

**9.02 [This lesson is in manual Successfully Teaching HS Health.]
High School, Objective 3.04**

Analyze how power and control in relationships can contribute to aggression and violence.

Materials needed:

Red and green strips of construction paper, one for each student

Computer, projector, Internet access

Copies of Teen Tools, Help for Teenage Victims of Crime, Dating Violence Fact Sheets, for every student, (website: http://www.ncvc.org/ncvc/main.aspx?dbID=dash_Home, select Teen Victim Project)

Appendix 1 – Dating Role Play Scenario

Appendix 2 – Alternatives to Power and Control

A true, local domestic violence or dating violence story

Focus Step:

[Do not tell the students the objective and/or the reason for this activity.]

Tell students to:

- Find a partner for this activity. Find someone whom you would like to know better.
- Decide who will be partner “A” and who will be partner “B”
- Partner “A” begins as the puppet first and Partner “B” will begin as the puppeteer.
- Imagine that there is an invisible string that connects from the center of partner B’s left palm to the center of partner A’s forehead
- The string is approximately 6 inches long

Ask students if they understand the directions so far. Answer their questions, and then tell participants there are some ground rules for this activity:

- Participation is encouraged, with an *option to pass*.
- Be aware of personal space and respect the personal space of others.
- You are not allowed to talk during this activity.
- Take care of own needs during the activity (participate to the extent you are able...injuries etc.)

If you understand the ground rules, let me review the directions for this activity:

- The orientation of partner A’s palm should match the orientation of partner B’s forehead (show example)
- Partner “A” should lead partner “B” around the room exploring all dimensions of the room (both high and low)
- Tell participants when they are the “puppeteer” to let their partner know if what they are leading them to do is hurting them physically or will hurt them physically.
- Tell them to begin and allow partner “A” to lead their puppeteer around the room for a few minutes. Observe the activity of the pairs. Then:

- Ask A to cut the imaginary string.
- Switch

Tell students to return to the seats and ask the following questions:

- *Who preferred being the puppet? Why?*
 (Listen for issues of “power” being discussed and write responses on the board.)
- *Who preferred being the puppeteer? Why?*
 (Listen for issues of “power” being discussed and write answers on the board.)
- *Did you ever feel uncomfortable during this activity? Why?*
- *Why did you participate, even after you began to feel uncomfortable?*
- *Did your partner try to lead you to do anything that you weren’t comfortable doing? Did you ask them to stop?*

[This activity comes from The Theater of the Oppressed. Forum Theatre was originally developed by Brazilian artist, Augusto Boal to empower oppressed individuals to overcome their oppression. For more extensive reading, see Augusto Boal’s Theatre of the Oppressed, New York: Urizen Books, 1979; or Michael Rohd’s Theatre for Community Conflict and Dialogue, Portsmouth, NH: Heinmann, 1998.]

Review:

Give each student a red and a green strip of construction paper. *In middle school, you identified the characteristics of healthy and unhealthy relationships. I am going to read a relationship characteristic. You need to decide if it is a characteristic of a healthy or an unhealthy relationship. Hold up the red card if it is a characteristic of an unhealthy relationship and hold up the green card if it is a characteristic of a healthy relationship.*

Read aloud the following characteristics, mixing up the healthy and unhealthy characteristics:

Healthy:	Unhealthy:
You’re not afraid to say what you think and explain why you feel that way	Doesn’t want you to spend time with your friends
They like your friends	Is jealous or possessive
You trust your boyfriend/girlfriend	Checks up on you
You don’t have to be with them 24/7	Won’t accept you breaking up with them
They like you for who you are	Are very bossy
They understand when you spend time with your family or friends	Not being allowed to, or is afraid to make decisions
You have both a friendship and a physical attraction	Doesn’t take your opinions or ideas seriously
You make decisions together	Threatens you
Is forgiving	Blames you when they mistreat you
Encourages you to enjoy different activities	Tells you how to dress or wear your hair

Statement of Objectives:

Today we are going to examine and understand how power and control in a relationship can lead to aggression violence.

Teacher Input:

I want you to think back to the puppet activity we did at the beginning of class:

Ask students:

- *How did it feel to have power? (Answers will vary.)*
- *How did this activity relate to power and control in relationships?*

Stress to students that:

As a class we identified the behaviors that are exhibited in an unhealthy relationship. Power is at the root of unhealthy, abusive relationships. There is this need to control another person. Not only does this individual have to have power over another person, they believe they are entitled to it.

It seemed pretty easy for us to distinguish between the characteristics of healthy and unhealthy relationships earlier in this class didn't it?

Did you know that it is estimated that one in three teenagers have experienced violence in a dating relationship? (The National Center for Victims of Crime,

http://www.ncvc.org/ncvc/main.aspx?dbID=dash_Home)

Ask students:

- *If the characteristics of an unhealthy relationship are easy to recognize, then why is it that one third of teenagers have experienced violence in a dating relationship? (because early in the relationship a person's tendency to be controlling may not be obvious.)*
- *How do you think power is established in a relationship?*
- *How do you think a person would feel being in a unhealthy relationship? (may think it's their fault; feel angry, sad, lonely, depressed or confused; feel helpless to stop the abuse; feel threatened or humiliated; feel anxious frequently; not knowing what might happen next; feel like you can't talk to family and friends; afraid of getting hurt more seriously; feel protective of your boyfriend/girlfriend – source: The National Center for Victims of Crime, <http://www.ncvc.org/>)*

Make copies of Teen Tools, Help for Teenage Victims of Crime, Dating Violence Fact Sheets, (website: http://www.ncvc.org/ncvc/main.aspx?dbID=dash_Home, select Teen Victim Project). This website has many teen links that would be useful to teach this lesson, example: warning signs to look for.

