

<b>Activity Title</b>	Family Violence
<b>Curriculum Area</b>	<b>Recommended Grade Range</b>
Sociology	University- Introductory Level
<b>Purpose</b>	
<p>This course will focus on the family unit, a primary place for individuals to love and nurture each other. A place where those connected by blood, marriage, or other intimate ties can build and enjoy a mutual respect and support, tenderness and joy, as well as a joint venture in work, play sensuality and all other characteristics of those engaged in intimate relationships.</p> <p>The family is also typically seen as the primary launching pad for children. A staging ground for their entry into larger institutions and organizations that make up the fabric of our social world. It is the integrity of the fabric, including all its beauty, is threatened if those strands are frayed.</p> <p>This course is about the dark side of families. It addresses the violence that erupts in family and family-like settings. The meaning of “violence” will be defined, and its presence in family life. Next, we will cover the prevalence and incidence of intimate violence; that is, how often does intimate violence occur? How can we know accurately the seriousness and frequency of family violence? Who are at risk of being either the perpetrator or the victim of such destructive behavior? To what extent are such events criminal? Is the problem new, or repetitive within a family unit?</p>	

***Teacher's Guide and Curriculum***

***Violence against Women Lesson Plan*** (Three 50 minute periods, 8 weeks)

**Rationale:** Cutting across boundaries of race, religion, culture, ethnicity, education, income and geography, violence against women endangers the health and violates the rights of millions of women and girls around the world. This lesson plan is designed to provide students with a framework to analyze and understand issues of violence against women and gender equality and to challenge students to recognize and identify the connections between these issues.

Students will be encouraged to think critically about the societal structures, process and values the perpetuate gender inequality and violence against women and will be asked to develop an action plan/proposal detailing different ways individuals can become involved with initiatives to end violence against women.

***At the end of this course students will be able to:***

- Demonstrate an understanding of gender equality
- Demonstrate an understanding of the scope and severity of violence against women
- Be able to identify the attitudes, beliefs and practices that support violence against women
- Make connections between gender inequalities and violence against women
- Identify the challenges in ending violence against women
- Develop and Action Plan/Proposal to end violence against women

At the end of each section a set of Review and Internet-Based Exercises are available online as prompts for the paper due at the beginning of next week.

***Description of Lesson Women & Child's Safety Planning***

(Three 50 min periods)

Classroom discussion will turn to safety planning for women and children involved in an abusive relationship, students will discuss effective measures to ensure the safety and well being of women and their children in relationship-exit strategy.

Core discussion will surround planning as a necessary and important step in a safe exit.

Review the Questions for Review and Internet-Based Exercises found online at the end of this section.

***Description of Lesson Teens and Dating Violence***

(Three 50 min periods)

The following section will discuss teen violence and date rape. Statistics covered will review high school students and college students. 1 in 5 female high school student's reports being physically and/or sexually abused by a dating partner. Abused girls are significantly more likely to get involved in other risky behaviors. They are 4 to 6 times more likely to get pregnant and 8 to 9 times more likely to have tried to commit suicide.

On the average, more than three women are murdered by their husbands or boyfriends, every day.

Review the Questions for Review and Internet-Based Exercises found online at the end of this section.

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***Description of Lesson, How Can I Help? Making Connections***

(Three 50 min periods)

**Objective:** Violence against women can be attributed to a wide variety of socio-cultural factors, including: the historically unequal power relations between women and men; the differentiated socialization of girls and boys; women's unequal access to political, economic and legal sectors; and the unequal symbolizations and valuations of women's and men's bodies. The objective of this section, then, is to analyze and understand some of the connections and patterns between gender inequalities and violence against women.

**Setup:** Divide students into small groups of three or four. Provide each group with a pen and a piece of flipchart paper. Ask students to answer and record the following questions in their groups.

**Students can make reference to week One and Two.**

1. Why does violence against women happen?
2. Does violence against women occur at every level of society (individual, family, community, institutional)?
3. Is there a relationship between gender inequality and violence against women? If so, what is this relationship?

*Violence against women is institutionalized at all levels of society – individual, family, community and institutional. Thus, it is necessary to understand and recognize issues of gender discrimination and violence against women at each level of society.*

Once groups have finished, ask each group to share their findings. If possible, have each group present on a different question.

Once all of the groups have finished, summarize the relationship between gender inequalities and violence against women and if it has not already been mentioned, draw particular attention to the issue of attitudes.

Review the Questions for Review and Internet-Based Exercises found online at the end of this section.

**Description of Lesson, am I abusive?**

(Two 50 min periods)

**Objective:** This period is reserved for open discussion on how abusive partners develop the behavioral traits of abuse. The focus of this week's section is to understand how domestic violence comes about, and culminates with the student understanding that abuse is a learned behavior, not a disease or a sickness.

**Setup:** Divide students into small groups of three or four. Provide each group with a pen and a piece of flipchart paper. Ask students to write down at least three behaviors each that would constitute abuse (in their opinions).

Once groups have finished, ask each group to share their findings. Invite open discussion which should be spirited and honest.

