

Domestic Violence: Kids Are Victims, Too

Teacher resource created by Tracey Eatherton, Ed. D.

Grade Level: 9-12

Students will

- Explain lasting effects of domestic violence on children
- Identify factors contributing to both a positive and a negative environment for a child to experience
- Analyze strategies for creating a positive environment for children
- Identify warning signs of an abusive relationship
- Categorize examples of abusive behavior by type of abuse
- Identify successful strategies for breaking the abuse cycle

This documentary aims to educate our students about the impact of domestic violence on children, and how experiencing this trauma often carries lifelong impact. The video shares perspectives of adults who have experienced domestic violence during their childhood and the efforts required to regain control over their own lives. Viewers will also gain insight on strategies for identifying a domestic violence situation, and better understand the cycle of abuse that typically occurs, as well as how to break the cycle. This work includes several testimonials from adults sharing what their childhood was like enduring this family dysfunction. *It should be noted that since these testimonies are very personal and emotional there is language included that otherwise would have been edited out.* Woven within these stories is professional commentary so that participants can understand how domestic violence can or already has impacted their lives.

Domestic Violence: Kids Are Victims, Too

Teacher Resources

Unit Overview

Grades: 9-12

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National Standards for Family and Consumer Sciences Education

Human Development

- 12.2.1. Analyze the influences of heredity and environment on human growth and development.
- 12.2.4 Analyze the influences of life events on individuals' physical, emotional, social, moral and cognitive development.

Parenting

- 15.2.1 Analyze nurturing practices that support human growth and development..
- 15.2.4 Analyze the effects of abuse and neglect on children and families and determine methods for prevention.

National Standards for Health Education

- 2.12.1 Analyze how the family influences the health of individuals.
- 7.12.1 Analyze the role of individual responsibility in enhancing health.
- 7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.12.3 Demonstrate a variety of behaviors that avoid or reduce health risks to self and others.

Teacher note: Before beginning this curriculum, previewing the video before showing to students is recommended. Another recommendation is to brief the counseling department in your building about the video topics being covered in class, and possible triggers that could come up for students. **THIS IS NOT A VIDEO / CURRICULUM TO LEAVE ON A SUB DAY** – this video will generate much discussion. Because you know your students best, it's best that you are there with them when they watch it.

If your district requires it, distribute "Opt Out" Parent Letter to students due to the nature of some of the language used in the video. Example "Opt Out" Permission is located within this curriculum for you to use and modify to fit your school district's requirements. The permission form included can easily be adapted to fit other permission slip formats that your district may require.

Lesson Plan

Learning Goals:

Students will

- Explain lasting effects of domestic violence on children
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Teaching Strategies & Student Activities	Resources	Suggested timing
<p>Prior to the start of class, print the “Sticky Note Prompts” and hang around the classroom and provide 3-5 sticky notes and a marker to each student. Ask students to read the prompts and choose some to complete on their sticky notes. Ask students to stick the notes close to the appropriate prompt once they have finished.</p> <p>Once the prompts have responses, guide the class in reviewing and discussion the posted notes. As you are reviewing the notes, look for common and/or popular responses, as well as unique ones, asking for further clarification when necessary, but setting the stage for students to openly share thoughts about the importance of creating a positive environment for childhood. When discussing the prompt which reads “Every Parent Should...” , be sure to emphasize that a parent’s role is to provide, protect, love and nurture a child. With even one of these components missing, negative consequences will likely impact the child for the rest of their lives.</p>	<p>Domestic Violence: Kids Are Victims, Too Video</p> <p>“Opt Out” Parent Permission Letter</p> <p>Video Length 59:09</p> <p>Sticky Note Prompts—print on full sheets of paper and hang around the room</p> <p>3-5 sticky notes per student</p> <p>1 marker per student</p>	5-8 minutes
<p>Explain to students that for the next few days, we will be learning about what domestic violence is and how it can impact the children who experience it. Also explain that according to the National Coalition Against Domestic Violence, one in three women and one in four men have experienced some form of physical violence by an intimate partner. So, while some of the students viewing the video have never been exposed to domestic violence, it is likely that some of the viewers have (This is an excellent place to share your back-up plan for anyone experiencing a trigger reaction during the video; offer solutions prior to viewing, such as putting down one’s head or visiting a counselor if the video elicits an extreme reaction).</p>	<p>Make A Plan! Have a plan in place for what to do if a student is triggered by something in the video.... Go to counselor, put head down on desk, etc...</p>	2 minutes
<p>Distribute copies of the Student Activity Sheet, and ensure that each student has a writing instrument.</p> <p>Explain that today’s lesson includes some people who have experienced domestic violence sharing their stories, and the activity sheet has some questions for</p>	<p>Copies of the Student Activity Sheet, one for each student</p> <p>Writing instrument, one per student</p>	11 minutes

