

# Year 8

## Introduction to Domestic Violence and Abuse

Time: approximately 60 minutes

### Learning Outcomes

#### By the end of this lesson:

**All young people will be able to** understand and explain what is meant by the term 'domestic abuse';

**Most young people will be able to** understand and identify the different types of abuse that can be present within domestic abuse; have some ideas about how to get help and support a person that is experiencing domestic abuse, including what help and advice is available in school;

**Some young people will be able to** understand and describe the different types of behaviour that can constitute domestic abuse; think about, express and explain views on domestic abuse that are not their own.

### Resources

- ✓ Suggested Ground Rules (provided in section 4);
- ✓ Information on Sources of Help (provided in section 4);
- ✓ Flip chart and pens;
- ✓ Domestic Violence and Abuse – Matching Cards, photocopied and cut up – one set per group (Types of Abuse – Appendix 1 and Examples of Abusive Behaviour – Appendix 2);
- ✓ Is this Domestic Abuse? sheet – Appendix 3;
- ✓ Is this Domestic Abuse? – Answers – Appendix 4.

## **A** Introductory Activity

**Time: about 15 minutes**

1. Set ground rules or use prepared ground rules provided in section 4. (Please note that these activities may lead to disclosure so it is advisable to read the guidance on dealing with disclosure in section 1 prior to the lesson).
2. Ask the young people what they think the term domestic abuse means. Write suggestions on a flip chart or board.
3. Read out the following statements about domestic abuse:
  - Domestic abuse (also called domestic violence) happens when one person hurts or bullies another person who is or was their partner or who is in the same family.
  - It can happen between people who are going out together, living together, have children together or are married to each other. It can happen either when people live together or separately.
  - Domestic abuse can also happen after a relationship has finished.
  - Usually (but not always) it is the man who is the abuser and the woman who gets hurt.
  - 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.
  - Young people may also experience abuse from their own boy/girlfriend.
  - Domestic abuse is a repeated pattern of behaviour.
  - It often includes several different types of abusive behaviour, including physical, emotional, sexual and financial abuse.
  - People use domestic abuse to **control** other people they have a relationship with.
4. Explain and reinforce that domestic abuse is always wrong and, depending on the type of abuse, can be against the law.
5. Working in groups, hand out one mixed up set of 'Domestic Violence and Abuse Matching Cards' (Appendix 1 and 2) to each group. Invite young people to spend a few minutes discussing the different categories of abuse, trying to match up the definitions with the categories. Alternatively, this could be done on the interactive whiteboard.
6. Check that everyone has matched the cards correctly and allow time for questions and clarification. **(The correct answers are: 1E; 2F; 3B; 4A; 5C; 6D)**. Were there any behaviours that surprised the class? Are there any that they would not have really considered as abuse?



## B Main Activity

Time: about 25 minutes

### Method 1 – interactive (favoured method)

1. Explain to the young people that you are going to give them some statements and you want them to think about whether each is domestic abuse or not.
2. Take the young people into a large space and create an imaginary line on the floor with **YES** at one end, **DEPENDS** in the middle and **NO** at the other end.
3. Using the 'Is this Domestic Abuse?' sheet (Appendix 3), read out the statements and ask pupils to stand at a point that reflects their opinion. Ask for volunteers standing at different points to explain their views.
4. Encourage the young people to try and persuade those in different positions to change their opinion.
5. Allow the young people to be controversial with their opinions, not just stand where they think you want them to stand. There are however, some things that are not just a matter of opinion but are totally unacceptable and, in some cases, against the law. **DO NOT**, allow opinions to stand which need to be challenged.
6. Highlight the correct answer before moving onto the next statement (provided in Appendix 4).

### Method 2 – if no space available to do Method 1

1. Using the same statements, print out Appendix 3 for pupils to complete as a worksheet individually, in pairs or small groups.
2. Take feedback and discuss and challenge as above, using the answer sheet to clarify (Appendix 4).