**Violent Behavior Checklist**

**Physical Violence**

\_\_\_\_\_ Slap, punch, grab, kick, choke, push, restrain, pull hair, pinch, bite

\_\_\_\_\_ Rape (use of force, threats to get sex)

\_\_\_\_\_ Use of weapons, throwing things, keeping weapons around which scare her

\_\_\_\_\_ Abuse of furniture, things in the home, pets, destroying her things

\_\_\_\_\_ Intimidation (standing in the doorway during arguments, angry or threatening gestures, use of size to intimidate, standing over her, outshouting, driving recklessly)

\_\_\_\_\_ Uninvited touching

\_\_\_\_\_ Threats (verbal or nonverbal, direct or indirect)

\_\_\_\_\_ Harassment (uninvited visits or calls, following her around, checking up on her, embarrassing her in public, not leaving when asked)

\_\_\_ Isolation (preventing or making it hard for her to see/talk to friends,  
relatives, others)

\_\_\_ Other (please list)

### **Psychological and Economic Abuse**

\_\_\_ Yelling, swearing, being lewd, raising your voice, using angry  
expressions or gestures

\_\_\_ Criticism (name-calling, swearing, mocking, put-downs, ridicule,  
accusations, blaming, use of trivializing words or gestures)

\_\_\_ Pressure Tactics (rushing her to make decisions, using  
guilt/accusations, sulking, threatening to withhold financial support,  
manipulating children, abusing feelings)

\_\_\_ Interrupting, changing topics, not listening, not responding, twisting her  
words, going on and on

\_\_\_ Economic coercion (withholding money, the car, or other resources;  
sabotaging her attempts to work)

\_\_\_ Claiming "the truth," being the authority, defining her behavior, using  
"logic"

\_\_\_ Lying, withholding information, infidelity (having sex with others)

\_\_\_ Using pornography (e.g., magazines, movies, strip shows, home  
videos, etc.)

\_\_\_ Withholding help on childcare/housework; not doing your share or  
following through on your agreements

\_\_\_ Emotional withholding (not expressing feelings, not giving support,  
validation, attention, compliments, respect for her feelings, rights, and  
opinions)

Not taking care of yourself (not asking for help or support from friends,  
\_\_\_\_\_ abusing drugs or alcohol, being a "people-pleaser")

**Day Two** continues with discussion for 20 minutes, the final 30 minutes students complete the check list "Am I Abusive?" They are not required to turn it in; however, an offer to discuss the results with individual students is made openly to the class.

Review the Questions for Review and Internet-Based Exercises found online at the end of this section.

***Description of Lesson, dynamics of partner violence***

(Three 50 min periods)

**Objective:** Identification of risk markers for partner violence, discussion will center on physical signs of abuse, such as bruises, burns, and fractures. Questions about violence, both current and in the family of origin, will bring into focus an important aspect of the documented family history in order to learn how to assess elevated risk.

**Setup:** Divide students into small groups of three or four. Provide each group with a pen and a piece of flipchart paper. Provide each set of students with 2 questions from the following list:

- Is anyone in your family hitting you?
- Does your partner threaten you, your life?
- Does your partner prevent you from leaving the home, from getting a job, or from returning to school?
- What happens when your partner does not get his or her way?
- Does your partner threaten to hurt you when you disagree with him or her?
- Does your partner destroy things that you care about (e.g., your family photographs, your clothes, and or your pets)?

Ask students to write down answers they feel would constitute abusive behavior.

Once groups have finished, ask each group to share their findings. Invite open discussion which should be spirited and honest.

Review the Questions for Review and Internet-Based Exercises found online at the end of this section.

***Description of Lesson, recognizing child abuse***

(Three 50 min periods)

**Objective:** This week the focus will fall to child abuse, when you have concerns for a child's well-being. Discussion will cover indicators that will help guide the learner's thought process when deciding to act upon potential signs of abuse. Many of these "symptoms" or "signs" could be caused by things other than abuse or neglect.

**Setup:** Divide students into small groups of three or four. Provide each group with a pen and a piece of flipchart paper. Provide each set of students with 2 questions from the following list:

- Describe direct versus indirect child abuse, how do they differ, and how are they the same?
- What are the major forms of child abuse?
- What is the elements sexual abuse?
- What are the types of sexual abuse?
- What are the Legal Definitions of Child Abuse and Neglect?

Review the Questions for Review and Internet-Based Exercises found online at the end of this section.

***Description of Lesson, special populations and abuse***

(Three 50 min periods)

**Objective:** This week the focus centers on American's with disabilities and what challenges, risks and abuse they face in everyday life.

**Discussion:** A Deaf, Deaf-Blind or Hard of Hearing woman trying to leave an abusive relationship faces unique barriers.

Information travels quickly within a Deaf, Deaf-Blind or Hard of Hearing community, compromising confidentiality and the victim's safety.

Police and shelters are often not skilled at communicating with the Deaf, Deaf-Blind and Hard of Hearing and often don't have interpreters.