<p>them to answer as the group watches the video. Instruct students that we will be stopping frequently during the video to discuss responses and share reactions, so they are welcome to focus their attentions on the video while it plays. Ask if anyone has any questions.</p> <p>Play the video from the beginning to 10:08</p>	<p>Domestic Violence: Kids are Victims, Too from 0:00 to</p>	
<p>Stop the video; ask students to complete the table with their reactions to each of the first three stories.</p>	<p>Pro tip! Consider setting a timer for 2-3 minutes to allow students time to write and process</p>	<p>2-3 minutes</p>
<p>Ask for volunteers to share their responses; expand upon discussion from the volunteers</p>	<p>Pro tip! More outgoing students may tend to dominate a discussion. Consider beginning the class by sharing the expectation that you would like for everyone to share at least one time during discussions, and that you would like for them to choose the time to participate. This offers the teacher an opportunity to remind students that if they have not yet participated in the discussion, they should be watching for the best opportunity to share.</p>	<p>3-4 minutes</p>
<p>Ask students to preview the next section and to be listening for the answers. Play the video from 10:08 to 15:31</p>		<p>5.5 minutes</p>
<p>Stop the video; ask students to complete the “According to the Experts” section; ask for volunteers to share their responses; expand upon discussion from the volunteers</p>		<p>3-4 minutes</p>
<p>Ask students to consider what sort of impact exposure to domestic violence might have in other areas of a child’s life as they grow and mature. Ask students to complete the “Predict” section of the activity sheet. Ask for volunteers to share their responses; expand upon discussion from the volunteers. Reinforce the impact of exposure to domestic violence on one’s life.</p>		<p>3-4 minutes</p>
<p>Explain that for the next segment, the class will be divided into groups of 3-5 students. Each group will have a set of Environment cards. As we know, the environment a child experiences is very important and</p>	<p>One set of Environment cards per group</p>	<p>3-4 minutes</p>

impactful, which is why it is so important that parents work to make that environment a positive and nurturing one.		
Explain to the students that each set of Environment cards has both positive and negative environment examples. Ask the students to begin by looking at the examples and as a group, attempt to sort the cards into two groups: one that would likely contribute to a positive environment for the child and one that would not.		
Ask for each group to choose one positive example to share, then one negative. Discuss responses and expand upon discussion.		
Explain to the students that round two will look a little different. Let's keep the original categories your team has sorted, but for this round, put yourself in the mindset of a small child, perhaps age 5 for instance. Take a moment to review your categories and discuss with your group if a young child might reclassify any of these examples; discuss responses.		3-4 minutes
<p>Pose these questions to your students next:</p> <ul style="list-style-type: none"> • How can something that is beneficial for a child be something the child would not see as beneficial? • In that situation, who's job is it to make the decision in the best interest of the child? • Besides the child's perspective, what other obstacles might get in the way of doing what is best for the child? Encourage the students to explore factors including: <ul style="list-style-type: none"> ○ Limited resources (time, money, support) ○ Limited knowledge ○ Limited opportunities ○ Other people (parent's boyfriend/girlfriend, other relatives, etc.) • What sort of support systems might a person utilize in such a situation? 		4-5 minutes
In closing, ask your students to complete the two questions at the bottom of page 1, and explain that tomorrow we will complete the video and learn more from experts in the field as well as hear Megan's story about how domestic violence influenced her life.		2-3 minutes
Day Two		

