

POWER AND CONTROL

- ✓ 1. To define **family violence**.
- ✓ 2. For learners to understand family violence and different kinds of **abusive behaviour**.

45 mins

Flip chart paper/markers/tape
Power and Control Wheel (provided)
Equality Wheel (provided)

Family violence/
Domestic violence
Physical abuse
Emotional abuse
Economic abuse
Sexual abuse
Child abuse
Coercion
Power
Control
Abuse
Bias
Gender-based violence
Sexual violence

PROCEDURE

- 1 Start by defining **family or domestic violence**, or ask the class for definitions.

DOMESTIC VIOLENCE: A pattern of abusive and threatening behaviours inside of a family, a household or within a romantic, sexual or dating relationship, including marriage. This may include parents abusing children, fathers abusing mothers, mothers-in-law abusing daughters-in-law and so forth. Abusive behaviour may include **physical abuse**, **emotional abuse**, **economic abuse**, **sexual abuse** and **child abuse** as well as intimidation, harassment, stalking and **coercion**. An abuser uses domestic abuse to hold **power** and **control** over another person.

- 2 Using the Power and Control Wheel, label each of 10 sheets of paper with one form of **abuse**:

- physical
- sexual
- economic
- coercion
- threats
- intimidation
- emotional
- male privilege
- using children
- minimising
- denying
- blaming
- using isolation

- 3 Divide learners into small groups and assign one group to each topic. Ask learners to discuss, and write down, types of abusive behaviour (within the topic).

- 4 After 5-10 minutes, bring learners back into a whole class discussion. Go through each topic and discuss their ideas. Debrief. Point out any **biases** or assumptions which may have been revealed. When going over the answers on each list you might ask: 'How does an abuser use this behaviour? Does this behaviour appear as abusive?'

- 5 Discuss how some behaviours don't appear abusive at first, and how the abusive behaviours we typically think of (sexual and physical) are part of a wide range of abusive behaviours.

- 6 Distribute the Power and Control Wheel and the Equality Wheel and answer any questions.

- 7 Hand out a list of local resources dealing with **family violence**.

TEACHER TIPS



General

Ensure learners have a clear understanding of what family violence is.



Making the Link with Gender & Violence

In order to reduce **gender-based family violence**, it is important for learners to have a good understanding of what **family violence** is. This exercise is important in helping learners think about the range of behaviours which can be abusive.



Assessment Ideas

After the class discussion, learners could be asked to write an account of their understanding of **family violence** and in which they explain the different types of abusive behaviour used, over time, to gain **power** and **control**.



Variation

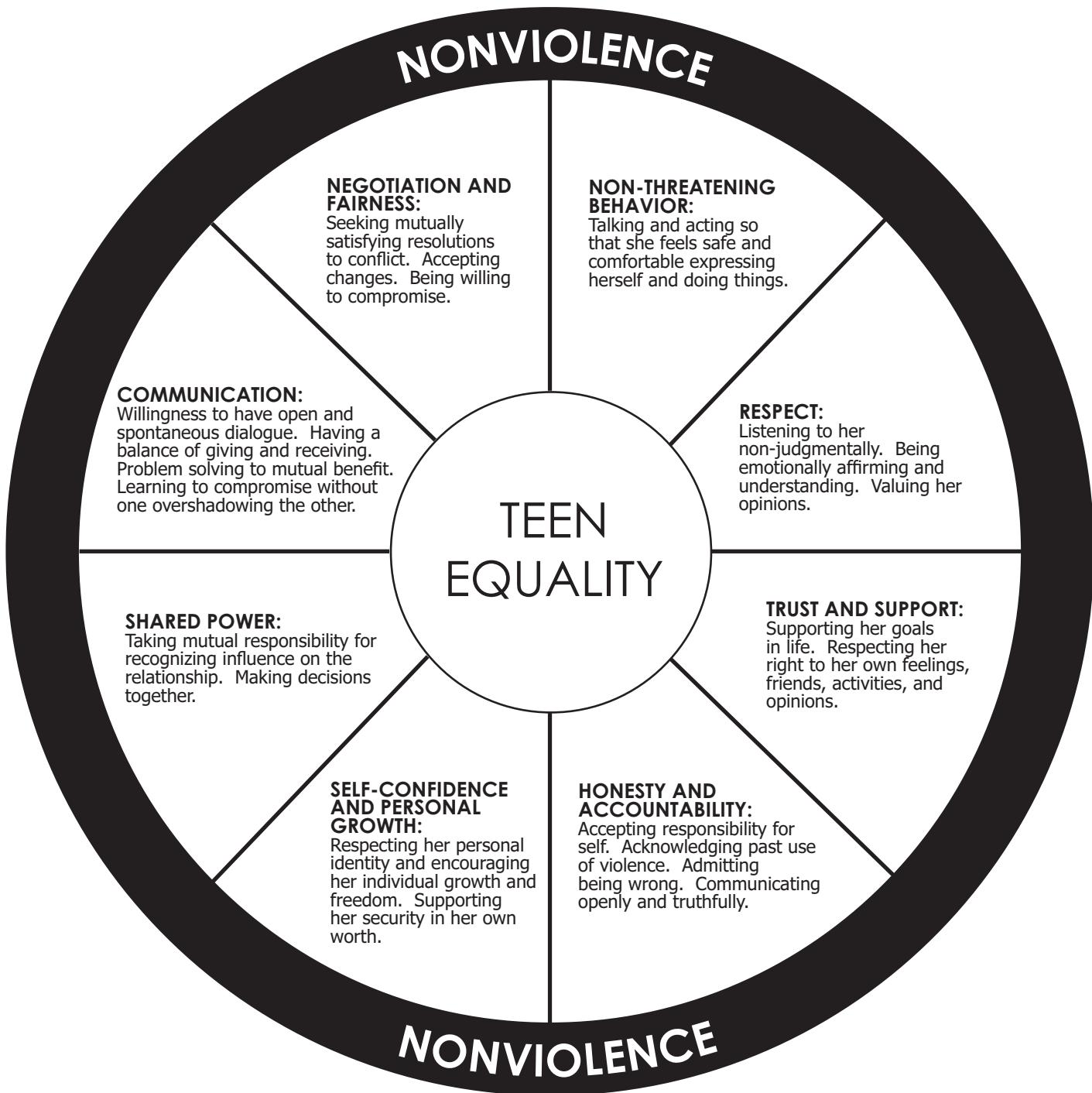
- 1 Instead of introducing the categories right away, ask learners to brainstorm examples of abusive behaviour. Once you have a sizeable list, bring out the Power and Control Wheel and tape it to the board. Ask learners to help you sort their list into the ten categories of abuse. Some categories, such as physical and **sexual violence**, will probably fill up quickly, while others such as male privilege might remain empty.

