

Gender A B C

Education Programme
for Secondary Schools



Intimate Partner Violence

MODULE 9/12

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and implemented by



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Intimate Partner Violence

This educational module was developed by **AIDOS**
in the framework of the project GenderABC.

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Section I

INTRODUCTION

1. Purpose

The aim of this module is to raise awareness on intimate partner violence: this can be an intentional act of psychological, physical, and or/economical violence by one of the partner in a dating relationship. It is an abuse of power where one person tries to take control over the other one.

The module explores boundaries, qualities and characteristics of a healthy relationship. The activities also provide the opportunity to reflect on teen culture, media and social norms regarding relationship behaviour and to discuss differing opinions of good and bad relationship characteristics within the group. It is very common for dating violence to be perpetrated using technology, including excessive texting, unwanted posts on social media and websites, demanding to know a partner’s passwords and other actions.

The module is specifically focused on Teen Dating Violence (TDV), an emerging area of study that is similar in many respects to adult intimate partner violence. TDV is generally defined as occurring among individuals between the ages of 13 and 19 and can include any combination of verbal, emotional, physical, sexual and even financial abuse. It occurs in both heterosexual and homosexual relationships. Like intimate partner violence among adults, TDV occurs without respect to age, race, religion, socioeconomic status or sexual orientation¹.

2. Main topics

- Healthy relationship
- Teen Dating Violence
- Romantic love
- Communication and verbal abuse

3. Keywords





Cycle of violence • Dating violence • Intimate partner violence
Romantic Love • Sexting • Teen Dating Violence

¹ Read more at <https://www.cdc.gov/violenceprevention/pdf/teen-dating-violence-2014-a.pdf>

4. Learning objectives

- Raise young people’s awareness on the importance of healthy relationships
- Encourage reflection on factors that can place teens at risk of perpetrating dating violence
- Educate young people about dating abuse and how to recognise the differences between caring, supportive relationships and controlling, manipulative ones
- Identify cultural messages and social norms that create an environment in which teen dating violence is more likely to occur
- Recognise that words are powerful, so the language we use can or cannot build a respectful relationship

5. List of activities


	 Activity name	 Total duration	 Materials	 Importance ²
1	Spectrum	45 minutes	<ul style="list-style-type: none">• Paper• Felt pens and pens• Billboard for the conclusions• Spectrum handouts	☆☆☆
2	Writing a case study	45 minutes	<ul style="list-style-type: none">• Paper• Pens	☆☆☆
3	Love is ...	45 minutes	<ul style="list-style-type: none">• Paper• Sticky notes• Pens	☆☆☆

²Activities are ranked from one to three stars, in increasing order of importance, i.e. three stars for “highly recommended”.

Section II
ACTIVITIES

Activity I Spectrum ☆☆☆

**Total delivery time**
45 minutes
Preparation: 10
Delivery: 25
Follow-up: 10

**Materials**

- ☐ Paper
- ☐ Felt pens and pens
- ☐ Billboard for the conclusions
- ☐ Spectrum handouts