## C Plenary

Time: about 10 minutes

### Method 1 – interactive

1. Ask the young people for ideas about what a person experiencing domestic abuse could do to make themselves safer. What help is available? What might be the barriers to seeking help or leaving an abusive relationship?
2. Highlight the role of the police and local helping agencies (see information on Sources of Help provided in section 4), including what help is available **in your school**.
3. Remind the young people of who they can talk to if there is anything that concerns them.

**NB.** If your school has a 'Worry Box' or some other system for listening to and supporting young people, this is a good time to remind them about it and let them know what will happen to the information/worries. Young people should know about and understand your school's Confidentiality Policy and Child Protection Policy.

### Suggested Extension Activities

- ➔ Make a list of all the places with the young people of all the places they can think of where someone experiencing domestic abuse could ask for help;
- ➔ Look at websites for Women's Aid, NSPCC, and ChildLine;
- ➔ Use IT to produce posters about sources of help and advice;
- ➔ Do a Google search on 'domestic abuse services' (or other themes associated with this lesson) and report findings.

Learning outcomes	National Curriculum – PSHE and Citizenship	Links to SEAL	Every Child Matters
<p><b>All pupils will be able to</b> understand and explain what is meant by the term ‘domestic abuse’</p> <p><b>Most pupils will be able to</b> understand and identify the different types of abuse that can be present within domestic abuse; have some ideas about how to get help and support a person that is experiencing domestic abuse, including what help and advice is available in school</p> <p><b>Some pupils will be able to</b> understand and describe the different types of behaviour that constitute domestic abuse; think about, express and explain views on domestic abuse that are not their own</p>	<p><b>Key Stage Three</b> <b>Young people should be taught/given opportunities:</b></p> <p><b>PSHE</b> 3a) about the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively e) the changing nature of, and pressure on, relationships with friends and family, and when and how to seek help k) to communicate confidently with their peers and adults 4h) find information and advice</p> <p><b>Citizenship</b> 2c) contribute to group and exploratory class discussions, and take part in debates</p> <p>3a) use their imagination to consider other people’s experiences and be able to think about, express and explain views that are not their own</p>	<p><b>Social skills</b></p> <p>39) I can communicate effectively with others, listening to what others say as well as expressing my own thoughts and feelings</p> <p>43) I can work and learn well in groups, co-operating with others to achieve a joint outcome</p> <p>50) I can be assertive when appropriate</p>	<p><b>Be healthy</b> (physical, mental, emotional health)</p> <p><b>Stay safe</b> (from neglect, violence, abuse)</p> <p><b>Enjoy and Achieve</b> (personal and social development)</p> <p><b>Make a positive contribution</b> (develop positive relationships)</p>

## Year 8 – Appendix 1

### Domestic Violence and Abuse – Matching Cards: Types of Abuse



**1. FINANCIAL ABUSE**

**2. THREATS**

**3. SEXUAL ABUSE**

**4. PHYSICAL ABUSE**

**5. EMOTIONAL ABUSE**

**6. ISOLATION**

## Year 8 – Appendix 2

### Domestic Violence and Abuse – Matching Cards: Examples of Abusive Behaviour



#### A

- Hitting, pushing, punching, kicking;
- biting, slapping, hair pulling;
- throwing or smashing things;
- punching the wall, smashing the windows;
- burning, strangling, stabbing, murder.

#### B

- Making someone do sexual things that they don't want to do, rape;
- calling the person a slag, slut;
- not allowing the person to dress in the way they want to or only in the way the abuser wants them to.

#### C

- Constantly putting a person down, making the person feel bad about themselves – insulting them by calling them fat, ugly, stupid, a bad parent, undermining them;
- checking up on where they are and what they are doing, timing a person when they go out, making them explain every movement;
- always lying to them, ignoring them, withholding affection;
- threatening to leave, threatening to throw them out, threatening to commit suicide if they leave.

#### D

- Stopping someone from seeing friends and family, not allowing the person to have visitors;
- stopping them from having a job, not allowing the person to learn to drive;
- going everywhere with them;
- locking them in the house, not allowing phone calls;
- not allowing the person to learn the native language and always speaking for them.

