

FAMILY VIOLENCE: HELP IS AT HAND

Family violence (domestic violence)
Access
Victim
Gender
Violence

✓ 1. To create awareness of local resources assisting victims of **family violence**.

🕒 45min – 1.5 hours
(Depends on level of detail that the teacher requires for maps. If more detail required, then this exercise could be spread over two lessons)

★ Family Violence resources:
Pamphlets from local organisations, websites, phone numbers.
Poster/flipchart-sized paper
Putty or Tape
Markers/crayons/art materials for drawing

PROCEDURE

PRIOR TO CLASS

- 1 Become familiar with family violence resources by collecting pamphlets, and browsing the websites of relevant organisations.

IN CLASS

- 2 Explain to learners that the exercise is about mapping their neighbourhood. Break the class into small groups (about 5-10 learners per group). It may be useful to allow learners to select their own small groups so that they are with others who are from the same community or area.
- 3 Hand out flipchart/poster-sized paper to each small group. Ask learners to draw a map of their community identifying places, people and organisations that they could consult if they need help or information on family violence (domestic violence).
- 4 When they have completed this exercise, ask learners to pin up their maps around the classroom. Allow the learners to walk around and look at other groups' maps, and make notes on what resources were identified, and how easy it may be for them to access information and services from these places.
- 5 Reflect as a class on the types of resources that were identified and discuss other kinds of resources that may exist. Encourage them to think of a wide range of resources, including NGOs, websites, helplines, churches, community leaders and state agencies, including SAPS, courts, social workers, and the Victim Empowerment Program.
- 6 Ask the class which resources they would be most likely to use. Discuss why some kinds of resources and services are more attractive to youth, and what it would require for them to access a service. Topics that may come up include transportation, safety, appropriateness of information/service, confidentiality, opening hours and the like.
- 7 If possible discuss differences between the maps drawn by the girls and the maps drawn by the boys. If there are differences between the places that boys and girls would feel comfortable turning for help, explore why it may be so.
- 8 Hand out the posters and flyers that you have collected from the various organisations for the class to look at.



TEACHER TIPS

General

Although this exercise doesn't ask learners about personal experiences, and so should not carry a risk of triggering adverse reactions from learners who may have been the victim of family violence, any discussion of these topics requires sensitivity on the part of the teacher.

Should personal experiences come up, try to minimise the discussion of these in the class setting, and refer the learner to an appropriate person within the school or from one of the identified organisations for further assistance or counseling. If a learner does disclose a personal incident, you may want to gently refocus the discussion by using a phrase like: "Thank you for telling us about your experience. That was very brave. Perhaps we can talk about that after class."

Although collecting materials for this exercise may seem onerous for the teacher, they should be readily available from websites and NGOs, and would form an essential foundation resource for many of the other topics related to gender, violence and prevention.

Making the Link with Gender & Violence

This exercise makes the link for learners between abstract concepts of gender and violence, and the practical considerations of accessing care and assistance. The exercise also contributes to an understanding of the kinds of services that are more appropriate or attractive to youth who experience family violence, and how gender impacts on access to services. This exercise helps learners to identify where they can go for help.

Assessment Ideas

- 1 Provide learners with the opportunity to update their map, based on the class discussion, by including other resources they can access for help. These updated maps could serve as an assessment tool. Teachers should have a list of organisations prepared in advance to check and supplement the work done by learners.
- 2 Learners could be required to collect supplementary information from the organisations and agencies that they have listed. This could be accessed, for example, through the internet or by visiting NGOs in question to collect pamphlets and informational materials.
- 3 Learners could be required to write a profile of a single organisation/ agency and describe how and why they may access this organisation for assistance.

Variation

The activity could be framed as a poster contest, with the winning poster being displayed in a prominent place in the school, and the rest being displayed within the classroom.