As students enter the room, remind them that they will need page two of the Student Activity Sheet today as well as a writing instrument		
Ask for volunteers to share what they remember from yesterday; guide the discussion to include the impact of domestic abuse on children, as well as how parents can work to create a positive environment for their children.	<p>Copies of the Student Activity Sheet, one for each student</p> <p>Writing instrument, one per student</p> <p>Domestic Violence: Kids are Victims, Too</p>	3-5 minutes
Explain that today's lesson begins with Megan's story. Ask students to focus their attention on the first third of page two and the questions located there. We will stop and discuss again like yesterday, but knowing what to look for in the video can be helpful before beginning. Ask if there are any questions. Play the video from 15:31 to 31:46		
Ask students to share examples of red flags Megan might have noticed to indicate she was in an abusive relationship. Discuss		4-8 minutes
<p>Ask students what the long term impact of domestic violence was on Megan's mother?</p> <p>Also, what did Megan do to stop the cycle of abuse? Expand—do you think that was an easy thing for her to do? What factors contributed to making that a difficult decision? How could someone be a good friend to Megan in such a situation?</p>		4-8 minutes
Explain to students that the next segment explains a bit more about different types of abuse, as well as how victims can get stronger and break the cycle. Ask them to preview the remaining questions and watch for those answers as the video plays. Play the video from 31:46 to 59:09 .		28 minutes
Ask for volunteers and discuss responses.		4-5 minutes
Ask students to consider what they will remember most from these videos, as well as what they have learned. Remind them to add their names to the Student Activity Sheets and turn them in when completed.		2-3 minutes
To assess student learning, distribute the Assessment Options document. Ask students to reflect on what they	Assessment Options	Can be assigned as

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have learned, and choose one option to complete.		homework or completed during the next class period
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parents SHOULD
never....

...

Every Parent
SHOULD...

Parents SHOULD
PROTECT THEIR
CHILDREN FROM...

CHILDren SHOULD
never Have TO...

...

A POSITIVE
environment for
raising CHILDren
INCLUDES...

MY favorite
CHILDHOOD
memories include...

Domestic Violence: Kids Are Victims Too

STUDENT ACTIVITY SHEET PART 1



While viewing the video, describe your reaction to the experiences shared by each person.

The story:	Your reaction:
Jimmy	
Alisa	
Holly	

According to the experts...



What happens to the child's brain when it is exposed to domestic violence?

Exposure to this type of trauma increases the chances of what for females?

What is more likely to happen to males who are exposed to this trauma as children?

Predict.



If exposure to domestic violence can cause brain trauma in children, what sort of effect could that have for the child:

At school?	In other relationships?	In future career success?

Environment Matters.



Describe why the environment that a child grows up in under age five is important to their development.

Pretend that you are a parent of a three year old child. What are three specific things that YOU could do to ensure that child experiences a positive environment?

Domestic Violence: Kids Are Victims Too

STUDENT ACTIVITY SHEET PART 2



Megan's Story

Red Flags

As you listen to Megan's story, identify potential red flags, or warnings that she was in an abusive relationship.

Megan's Mom

How did the domestic violence Megan's mother experienced impact her health?

What steps did Megan take to end the cycle of abuse?

Examples of Control

Match the examples from the video to the type of control/abuse the aggressor exhibited.

_____ When Jimmy went back to visit his mother, he said, "I wanted to give my mother a chance to love me"

_____ Katie knew she was not "allowed" to spend time with her family at her wedding rehearsal.

_____ Megan was thrown across the room several times.

_____ The aggressor blames the victim for causing the anger.

_____ Megan's aggressor controlled all the household spending and later refused to pay child support.

_____ Cynthia's aggressor mimicked her when she cried.

A. Emotional

B. Physical

C. Financial

D. Verbal

E. Isolation

Getting Stronger

How did therapy help Katie?

What was Cynthia's advice about how our words can impact our lives?

What examples of a "safe haven" were shared in the video?

How can a person increase their own self confidence or independence?

What was Megan's rationale for NOT filing charges against her ex-husband for assaulting her?

In Summary...

What three things are most memorable about this video?

What are two things you learned during this video?

Domestic Violence: Kids Are Victims Too

STUDENT ACTIVITY SHEET PART 1



While viewing the video, describe your reaction to the experiences shared by each person.

The story:	Your reaction:
Jimmy	
Alisa	
Holly	

According to the experts...



What happens to the child's brain when it is exposed to domestic violence? **The brain stops functioning normally and developing due to the stress of the situation**
Exposure to this type of trauma increases the chances of what for females? **They are more likely to become a victim**

What is more likely to happen to males who are exposed to this trauma as children? **They are more likely to become an abuser**

Predict.



If exposure to domestic violence can cause brain trauma in children, what sort of effect could that have for the child:

At school?	In other relationships?	In future career success?

Environment Matters.



Describe why the environment that a child grows up in under age five is important to their development

Children remember events and emotions they experience at a very young age, and these impact us for the rest of our lives.

Experiencing domestic violence as a young child teaches that this is a normal environment when it is really a damaging influence

Pretend that you are a parent of a three year old child. What are three specific things that YOU could do to ensure that child experiences a positive environment?

