

BAD ROMANCE

Abuse
Bystander
Domestic Violence
Domestic Violence Act
Intimate Relationship
Perpetrator
Victim
Violence

- ✓ 1. To help learners understanding dating violence and recognising the warning signs and risk.
- ✓ 2. To highlight the role of bystanders in assisting the victim address violence in a relationship.
- ✓ 3. To help learners develop the skills to support someone who is leaving a violent dating relationship.

30 minutes

Hand-out: "Bad Romance" Comic (provided)
Hand-out: "Are you headed for trouble?" (provided)

PROCEDURE

- 1 Give each learner a copy of the 'Bad Romance' Comic.
- 2 Give the learners some time to read the comic and then initiate a discussion of the issues raised by the comic. As part of this discussion, you may want to ask learners:
 - a. What is happening in this comic?
 - b. How would you describe Omar's attitude and behaviours?
 - c. How does Anna respond to Omar?
 - d. What are the warning signs of **abuse** that we can see in Anna and Omar's relationship?
 - e. What role does Sue play in the story? When do you think Sue realises that something is wrong with Omar and Anna's relationship?
 - f. What other strategies could Sue have used to help Anna?
 - g. Why do you think it took Anna so long to stand up to Omar?
- 3 To wrap up the activity, ask learners to think about what the role of bystanders are? Can they think of examples from their own lives when they have seen something bad happen to someone else? Did you do anything about it? Why/why not?
Emphasise that domestic violence is a social problem and not just a personal problem, and that bystanders play an important role in helping to end abuse, or perpetuating it.

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 or are the victim of an abusive relationship, any discussion of these topics requires sensitivity on the part of the teacher. In every class and school there are likely to be perpetrators and victims of **domestic violence**. It is important for teachers to be mindful and to make sure that the discussion doesn't single out individuals or vilify certain people.

Different people in the class may have different opinions on what constitutes dating and domestic violence, and what is acceptable behaviour. Do not entertain long debates on this topic, but rather refer to the definitions provided by the **Domestic Violence Act**.

Do not try and take on the role of counsellor during the class. If a learner discloses that they are in an abusive relationship, acknowledge their disclosure (by saying something like 'It was very brave of you to tell us that') and ask them to come to you after class so that you can provide them with more assistance. Be prepared with the telephone numbers and information of NGOs or other counselling services that they could contact for assistance.



Making the Link with Gender and Violence

This exercise explores healthy romantic relationships as well as unhealthy or abusive ones. Learners who are in abusive relationships may not realise that they, too, are victims of domestic or dating violence, and may not know what they can do to protect themselves.

This exercise also introduces learners to the role of bystanders in ignoring and perpetuating abuse. It provides learners with time to think about their own role in relationships, and how they may help someone who is in a violent relationship.



