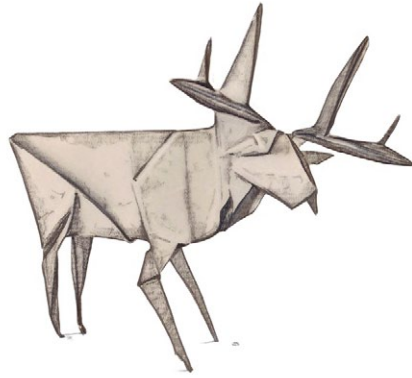
Key Stage 4: Year 10 & 11

Lesson 4: Understanding Domestic Abuse

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Lesson 4: Understanding Domestic Abuse

KS4
Y10 & 11

Session Aim

- Understanding domestic abuse
- Exploring online safety (and sexting)
- Understanding expectations and responsibilities within relationships
- Learning the laws surrounding DA

Learning Outcomes

All young people:

- Can understand different types of abuse which will help them to be better equipped to recognise abusive behaviour.
- Can understand that abuse takes many forms and that abuse and some forms can be criminal
- Are able to recognise some of the common warning signs of abuse
- Are able to describe the types of controlling behaviour and the impact that this can have

Most young people will:

- Understand and identify different types of abuse including power and control and have some ideas about how to get help, including what is available in school
- Understand in more detail the differences between controlling behaviour and a healthy argument
- Understand and explain how domestic abuse can lead to different crimes being committed and possible sentences for each

Some students will:

- Understand and describe the different types of behaviour that can constitute teenage relationship abuse as well as express and explain views on abuse
- 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.
- Understand and explain in greater detail how the law works to protect people who are experiencing domestic abuse
- Explain the ramifications of having a criminal record
- Explain the sources of help that are available to victims of domestic abuse.



TIME (MINS)	TUTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES	EXTENT STUDENTS ARE ENGAGED
5 mins	<p>Introduction to the topic:</p> <p>Familiarise yourself with the Home Office definition of Controlling and Coercive behaviour prior to introducing the concept of respect and what it means to the students. What is meant by respect and what people respect about themselves? How does showing respect raise self-esteem and confidence? How does a lack of self-esteem affect someone in an abusive relationship? Would this affect their chances of leaving the relationship?</p>		<p>Controlling and Coercive Behaviour: Statutory Guidance</p> <p>FIND ONLINE</p>	
15-20 mins	<p>Ok or Not?</p> <p>Hand out sets of the strips and ask the students to work in groups. Hand out an A3 paper to each group and ask them to draw a vertical line with one end labelled 'ok' the other 'not ok'. Students should place the strips on the line in an order they agree on.</p> <p>Many abusers are very nice to their victims in the beginning of the relationship, but there are potential danger signs to look out for. These indicators might include how people respond to criticism and how they compromise in different situations.</p>	Students discuss the statements and place them on the line.	<p>Ok or Not? (see resource pack)</p>	<p>Group work to discuss various abusive behaviours.</p> <p>Students will consider different behaviours which may not be appropriate responses but are not necessarily domestic abuse.</p> <p>Students can reflect on a person displaying one, two or possibly more of the behaviours and if this could then amount to domestic abuse.</p>

TIME (MINS)	TUTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES	EXTENT STUDENTS ARE ENGAGED
15-20 mins	<p>Is this domestic abuse?</p> <p>Facts, statistics and laws of domestic abuse.</p> <p>Hand out copies of Is this domestic abuse? to fill in individually or in small groups.</p> <p>Go through the responses as a whole group and discuss, giving the correct answers. Some students will believe certain myths. Use this as an opportunity to challenge these beliefs by putting the questions back to the students:</p> <p>Why do you think other people might question this?</p> <p>Why do people think it's true?</p> <p>Who are we blaming here?</p> <p>Where does the responsibility rest?</p> <p>Is it right? Why?</p>	<p>Students answer Yes, No or Depends</p> <p>Students will answer facilitator lead questions.</p> <p>Alternatively, read out the statements and ask for thumbs up for true, thumbs down for false and arms folded for not sure</p>	<p>Is this domestic abuse? (see resource pack)</p>	<p>Students learn facts about domestic abuse in the UK and laws surrounding it.</p>
15-20 mins	<p>Problem Page:</p> <p>Hand out the problem page. Ask them to discuss the problems in small groups and explore the myths or assumptions are involved and how they would respond to the letters.</p> <p>Go through the responses as a whole group and discuss. Challenge these beliefs by putting the questions back to the students.</p> <p>Why do you think other people might question this?</p> <p>Why do people think it's true?</p> <p>Who are we blaming here?</p> <p>Where does the responsibility rest?</p> <p>Is it right? Why?</p> <p>Broach topic of sexting. What do pupils understand of the term? Could anyone give an appropriate example of how it could be domestic abuse?</p> <p>Are you respecting yourself or someone else if you share images of him or her that are private?</p>	<p>Students to work out the problems in small groups.</p> <p>Once complete, students will respond to problems and give advice on what they think are the right actions to take as a group.</p>	<p>Problem Page (see resource pack)</p> <p>Sexting: Notes for Teachers (see resource pack)</p>	<p>Consider various types of domestic abuse.</p> <p>Students will become aware that sexting/sharing images without consent can be a form of domestic abuse.</p>

TIME (MINS)	TUTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES	EXTENT STUDENTS ARE ENGAGED
5-10 mins	<p>Plenary:</p> <p>Domestic abuse can happen between people who are going out together, living together, have children together or are married to each other.</p> <p>It can happen either when people live together or separately.</p> <p>Domestic abuse can also happen after a relationship has finished.</p> <p>Usually (but not always) it is the man who is the abuser and the woman who gets hurt.</p> <p>Although domestic abuse happens mostly between adults, young people can be affected by the abuse that they see and hear, and they can be hurt or bullied as part of domestic abuse between adults.</p> <p>Young people may also experience abuse from their own boy/ girlfriend.</p> <p>Domestic abuse is a repeated pattern of behaviour.</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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