

DOMESTIC ABUSE

Age Range:

8-11, Years 4-6,
KS2,

Topics Covered:

Domestic Abuse

Time:

20 - 40 minutes

Equipment needed:

Interactive whiteboard or
Flipchart stand and paper

Learning Outcomes:

- Children have an increased awareness of what makes a safe and healthy relationship.
- Children have an increased awareness that if people are affected by abuse that it is not their fault.
- Children have increased awareness that everyone has a right to feel safe all the time.

This supports key concepts for PSHE education in personal wellbeing including:

- Personal identities
- Healthy lifestyles
- Risk
- Relationships

An exercise to explore the effects of domestic abuse.

Introduction

This exercise uses creative thinking and reflective learning to explore types of bullying and the effects that Domestic Abuse can have on children.

Exercise

Use the instructions below on 'Create a Character'. Create a character called Kal. **Kal is male, 10 years old and lives with his parents.**

Explain to the group that the character is someone who they can imagine being a member of their school. Explain that the characters need to be realistic and consistent.

Once the character has been created, read out the following scenario: **Last night Kal saw his dad hit his mum. This has happened a lot lately and Kal often hears his dad shouting and picking on his mum.**

Begin a discussion using the following questions:

- How might Kal feel about what is going on at home? (Explore lots of different feelings he might be having)
- How might this affect Kal when he is at school? At home?
- What could Kal do if he is worried about what is happening with his parents?

Explain that there is a term that describes what is happening at home for Kal which is 'Domestic Abuse'. This describes when someone (over 16) is in a relationship and is being violent or abusive to the other person. This isn't about people arguing as many couples argue or disagree, but when one person is bullying another in a relationship. Domestic Abuse can include things like violent assault, harassment, damage to property, controlling behaviour and threatening behaviour. These are all crimes and so are against the law.

Summary

Recap that Domestic Abuse is something that sadly many children experience and that if someone like Kal feels unsafe or sad as a result then they can talk to people such as a trusted adult or ChildLine.

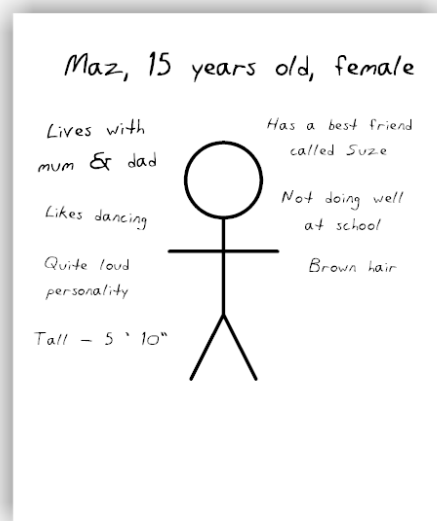
CREATE A CHARACTER

This very simple technique is a great way to engage learners into talking and thinking about an issue.

The learners work together to create a realistic character by each providing a suggestion on the character's appearance, interests, family etc. The aim is to work together to build a realistic and consistent character that can be used to discuss and explore issues.

On a sheet of flipchart paper or on the board, draw a stick figure. Draw this in the middle of the sheet with plenty of room around to write the groups' suggestions. Give the stick figure a name (not the name of anyone in the group!), age and gender and write these at the top of the sheet. Usually the character is similar in age and background to the group to allow them to connect quickly and relate to the character's situation and feelings.

This works best when the learners are in a circle. Go round the circle asking each person to give one fact about the character. The two rules are that the suggestions must be realistic and consistent. They must all follow on from what is already written so if someone has said that the character is very tall then someone else can't say that the character is short. The aim is to build and develop the character as a group. You should have something that look a bit like the illustration below.



Once everyone has had a chance to contribute (and you are happy that the character is realistic and there are no contradictions) then you can use the character to explore a situation. You could pick up on any issues that the group have added or simply add a new piece of information that places the character in a situation that focuses on the issue you want to cover. If we were using the character above we could add 'Maz is being bullied, how might she be feeling and why?' and then explore the different feelings and reasons etc. You could follow a character's journey as they face decisions exploring different feelings the character might have and the different options and strategies available to them.

This technique can be adapted to work with many, many different issues and provides a safe and creative way to engage young people on an issue. Loudmouth run training courses that go into more depth and build confidence in using this and other interactive PSHE techniques. Ring 0121 4464880 for more details.