Assessment Ideas

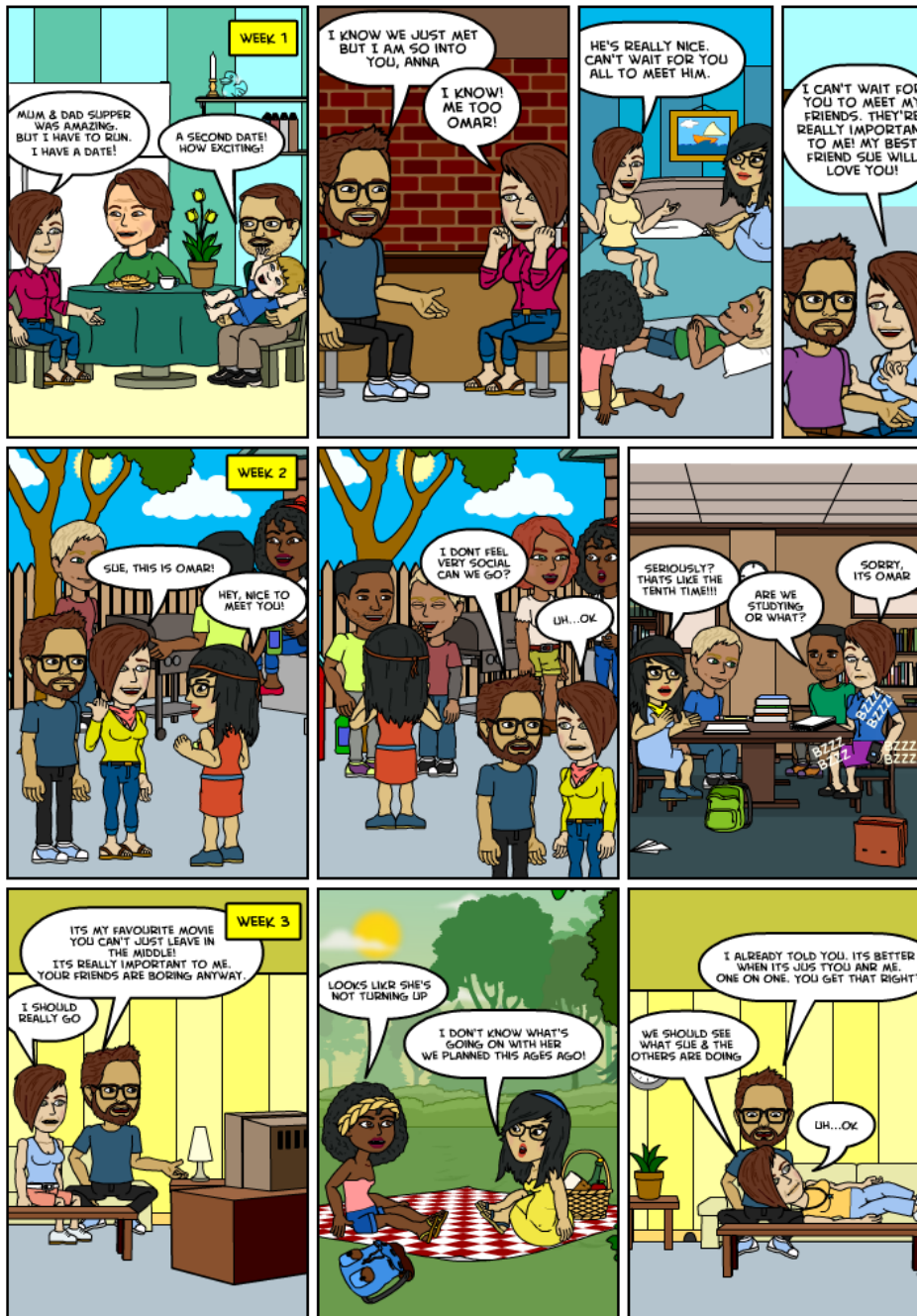
Learners can be asked to write a paper in which they put together information (which includes the provided handout: 'Recognising the Warning Signs of Abuse'), resources and methods that they would use to try to help a friend that is in Anna's situation (victim).