- 2 Write a skit that illustrates different forms of abuse and ask learners to identify them.



EQUALITY FOR TEENS

Discuss in class.



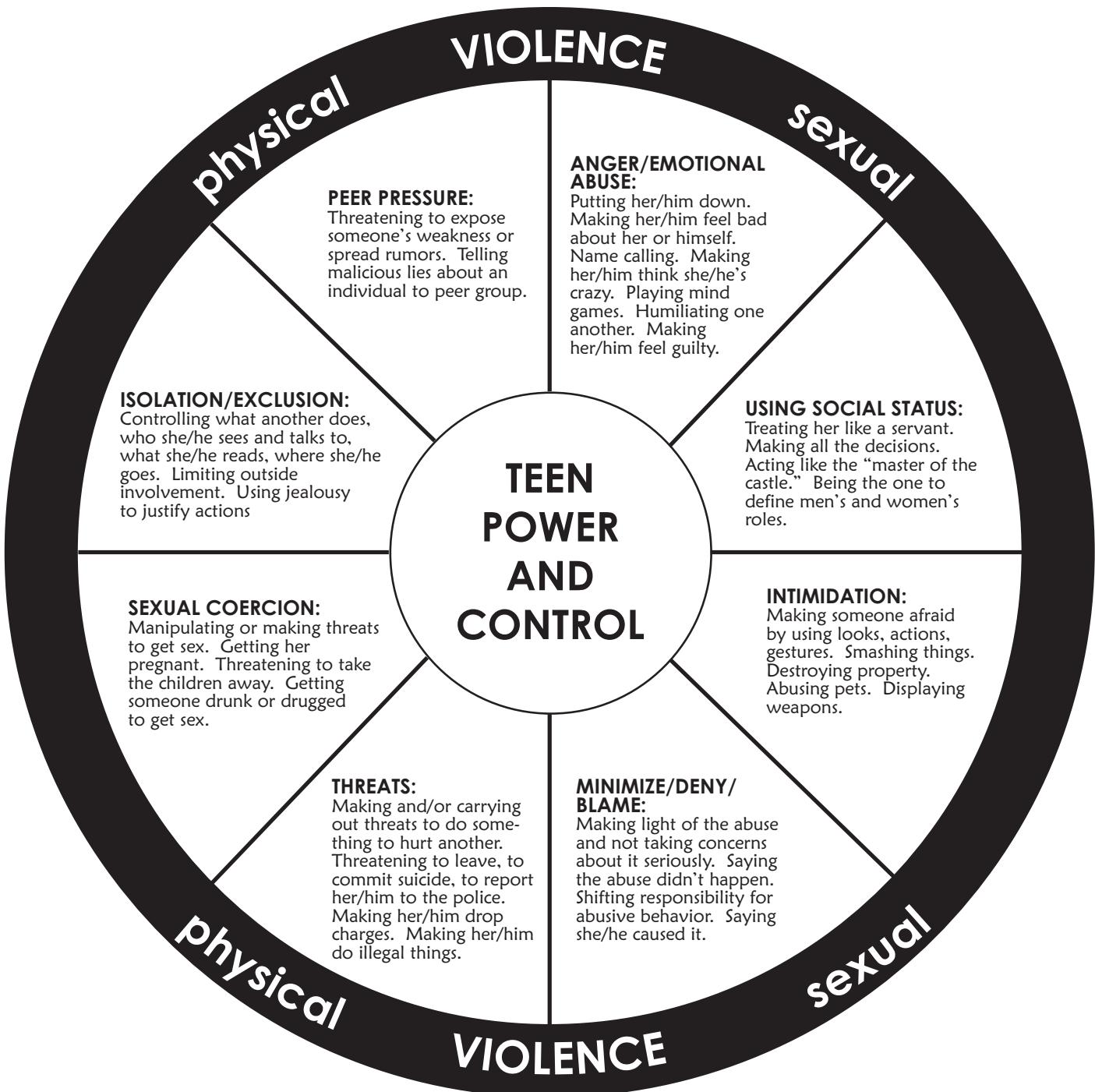
Reference:

Adapted from:

*Domestic Abuse Intervention Project
by the National Center on Domestic and Sexual Violence*

TEEN POWER & CONTROL

Discuss in class.



Reference:

Adapted from:

*Domestic Abuse Intervention Project
by the National Center on Domestic and Sexual Violence*