→ BACKGROUND

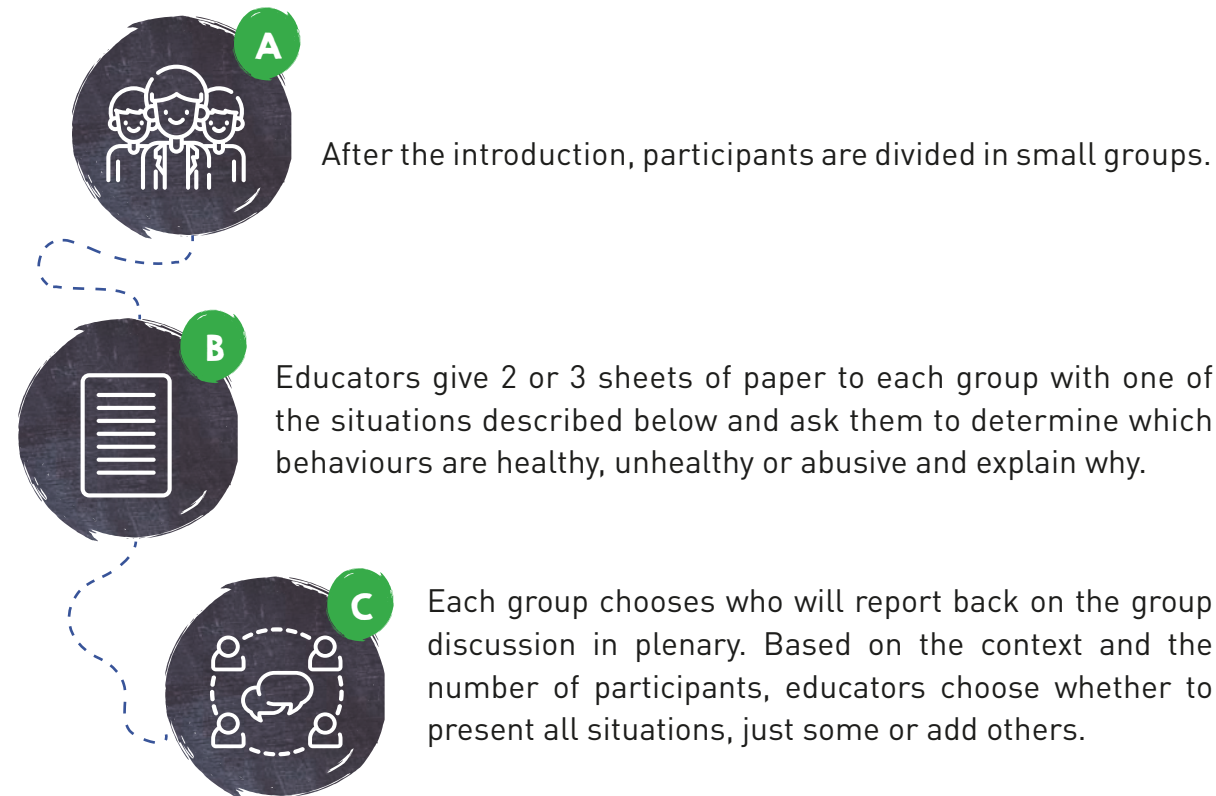
Educators introduce the activity by talking about relationships. Every relationship implies trust and complexity, even more so in a loving relationship. Our wishes can conflict with those of our partner and it can be very difficult to interpret, communicate and manage the emotions, needs and feelings of ourselves and our partners. Sometimes we feel confused and we don’t understand if we are a good or a bad partner in a relationship.

Respect is the cornerstone of any healthy relationship. But what exactly is respect in everyday life? Respect means realising that your partner is a whole person and not just a way to get something that you want. It means that you know your partner has different experiences and opinions from you, and that it is ok and normal.

Like all relationships, teen intimate relationships exist on a spectrum, from healthy to abusive. Women can be abusive towards their male partners and abuse may be found in male-male and female-female partnerships. It is well accepted that the overwhelming burden of partner abuse around the world is borne by women at the hands of men.

The aim of the activity is to **recognize behaviours that occur in healthy, unhealthy and abusive relationships and to list the differences between the different behaviours.**

→ SCENARIO



Example of situations³:

- Your partner tells you how special you are and how much s/he cares about you
- Your partner uses a name or nickname that you don't like but stops using it once you ask her/him not to
- Your partner respects your passions and encourages you to do the things you love
- You miss your partner when you go on vacation with your friends, but you have a really good time
- You and your partner feel like you can share things with each other, but you also feel like you can keep some things private
- Your partner says you don't really love her/him because you want to go to a movie with a friend instead of spending time alone with her/him