BAD ROMANCE

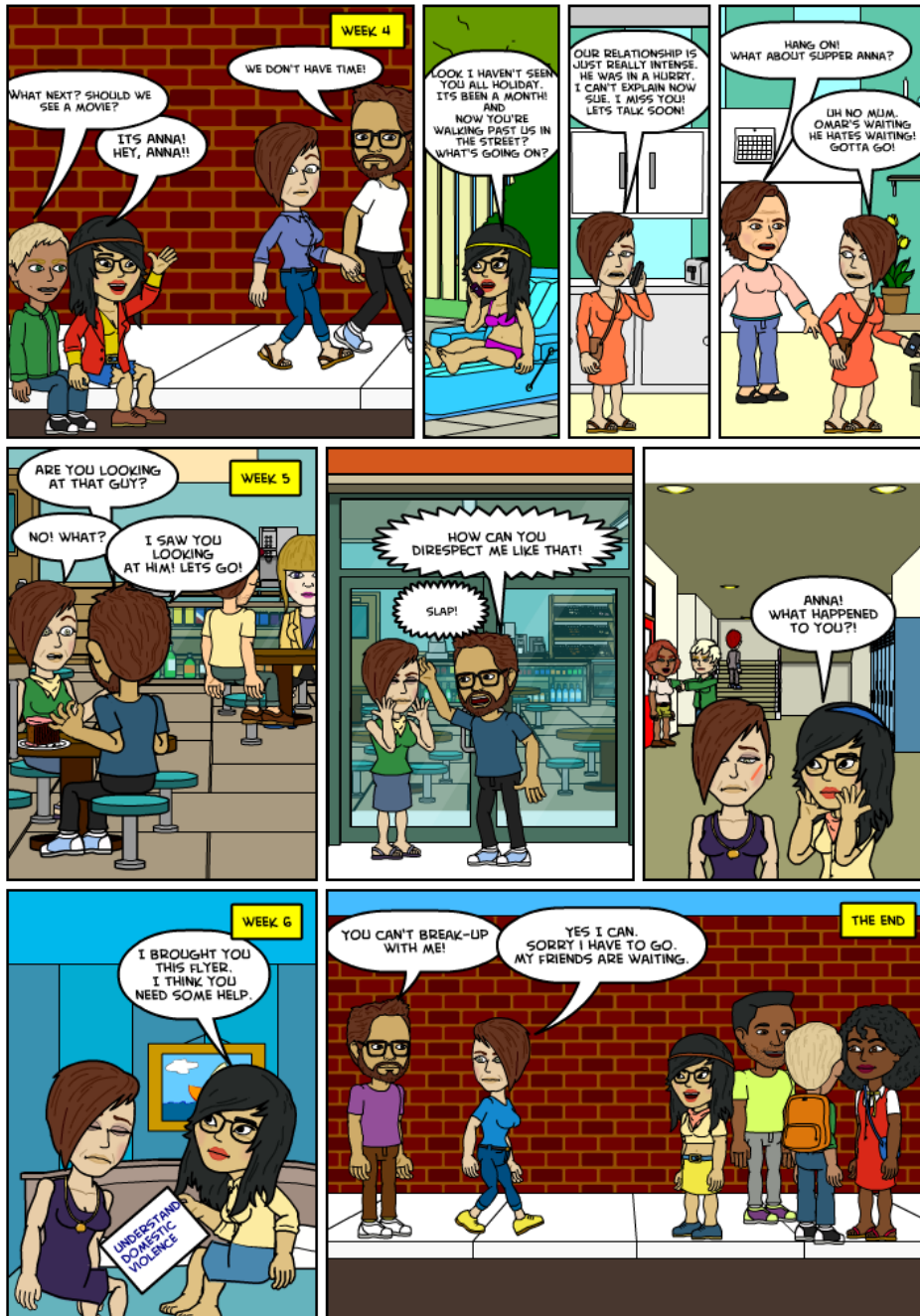
Hand this comic strip to each learner or pin it to the board so that everyone can see and read it.

A DAY IN THE LIFE^{1/2}



BAD ROMANCE

A DAY IN THE LIFE 2/2



ARE YOU HEADED FOR TROUBLE?

➔ RECOGNISING THE WARNING SIGNS OF ABUSE

- Make fun of or disparage the people that you care about, like your family and friends?
- Insult you, call you names or put you down?
- Pressure you to do things that you are not comfortable with, for example sexual activities?



DOES YOUR PARTNER



- Act in a way that is very controlling, for example, telling you what to do or how to act, how to dress or who you can and can't speak to?
- Constantly check up on you – asking you questions like where you are, what you are doing and who you are with?
- Make you worried about how they will react to things you do or say?
- Believe strongly in rigid and stereotypical gender roles for girls and boys?

- Behave jealously?
- Abuse substances and/or alcohol?
- Isolate you from those you care about?
- Have an explosive temper?
- Blame you for their anger?
- Own weapons?

- Rush you into committing when you don't feel ready?
- Have a history of behaviour problems such as fighting, mistreating other people or hurting animals?
- Threaten or intimidate you, your family or friends?

- Constantly check up on you – asking you questions like where you are, what you are doing and who you are with?
- Talk badly about their previous partners, blaming only them for the failure of the relationship?
- Keep you from spending time with family and friends?
- Act too serious about your relationship too quickly?
- Stop you from breaking off the relationship?

IF YOUR PARTNER DOES THESE THINGS, YOU MAY BE AT RISK OF VIOLENCE AND ABUSE.



RECOGNISE THE WARNING SIGNS, TALK TO SOMEONE AND GET HELP!