- *Does power in a relationship sometimes lead to aggression and violence? How? (Answers will vary: aggressive behaviors (shouting, threatening) escalate into violent behaviors if they are not resisted; these behaviors continue and become worse with each successful attempt to control the*

other person. Violent behaviors include throwing things, grabbing, pushing, restraining holding them, slapping, hitting.)

Guided Practice:

Before class, you need to decide which two students would make the best volunteers for the next activity. Pull these students to the side as they come to class and tell them what you would like for them to do. (This will make this role play more successful.) Give the two students a copy of the Dating Role Play Scenario (Appendix 1). Allow them to read over their parts and instruct them quietly to “act the part”, which would include aggressive voice tones or nonverbal behaviors.

After the role-play remind students that:

It may not be obvious early in a relationship that your boyfriend/girlfriend is controlling.

- *What behaviors in this role-play demonstrated that Denny was controlling?*
- *Where there any aggressive or violent behaviors?*

Let’s take a close look at this role-play situation and see if we can change the script. We want to change behaviors, both verbal and nonverbal.

We also want to incorporate some communication and/or negotiation skills that would help Allison deal with this situation.

- *Did Allison try to not let Denny control her? What did she say? (told him she didn’t need a cell phone or pager)*
- *Can you think of anything else Allison should do or say in this situation?*

Go to the following website: The National Center for Victims of Crime,
www.ncvc.org/ncvc/main.aspx?dbName=DocumentViewer&DocumentID=37939.

Go over the information on Get Help, Helping Yourself and Helping Others.

Independent Practice:

Option 1

Give each student a copy of Appendix 2, Alternatives to Power and Control. Tell students that for each example of power and control in relationships, you want them to use what they have learned in this lesson to write an action or alternative action which would be a more healthy behavior than trying to control their boyfriend/girlfriend.

Option 2

Tell students to use the Internet, newspaper or magazine to find a true story about an abusive relationship, (preferably a local incident.) Some possible websites include:

<http://www.loveisnotabuse.com/> - Just for Teens link: Real Teens Talk and also at <http://www.loveisnotabuse.com/> -

True stories (Redbook) of individuals helping others who are in an abusive relationship.

Each student needs to bring or print out the story, write a summary and answer the following questions:

- *What were the warning signs that showed this was an unhealthy relationship?*
- *Did the victim try any strategies that helped him/her get out of the relationship? Who did they turn to for help? What happened?*
- *If the victim did not get help, what strategies would you suggest that may have helped in this situation?*

Closure:

You did a great job recognizing how power and control in a relationship can lead to aggression and violence. You also did a good job identifying the warning signs to look for in an unhealthy relationship and how to help yourself and others who are in an abusive relationship.

Dating Role Play Scenario

Directions: Read over the lines briefly before acting out this role-play with your partner.

Scene: Denny and Allison have been dating for six months. Denny tells Allison to meet him after school because they have a few things they have to discuss.

Denny: (looking at his watch) What took you so long? I told you 3:00, it is 3:02! You were talking to Brad again weren't you?

Allison: No I wasn't, my locker got jammed and it took me a minute to get it open, I'm sorry I was late.

Denny: Allie baby, you know I love you but these lies are starting to make me angry.

Allison: I'm not lying. I haven't talked to Brad, Melissa, or anyone you've told me not to speak to.

Denny: The reason I wanted you to meet me is I've bought you a cell phone and a pager so I can get a hold of you anytime because I just can't stand it when we are apart.

Allison: I don't need a cell phone or a pager. Denny we are together all the time.

Denny: (he grabs her arm) You will take them, you hear me! When I call you, the phone better be answered by the second ring or we will have problems.

Allison: Let go of me! I'll take the pager and phone, just don't hurt me.

Denny: You know it's only because I care about you, I just like to know where you are at all times.

Allison: Thank you for caring Denny, but I am tired of you acting this way!

Denny: (shoves Allison) I get tired of hearing your mouth, and didn't I tell you to wear my letter jacket today!

Allison: I was going to but it was too warm today.

Denny: Allie, I'm not sure what your problem is today but it better be fixed when I call you this evening. (He walks away)

Alternatives to Power and Control

Directions: For each example of power and control, write an action or alternative action which would be a more healthy behavior than trying to control a boyfriend/girlfriend.

1. Making your girlfriend/boyfriend afraid by using looks, actions, or gestures.
2. Making physical threats.
3. Convincing your girlfriend/boyfriend it's their fault when you mistreat them.
4. Putting your girlfriend/boyfriend feel guilty.
5. Putting girlfriend/boyfriend down.
6. Demanding that girlfriend/boyfriend remain home when you are not with them.
7. Making light of the abuse and not taking girlfriend/boyfriend's concerns about it seriously.
8. Treating your girlfriend/boyfriend like a servant.

