

Unit 2: Preventing Relationship Violence

Essential Question: What should be done about using critical and creative thinking skills to address problems in diverse family, community and work environments?

Lesson Problem: How can individuals in a healthy relationship develop security without fear of violence?

National FCS Standards

(Refer to: <http://nasafacs.org/national-standards--competencies.html>)

Content: 15.0 Parenting

Comprehensive Standard: 15.3 Evaluate external support systems that provide services for parents.

Competency: 15.3.1 Assess community resources and services available to parents.

Content: 12.0 Human Growth & Development

Comprehensive Standard: 12.2 Analyze conditions that influence human growth and development.

Competency: 12.2.3 Analyze the effects of gender, ethnicity, and culture on individual development.

Content: 13.0 Interpersonal Relationships

Comprehensive Standard: 13. 1 Analyze functions and expectations of various types of relationships.

Competencies:

13.1.4 Analyze factors that contribute to healthy and unhealthy relationships.

13.1.5 Analyze processes for handling unhealthy relationships.

Kansas Family and Consumer Science Competencies

Course: Family Studies (22208/22218)

Benchmark: 5.1 Evaluate parenting practices that maximize human growth & development.

Competency:

5.1.5 Identify methods for preventing abuse and neglect in families and children.

Benchmark: 5.4 Evaluate external support systems that provide service for parents.

Competency:

5.4.1 Identify community resources and services available to families.

Benchmark: 5.5 Analyze functions and expectations of various types of relationships.

Competency:

5.5.3 Evaluate processes for handling unhealthy relationships

Basic Skills (red font/highlight): **Language Arts**, Math, Science, **Social Studies**

21st Century Process Skills (red font/highlight):

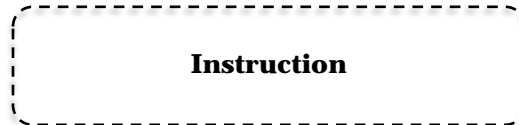
- **Thinking & Problem Solving:** **Critical Thinking, Problem Solving (Flexibility)**, Creativity (Innovation)
- **Information Literacy and Communication Skills:** **Communication (Media Literacy, Technology)**
- **Leadership and Collaboration:** **Leadership (Initiative)**, Management (Productivity), Goal Setting, **Decision Making**

Learning Objectives: The learner will:

- Recognize threatening behaviors within a relationship.
- Identify where to go for help if a relationship becomes physically or emotionally abusive.
- Recognize the part that gender roles play in relationship violence.

Vocabulary:

Physical Abuse
Emotional Abuse
Gender Roles



(TEACHER NOTE: Be very familiar with your student's home situations and family life. Their situations may include violence experienced in their past OR present experiences that is brought to your attention. Be familiar with school reporting policy as well as ensure the school counselor is aware of your unit. Refer any issues of concern to those who have been identified in your school as the professionals in this area.)

Bellwork (5 minutes)

(Post or project on the board as students enter the classroom.)

“Think about relationships between people you know or you’ve seen on television that seem unhealthy to you. Answer the following question: What behaviors do you feel are unhealthy in those relationships?”

Be prepared to share your answers.

Introduction (anticipatory set):

[Pre-Preparation: Have one paper stoplight available for each student. (Handout 2.1a—color version or 2.1.b—black/white, students will need to color in stoplights before using)]

Teacher: Red Light/Green Light (15 minutes)

A. “Who knows the game “Red-Light/Green-Light”? Today, we are going to play “Relationship Red-Light/Green-Light.” Each of you will receive a paper stoplight. On this stoplight, there are three colors:

- Green means _____ *(let students answer “go” in unison,)*
- Red means _____ *(again, let the students answer “stop”), and*
- Yellow means _____ *(let the students try, might need to guide them to “yield or slow down”).*

Fold and tape your stoplight forms a triangle and only one color at a time will be showing. It will look like a triangle from the side. *(Give a few minutes for students to complete this step—directions are on handout as well).*

Now that everyone has a stoplight, I am going to read for you a series of relationship behaviors. If you believe this is a “totally normal/nothing to worry about behavior,” hold up your green light. If you believe the behavior to be “unacceptable in a healthy relationship”, show me your red light. If you aren’t sure, show me your yellow light. Please keep your eyes on your own stoplight.