- You and your partner agree to take the night off from texting or calling each other, but while you're out with your friends, your partner calls and texts you multiple times to say "I miss you"
- Your partner refuses to spend time with your friends, but still expects that you spend time with her/his friends
- Your former partner texts you more than you want and gets angry if you don't answer
- Your partner controls your social media accounts and WhatsApp
- Your partner threatens to tell other people about your sex life or share private photos or texts
- Your partner gives you gifts but demands something in return, like money or sexual acts
- Your partner smashes your cell-phone saying that you spend too much time on it

→ BRIEF

- In the final plenary session, on a billboard educators write the characteristics that define healthy, unhealthy and abusive relationships as they emerge from the groups and stimulate the participants' reflection following a classification similar to the one presented below.
- Educators also provide the following table as a handout to participants⁴.



³ Adapted from *Healthy Relationship High School Educators Toolkit*, available online at: <https://www.loveisrespect.org/wp-content/uploads/2016/08/highschool-educators-toolkit.pdf>

⁴ Available at: <https://www.loveisrespect.org/wp-content/uploads/2016/08/highschool-educators-toolkit.pdf>

Relationships exist on a spectrum: All relationships exist on a spectrum, from healthy to abusive. Below, we outline behaviours that occur in healthy, unhealthy and abusive relationships.

HEALTHY	UNHEALTHY	ABUSIVE
<p>A healthy relationship means that both you and your partner are:</p> <p>Communicating: You talk openly about problems, listen to each other and respect each other's opinions.</p> <p>Respectful: You value each other as you are. You respect each other's emotional, digital and sexual boundaries.</p> <p>Trusting: You believe what your partner has to say. You do not feel the need to "prove" each other's trustworthiness.</p> <p>Honest: You are honest with each other, but can still keep some things private.</p> <p>Equal: You make decisions together and hold each other to the same standards.</p> <p>Enjoying personal time: You can both enjoy spending time apart, alone or with others. You respect each other's need for time apart.</p>	<p>You may be in an unhealthy relationship if one or both partners is:</p> <p>Not communicating: When problems arise, you fight or you don't discuss them at all.</p> <p>Disrespectful: One or both partners is not considerate of the other's feelings and/or personal boundaries.</p> <p>Not trusting: One partner doesn't believe what the other says, or feels entitled to invade their privacy.</p> <p>Dishonest: One or both partners tells lies.</p> <p>Trying to take control: One partner feels their desires and choices are more important.</p> <p>Only spending time with your partner: Your partner's community is the only one you socialise in.</p>	<p>Abuse is occurring in a relationship when one partner:</p> <p>Communicates in a way that is hurtful, threatening, insulting or demeaning.</p> <p>Disrespects the feelings, thoughts, decisions, opinions or physical safety of the other.</p> <p>Physically hurts or injures the other partner by hitting, slapping, choking, pushing or shoving.</p> <p>Blames the other partner for their harmful actions, makes excuses for abusive actions and/or minimises the abusive behavior.</p> <p>Controls and isolates the other partner by telling them what to wear, who they can hang out with, where they can go and/or what they can do.</p> <p>Pressures or forces the other partner to do things they don't want to do; threatens, hurts or blackmails their partner if they resist or refuse.</p>

Activity 2 Writing a case study ★★★



Total delivery time
45 minutes
Preparation: 5
Delivery: 30
Follow-up: 10



Materials
☐ Paper
☐ Pens

→ **BACKGROUND**

The purpose of this activity is to **encourage participants to reflect on the main forms that intimate violence** can take among teens and young people who are partners or former partners; to imagine realistic situations and stimulate empathy.

Each participant assumes the role of an educator who must prepare a lesson on intimate partner violence and writes a case study that reflects one or more forms of abuse.

→ **SCENARIO**



Educators open the meeting giving instructions about the role play and explaining the graphics below⁵.



Each participant assumes the role of an educator who must prepare a lesson on intimate partner violence and writes a case study that reflects one or more forms of abuse.