***Description of Lesson, special populations and abuse (cont)***

**Questions to consider during this section:**

- What subpopulation makes up a "Special Population?"
- What problems do disabled women face when trying to leave an abusive relationship?
- What barriers do the deaf and or blind face in obtaining assistance from police and shelters?
- What efforts to understand the Deaf, Deaf-Blind and Hard of Hearing can we take?

Review the Questions for Review and Internet-Based Exercises found online at the end of this section.

### ***Description of Lesson, conclusion***

(Three 50 min periods)

**Objective:** This week the focus centers on a final wrap up project culmination in a 5 page paper covering the provided CDC publication of Best Practices of Youth Violence Prevention: A Sourcebook for Community Action is the first of its kind to look at the effectiveness of specific violence prevention practices in four key areas: parents and families; home visiting; social and conflict resolution skills; and mentoring.

Final Paper Review, minimum of five pages (not including the title and reference page), APA style: Understanding Best Practices of Youth Violence and Prevention Program.

Review the provided CDC publication “Best Practices of Youth Violence Prevention: A Sourcebook for Community Action.” This publication is the first of its kind to look at the effectiveness of specific violence prevention practices in four key areas: parents and families; home visiting; social and conflict resolution skills; and mentoring.

Open discussion on each day covering the four key areas, review the CDC documents found online:

[http://www.childabuse.com/preventfamilyviolence/conclusion\\_familyviolence.html](http://www.childabuse.com/preventfamilyviolence/conclusion_familyviolence.html)

Review the Questions for Review and Internet-Based Exercises found online at the end of this section.

### ***University Level Expectations***

- Students will describe the four main types of child abuse
- Students will describe family violence, the risk factors for the perpetrator and victim
- Students will describe the etiology behind violence against women
- Students will describe the risk factors facing special populations, Americans With Disabilities
- Students will describe the dynamics of partner violence
- Students will describe ways in which they can make a difference by helping others

***NETS Performance Indicators***

**Technology productivity tools**

- Use technology tools and resources for research. (3, 4)
- Investigate and apply expert systems, intelligent agents, and simulations in real-world situations. (3, 5, 6)

**MST Standard 1 Analysis, Inquiry and Design**

Intermediate-

- Locate and utilize a range of printed, electronic, and human information resources to obtain ideas.

**MST Standard 2 Information Systems**

Intermediate

- use a range of equipment and software to integrate several forms of information
- use spreadsheets and data-base software, electronic data bases and on-line services
- obtain accurate and relevant information from a range of sources
- Collect data from probes to measure events and phenomena use simple modeling programs to make predictions.

***Preparation***

- Utilize multimedia presentations to assist with review of each section, include key points, and foundational ideas.
- Review terminology, and definitions for each unit such as transgeneration abuse found the section on identifying what child abuse is.

***Procedure***

- Review each section, present an opening introduction to the class.
- Discuss the terms found in each section.
- Divide the class into groups of 3 or 4; assign each a topic based on the section.
- Provide 15 minutes of group-time, and then ask a representative member from each group to present the results of their discussion to the class.

### ***Technology, tools, and Resources***

#### **Websites**

- Each section includes “Internet-Based Exercises” for the student to utilize as a reference for the lesson.
- The student is required to review the Internet-Based Exercise and write a paper in APA style format, 5 page minimum based on the readings, internet-based exercises and classroom discussion.
- The teacher may utilize the websites presented in each section as a guide to additional reference material for the week’s lesson.

#### **Hardware**

- LCD projector to display PowerPoint presentation and the prior week’s results of discussion to the class.
- Computer with internet capability and integrated DVD player.
- The instructor will utilize the computer to assist in daily activities, reviewing the internet-based exercises with the class.
- Students may use the computer to review the suggested websites for each section.
- Scanner/copier/printer: may be used to create copies of materials for students to augment their learning.

#### **Software**

- MS Office
- MS PowerPoint
- Audio software to allow voice recording (Audacity, Sound Forge).  
Students will record their group discussions, decision making (brain mapping) process. The recordings will be re-used throughout the course.

### ***Technology Competencies***

#### Technology skills required

1. Basic knowledge of MS Office, Word, PowerPoint, and audio software.
2. Typing skills (keyboarding).

3. Operational use of a computer, scanner, LCD projector, and microphone plus associated software.
4. Internet research capability, the student must have basic knowledge in connecting to and utilizing the internet as a resource.

### ***Assessment***

The student will be assessed upon the following:

- **Group Discussion Sections** To assist each student in understanding violence between adult intimate partners, child abuse, and elder abuse topics students will engage in group discussion, four discussion sections have been scheduled. You must attend one of the four discussion sections offered,  $\frac{1}{4}$  of your grade will depend upon your participation in the weekly discussion section.
- **Writing Task:**  
Under the heading "**Family Violence Learning Module,**" there are eight sections or modules to include the conclusion. Each link introduces a new module, and a section entitled "**Questions for Review.**" These questions are prompts for the paper due the following week.
- **Group discussion and participation:**  
Delivery of group presentation, each student will have an opportunity to present the group's findings.