



ReSPECTful Relationships



Lesson Plans and Resources

Key Stage 3: Year 8 & 9

Lesson 3: What is Domestic Abuse?

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Lesson 3: What is Domestic Abuse?

KS3
Y8 & 9

Session Aim

- To introduce the concept and language around domestic abuse
- Pupils consider that all families are different and this is a positive fact
- To give young people an opportunity to identify various forms of behaviour as abusive

Learning Outcomes

All young people can:

- Discuss the role of families
- Identify different methods of communication including facial expressions and body language and how things said and done, affect other people
- Understand the way adults communicate and behave with each other in relationships can make the other adult feel good or bad
- Identify ways that feelings manifest in their bodies
- Understand different types of behaviour and recognise abusive behaviour

Most young people will:

- Understand that abuse takes many forms and that abuse can be threatened as well as actual
- Understand and identify different types of abuse and have some ideas about how to get help, including what is a school

Some students will:

- Be able to understand the different types of power and control.



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.
15-20 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 (see resource pack)</p>	Students consider in depth what constitutes abuse in relationships.

TIME (MINS)	TUTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES	EXTENT STUDENTS ARE ENGAGED
15-20 mins	<p>Myths and assumptions:</p> <p>Explain that myths and assumptions are often used to condone or tolerate violence against women e.g. jealousy shows you care. The exercise aims to get pupils to examine the implications of their beliefs.</p> <p>Get pupils into small groups. Hand out the 'Myths and Assumptions' resource and ask them to discuss the problems and explore what myths or assumptions are involved and how they would respond to the texts.</p>	<p>Students read through the texts highlighting any myths/stereotypes/assumptions</p> <p>Students come up with responses to problems.</p> <p>Go through the responses as a whole group and discuss. The main messages need to be clear.</p>	<p>Myths and assumptions (see resource pack)</p>	<p>Students gain correct knowledge on perceived myths.</p>
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>	<p>Students will have time to discuss any examples they are not clear on.</p>		<p>Students have time to reflect and distil information learnt in the lesson</p>

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