What questions do you have before we begin? *(Answer any questions).*

Red-Light/Green-Light Statements:

*(Note—There are no right or wrong answers for this activity, but it will give you a good idea of where your students stand when it comes to what relationship violence is. Note that *bf/gf refers to boyfriend or girlfriend.)*

- *Your bf/gf yells at you over small things, but always says sorry.*

- *Your bf/gf invites you over when his or her parents aren't home.*
- *Your bf/gf texts you often just to see what you are doing.*
- *Your bf/gf asks you to stop hanging out with your friends so that he or she can spend more time with you.*
- *Your bf/gf is known as a bully in your school.*
- *Your bf/gf has a history of bad relationships.*
- *Your bf/gf asks you to send him or her an inappropriate picture of yourself.*
- *Your bf/gf gets jealous when someone of the opposite sex posts something on your facebook wall.*
- *Your bf/gf frequently shows up unannounced at your home or work.*
- *Your bf/gf brings up sex very early in your relationship.*

Teacher: Follow Up

(DISCLAIMER—It is okay to tell the student to feel free to talk to you about anything in this unit outside of the class time, BUT share that if the discussion is about someone hurting them, you are required by law to report that information to the proper authorities.)

“Believe it or not, these can all eventually turn in to a very serious problem of relationship violence and should not be taken lightly. This is also what this unit will be addressing. Are there any questions before we begin?”

Learning Process (with Activities):

I. Teacher: What is Relationship Violence? (75 minutes)

A. Go through Power Point “*Section 1: What is Relationship Violence?*” with students. *(It's in a discussion format, guiding questions are given in the Power Point notes.)*

B. “We will now look more closely at emotional abuse. What does it mean to be emotionally abusive? Discuss your answers with your table for a few minutes and be prepared to offer an example. *(Discuss student answers.)*”

C. Show 40-second YouTube Video, entitled “The Line” (National Teen Dating Abuse Hotline, 47 seconds--Copyright © 2007-2013 loveisrespect.org)

http://www.youtube.com/watch?v=dNvt_zSilkg

Activity#1: Recognizing Emotional Abuse (10-12 minutes)

Hand out “*Recognizing Emotional Abuse*” (Worksheet 2.2). Students are given time to complete the worksheet individually. Teacher circulates to check for understanding.

D. Go through Power Point “*Section 2: What are the Warning Signs of Abuse?*” with students; *(It is in a discussion format guiding questions are given in Power Point notes)*. (May ask students these questions: What are your “triggers?” What things make you angry?)

Activity #2 : Recognizing Triggers (10-12 minutes)

(Teacher note: Some students may need examples to fully understand this concept. Look to your own experiences to identify examples, but ensure no personal information such as names are used.)

Hand out “*Recognizing Triggers*” (Worksheet 2.3). In this activity, students will recognize their own triggers and actions when they are angry. Everyone has different triggers and things that help them to relax. As students share ideas with their table, encourage students to listen for new ideas to try when they are upset.

E. Go through Power Point “*Section 3: Where Can I Go for Help?*” with students; (*Discussion format guiding questions are given in Power Point notes*)

Activity#3: Where Can I Go for Help (30-45 minutes)

Students will work independently to find resources available for victims of relationship violence. Encourage students to use school and internet resources to complete this activity. Hand out “*Where Can I Go for Help*” (Worksheet 2.4).

(NOTE: Directions say the students will share resources found with fellow students. Remove that line if not planned.)

(Optional Activity: Create a resource flyer to distribute to the community. Add additional time for this option.)

Conclusion: (10-15 minutes)

A. Refer to FCCLA’s *STOP the VIOLENCE** for additional activities that might address issue of local concern. *(*FCCLA Affiliation required)*

B. Review all materials, hitting home the important parts by focusing on the answers of the debriefing questions.

Debriefing Questions:

Technical:

- What’s the difference between physical and emotional violence?
- What are some of the warning signs that a relationship is becoming violent?

Interpretation:

- Why is it important to recognize warning signs?
- What should you do if you are in a violent relationship?
- What should you do if someone you know is in a violent relationship?

Reflective:

- How could a violent household affect a child’s development?
- How could a violent household affect society?

Assessment:

Recognizing Emotional Abuse Worksheet 2.2 (completion grade)

Recognizing Triggers Worksheet 2.3

Where Could I Go For Help? Worksheet 2.4

Optional: FCCLA STAR Event project to address this topic. (Refer to FCCLA Competitive Event Manual for complete rules and evaluation rubric. www.fcclainc.org)

Teaching Resources:

- [Families Today](#); Glencoe (Copyright © 2010 McGraw-Hill Education)(Information about types of emotional abuse)
- STOP the Violence Information; www.fcclainc.org
- www.loveisrespect.org (Copyright © 2007-2013 loveisrespect.org) (YouTube channel has lots of videos on this topic)
- www.ksde.org —School Counseling Resource for character education and bullying as well as school violence resources (<http://www.ksde.org/Default.aspx?tabid=1799>) (Copyright June 19, 2008© KSDE)

Materials:

- LCD Projector
- Unit 2: Preventing Relationship Violence Power Point
- Red Light/Green Light foldable example
- Scotch Tape for foldable
- Laptop

Handouts/Worksheets/References:

- 2.1a—Red Light/Green Light Foldable—Color
- 2.1b—Red Light/Green Light Foldable—Black/White
- 2.2—Recognizing Emotional Abuse
- 2.3—Recognizing Triggers
- 2.4—Where Could I Go For Help?