Red Flags

As you listen to Megan's story, identify potential red flags, or warnings that she was in an abusive relationship.

She was not allowed to wear makeup, he controlled all the finances, she tried to commit suicide, she was isolated all the time, lots of arguing, punching walls and doors, breaking her things, choking.

Megan's Mom

How did the domestic violence Megan's mother experienced impact her health? **She developed mental illnesses**

- What steps did Megan take to end the cycle of abuse? **She continued to file for divorce**

Examples of Control

Match the examples from the video to the type of control/abuse the aggressor exhibited.

 A When Jimmy went back to visit his mother, he said, "I wanted to give my mother a chance to love me"

 E Katie knew she was not "allowed" to spend time with her family at her wedding rehearsal.

 B Megan was thrown across the room several times.

 A The aggressor blames the victim for causing the anger.

 C Megan's aggressor controlled all the household spending and later refused to pay child support.

 A Cynthia's aggressor mimicked her when she cried.

A. Emotional

B. Physical

C. Financial

D. Verbal

E. Isolation

Getting Stronger

How did therapy help Katie?

She learned to know herself and her own triggers, and to set boundaries and build her own self-confidence.

What was Cynthia's advice about how our words can impact our lives?

Whatever we say to ourselves eventually becomes our reality, so we should say positive things to ourselves

What examples of a "safe haven" were shared in the video?

A relative or friend's home, a room in your home with a strong lock, a code word you can share on the phone

How can a person increase their own self confidence or independence? **(Answers will vary. Some possible responses include therapy, positive self talk, building positive relationships that encourage you)**

What was Megan's rationale for NOT filing charges against her ex-husband for assaulting her? **She needed his income in order to provide for her children**

In Summary...

What three things are most memorable about this video?

What are two things you learned during this video?

You are ten years old and an adult checks your homework nightly	Typical experiences in the home include lots of yelling between family members	You are eight years old and no adult supervises you for three hours after school daily
You have a parent who takes you to the doctor when you are sick	It is common for adults who the children do not know sleep over	You are four and a parent reads to you for about 30 minutes daily
There is not much junk food in your home, but there is always fresh fruit, cheese, and vegetables available for snacks	One adult in the home restricts the other adult from relationships with extended family	There are normally chips and cookies available at your home, but your family rarely enjoys mealtime together
You are six. You won an art contest at school and your grandparent hangs your work on the refrigerator with a magnet	Every night, it is your job to feed your pets and if you forget, you are not allowed to watch movies or TV	Your parents do not allow you to join any groups or clubs
A regular occurrence in your home includes someone else punching or kicking you	Your parents expect you to tell them where you are when you are not with them.	You always have clean clothes, but your parent expects you to put dirty laundry in a hamper

Domestic Violence: Kids Are Victims Too

STUDENT ASSESSMENT OPTIONS



After viewing the documentary and completing the activities, choose one assessment option to communicate what you have learned.

Option 1: Time Machine	Option 2: Letter of Advice	Option 3: Research & Share
Many factors impacted Megan's lifetime and the events that she experienced. Pretend that Megan could go back in time and has asked you for advice about how to change the outcome of her life. Identify at what point you would recommend Megan travels back in time, and two specific pieces of advice you would give her for how to change her story.	In this video, you heard from many victims of domestic violence. Choose one of these people and write a short letter to him/her, explaining what strategies might be/have been helpful to them, as well as praise them for what they did well during the journey.	Using reliable websites, research the cycle of abuse, and concrete strategies for breaking the cycle. Create a poster, flyer, or website that could help educate victims on helpful strategies.

Assessment Rubric

Accuracy/ Content	Project includes accurate information discussed in the lesson or from reliable sources, with at least 3-4 examples	Fewer than 3 examples of accurate facts and/or information are present OR sources are unreliable	Less than two examples of accurate facts and/or information are used. No effort to document or cite sources is demonstrated
Mechanics	Excellent attention to detail in terms of spelling, grammar, capitalization and punctuation	Great attention to detail in terms of spelling, grammar, capitalization and punctuation. Two or fewer mistakes are found.	Attention to detail in terms of spelling, grammar, capitalization and punctuation needs improvement. More than two mistakes are found.
Impact/ Creativity	Project is unique, and interesting Project captures the attention of the audience. The importance of the topic is communicated well	Two of the criteria listed in the first cell are present.	Project is missing two or more of the criteria in the first cell.