» The case study consists of a realistic story, written in the form of journalistic news or a personal story or in other styles, which focuses mainly on one of the forms of abuse highlighted in the chart.

⁵ National Resource Center on Domestic Violence of Harrisburg, *Teen Dating Violence Prevention Education*, available online at: https://vawnet.org/sites/default/files/assets/files/2016-10/ODVN_TDV-TeacherTraining.pdf



→ BRIEF

- In the final plenary session, they share their stories, that can be used in future education programmes.



Activity 3 Love is... ★★☆☆



Total delivery time

45 minutes
Preparation: 5
Delivery: 20
Follow-up: 20



Materials

- ☐ Paper
- ☐ Sticky notes
- ☐ Pens

→ BACKGROUND

The purpose of this activity is to **work on the ideal of romantic love and show that people may define love in different ways**, but that no matter how many definitions love has, abuse is not one of them. The activity also aims to show that the ideal of love that culture, music and media portray is often not based on **equal roles, trust and mutual respect**.

→ SCENARIO



Educators draw a giant heart on a large piece of paper and write the words "Love is..." above the heart.



Participants are asked to think of small quotes from songs, poems, proverbs or to invent their own definition and write them on a sticky note that is then stuck to the heart.



The activity ends when the heart appears to be mostly full.

→ BRIEF

Educators encourage participants to re-think the post-it sentences asking some questions:



- Many concepts and situations feel like love, but are they?
- Is there any gender difference in love-role definitions?
- Do these differences contribute to male dominance in intimate relationships?
- Is the ideal of love the same for all genders and sexual orientations?
- Can the heterosexual dominance of love promote homophobia?

Educators discuss with the group how love continues to emerge as a gendered discourse in today’s culture. In conclusion, participants are invited to ask themselves whether the idea of romantic love prevents both men and women from exploring alternative roles.

Session Plan

Name of the module: Intimate Partner Violence

Venue / school: _____

Focal point / teacher: _____

Class (grade and reference): _____

Nº of participants: _____

Date: ____ / ____ / ____ Duration: _____

Activity/(ies) chosen: _____

Materials (all checked): ☐ yes ☐ no

NOTES:

[illegible]

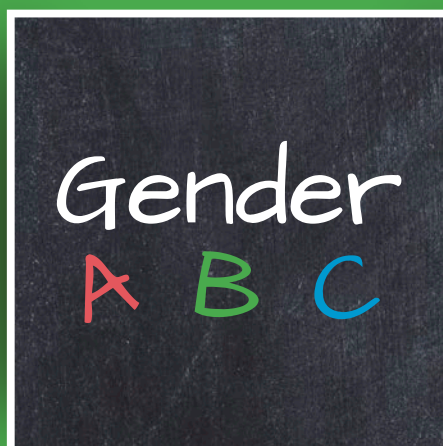
MODULES LIST

- 01 *Cyber Violence*
- 02 *Early Forced Marriage*
- 03 *Empowerment and Communication*
- 04 *Female Genital Mutilation*
- 05 *Gender-Based Violence*
- 06 *Gender Social Norms and Stereotypes*
- 07 *Group Building*
- 08 *Human Rights and Children's Rights*
- 09 ***Intimate Partner Violence***
- 10 *Sexual Orientation and Gender Identity*
- 11 *Sexual and Reproductive Health and Rights*
- 12 *Sexual Violence*

- 01** *Body Safety / Female Genital Mutilation*
- 02** *Empowerment and Communication*
- 03** *Gender-Based Violence*
- 04** *Gender Social Norms and Stereotypes*
- 05** *Human Rights and Children's Rights*
- 06** *Sexual Orientation and Gender Identity*

- 01 Risk Assessment
- 02 General Methodology
- 03 General Glossary

✉ For more information please contact: info@endfgm.eu



A project by:



End FGM
EUROPEAN NETWORK



ASSOCIAÇÃO PARA O PLANEAMENTO DA FAMÍLIA



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