FCCLA Integration: (www.fcclainc.org --*Affiliated chapter is required to use these materials.*)

National Program: STOP the Violence (Students Taking On Prevention)

FCCLA STAR Events:

- National Programs in Action—STOP the Violence
- Illustrated Talk
- Chapter Service Project Manual or Display
- Applied Technology
- Advocacy

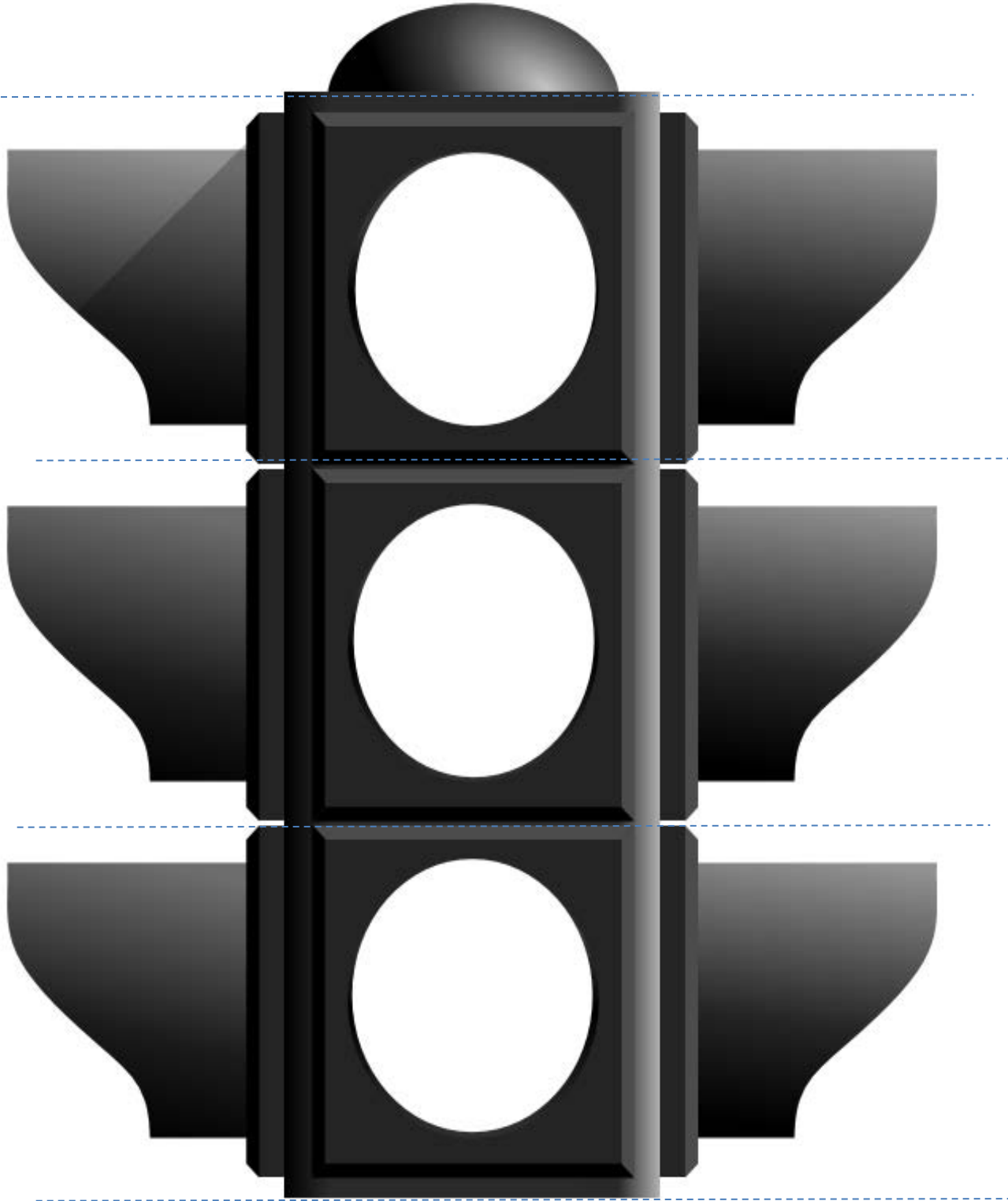
Optional/Additional Learning Activities/Follow Up:

- Possible topics to add: The role of finances in relationship conflicts—Refer to Family Financial Planning Unit for more information; Sexual abuse; Child abuse; Refer to Kansas Paternity Law for additional resources.
- Schedule a guest speaker or a panel of experts from a domestic violence shelter, former victim of relationship abuse, police officer, and social worker etc. to talk about the issue with their experiences.