#### E

- Taking a person's money, making a person ask for money;
- making a person say how they spend every single penny;
- not allowing them to work and earn money;
- having all the bills (debts) in the person's name, having all bank accounts/benefits in the abusers name;
- making all the decisions when deciding what to buy and when to buy;
- giving the person a small amount of money to manage and then criticising them for not managing to buy essentials with it.

#### F

- Making the person afraid by using looks and gestures;
- saying they will hurt or kill them or someone precious to them or the family pet;
- threatening to smash things;
- threatening to tell other people how bad/stupid they are.

## Year 8 – Appendix 3

### Is this Domestic Abuse?

**Is this domestic abuse? Read the following statements and decide if you think the answer is YES, NO or DEPENDS**

1. A grown up calls another grown up names
2. A husband won't give his wife money or let her go to work
3. A man sends his girlfriend a text to say he loves her
4. A man sends his girlfriend hundreds of texts to find out where she is and who she's with
5. A woman always threatens her girlfriend but never actually hits her
6. A grown-up often pushes, kicks or hits another grown-up
7. One partner tells the other that they are putting on weight
8. One partner always gets moody when the other wants to see their own friends
9. A man calls his ex-girlfriend all the time and asks her to go back with him
10. A boy gets jealous when his girlfriend speaks to other boys
11. A man constantly tells his disabled partner that she is stupid and useless
12. A brother and sister argue about what to watch on TV

## Year 8 – Appendix 4

### Is this Domestic Abuse? – Answers

#### 1. A grown up calls another grown up names

**DEPENDS**, if this happens regularly in a close or family type relationship and if it upsets the person being called names, then this is domestic abuse.

#### 2. A husband won't give his wife money or let her go to work

**YES**, financial abuse can be part of domestic abuse and is used to assert control over the person.

#### 3. A man sends his girlfriend a text to say he loves her

**NO**, so long as this is in a fair and equal relationship, then this is not domestic abuse.

#### 4. A man sends his girlfriend hundreds of texts to find out where she is and who she's with

**YES**, this is domestic abuse. This kind of behaviour is aimed at controlling the other person.

#### 5. A woman always threatens her girlfriend but never actually hits her

**YES**, this is domestic abuse. The constant threat of violence is used to scare and control the other person and is not ok. Domestic abuse can happen in same sex relationships too.

#### 6. A grown-up often pushes, kicks or hits another grown-up

**YES**, this is domestic abuse. The use of physical violence within a relationship is never acceptable.

#### 7. One partner tells the other that they are putting on weight

**DEPENDS**, it is good to be honest with each other in relationships, but if one partner always says things to make the other feel bad then this is domestic abuse.

#### 8. One partner always gets moody and shouts when the other wants to see their own friends

**YES**, this is domestic abuse. One partner is trying to scare and manipulate the other into doing what they want. Being in a relationship should not stop you having friends of your own and one partner does not have the right to tell the other what to do.

#### 9. A man calls his ex-girlfriend all the time and asks her to go back with him

**DEPENDS**, if the girlfriend does not want him to be calling her and he does not respect her wishes then this may be harassment which can be part of domestic abuse. Domestic abuse can often continue after a relationship has ended.

#### 10. A boy gets jealous when his girlfriend speaks to other boys

**DEPENDS**, everyone feels jealous sometimes and that is ok if they take responsibility for those feelings and don't try to put them onto someone else. If however, they try to stop the other person doing things or make them feel bad because of the jealous feelings then this can be abusive.

#### 11. A man constantly tells his disabled partner that she is stupid and useless

**YES**, this is emotional abuse which is often part of domestic abuse. Disabled women are in fact more likely to experience domestic abuse than non disabled women.

#### 12. A brother and sister argue about what to watch on TV

**NO**, this is not domestic abuse. All families argue sometimes, but so long as they are equal and no one gets hurt then that is ok.