Handout 2.1a: “Red Light/Green Light” Foldable (in color)
(Directions: Fold at lines, overlapping header/footer to form triangle. Tape together.)



Handout 2.1b: “Red Light/Green Light” Foldable (color in lights before using)
(Directions: Fold at lines, overlapping header/footer to form triangle. Tape



Name: _____

Recognizing Emotional Abuse

Emotional Abuse takes on five main forms. For each example below, identify the type of emotional abuse that is taking place. Then, answer the reflection questions that follow.

A. Identifying types of emotional abuse:

Word Bank:

- Reject
- Terrorize
- Ignore
- Isolate
- Corrupt

1 Jennifer’s husband Dave comes home from work every day and barely speaks to her. He expects that his supper is ready and that she eats with him at the table, but will not engage in conversation.

Type of emotional abuse: _____

2 Jeffrey’s girlfriend Sasha has been calling him fat ever since they started dating. At first, he thought she was only teasing, but the comments have been becoming more hurtful.

Type of emotional abuse: _____

3 When Maggie doesn’t purchase the “right” groceries, her husband George makes her sit on the kitchen floor for hours by herself.

Type of emotional abuse: _____

4 When Sophie and Mark got married, she became very possessive of her time with him. She has even gone so far as to tell Mark that she doesn’t want him to visit his parents because he should be spending that time with her.

Type of emotional abuse: _____

5 Randy has been doing drugs since he was fifteen. When he started dating Amy, he encouraged her to use drugs with him. Amy was very hesitant at first, but Randy told her that he wouldn't like her if she didn't like the things that he liked. Amy began to use drugs, too.

Type of emotional abuse: _____

B. Debriefing:

1. Which type of emotional abuse do you believe is the most hurtful? Why?

2. In your opinion, how does being emotionally abused compare to being physically abused?

3. Imagine that your best friend has gotten involved with someone who seems very controlling. You have had a very uncomfortable feeling about this person right from the start. Yesterday, you saw them arguing. The new boyfriend/girlfriend got in your friend's face and was forcefully yelling some very nasty things right in front of you. It was ugly.

It's been a couple of days since you've seen your best friend. Now you're together, and your friend is acting like the incident never happened.

- How would you try to help your friend?

- Write down the key words you would use to start a conversation with your friend about the incident.

- Where in this community would you try to send your friend for help?

Key:

- 1 **Ignore**
- 2 **Reject**
- 3 **Terrorize**
- 4 **Isolate**
- 5 **Corrupt**

Additional questions are qualitative answers. Check for understanding of topic.

Name: _____

Recognizing Triggers

These things serve as triggers, or things that upset me, in my life:



- _____
- _____
- _____
- _____

When I am upset, I usually do one of the following things:



- _____
- _____
- _____
- _____

In the future, when I get angry, I am going to try:



- _____
- _____
- _____
- _____

Where Could I Go For Help?

When it comes to dealing with relationship violence, there are many places you can turn for help. Your task is to fill in the resource guide for victims of relationship violence. We will compile each person's list and distribute the guide to students of our school.

Start your search with the internet. You may need to consult other resources such as the phone book or counselor for more information.

- 1 **If you need help at school:**

- 2 **If you need help in your town/county:**

- 3 **If you need help in your state:**

- 4 **If you need help immediately:**

- 5 **Knowing the Warning Signs:**

- 6 **If I would like to call a hotline:**

Other resources:

KEY--Where Could I Go For Help?

1 If you need help at school:

Counselor, Teacher, Coach, Friend, Administrator

2 If you need help in your town/county:

(Varies for each community)

3 If you need help in your state:

*Kansas Coalition Against Sexual & Domestic Violence (<http://www.kcsdv.org/>-Copyright (c) 2013
Kansas Coalition Against Sexual & Domestic Violence-)
Crisis Hotline: 1-888-363-2287*

4 If you need help immediately:

Call 911

5 Knowing the Warning Signs:

www.knowtheredflags.com

If you would like to call a hotline:

*National Domestic Violence Hotline (© Copyright - [The National Domestic Violence Hotline](http://www.thehotline.org/))
(<http://www.thehotline.org/>)
1-800-799-SAFE*

6 Other resources:

*National Teen Dating Abuse Hotline
1-866-331-9474; 1-866-331-8453TTY
www.loveisrespect.org (Copyright © 2007-2013 loveisrespect.org)*

*The Family Violence Prevention Fund (© 2013, Change.org Inc.)
(http://www.change.org/organizations/family_violence_prevention_fund)*