

Lesson Plan

Title: Love is not violence

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Curriculum links: https://www.youtube.com/watch?v=X-uhLFz_4W4

https://zenavtiesni.sk/cyklus_nasilia/

Gender Equality Charter Mark category/subcategories: Attitude and Relationship

Learning outcomes:

Gender equality (and/or other) concepts:

Using authentic testimony over documentary evidence captures the essence of gender- conditional violence, a cycle, consequences and forms of violence and possible solutions.

Key vocabulary: violence, gender-based violence, violence against women, violence cycle, support for violence, domestic violence, economic, psychological and physical violence

Age group: students from 15 to 25 years

Introduction to activity:

Often, students are unable to identify toxic and manipulative relationships that can translate into violent relationships. Therefore, they need to identify these threats in time to be able to defend themselves. In these activities, we will introduce basically manipulative patterns, the cycle of violence and its consequences, as well as effective defense.

Lesson Plan Development:

Starter Activity	Time	Resources needed
Step 1:		
<i>Initially, we welcome the students and give them a questionnaire explaining that they can write their observations from the lesson, from two documents they will be able to see.</i>	50 minutes	Data projector, computer and internet, auxiliary material Video: https://www.youtube.com/watch?v=X-uhLFz_4W4 Web: https://zenavtiesni.sk/cyklus_nasilia/
Step 2:		

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<i>After the documentary "All out of Love" we are talking about the risks of violence, when the signals are warning, how violence manifests itself and what the consequences and possibilities are.</i>		
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Main activities

Activity 1: Title	Time	Resources needed
Step 1:		
. We will provide space to discuss whether they have had the experience (not personal, more witnessing). Then we ask them to write their experiences on anonymous questionnaires that were handed out an hour ago. The questionnaire is divided into two parts – reflections on video and discussion and, secondly, on their own (personal) experience. At the end, support materials as well as contacts to helping organizations are distributed.	20 minutes	Pre-prepared questionnaires, support material of helping contacts

Activity 2: Title	Time	Resources needed
Step 1:		
Step 2:		

Reflection / Evaluation

At the end, the counsellor/teacher/confidant evaluates the collected materials, finds out how many questionnaires have experienced gender-based violence and suggests appropriate interventions. This activity should be repeated at least once a school year.

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Suggested follow-up activities	Time	Resources needed
On subsequent lessons supportive environment through supporting activities should be created - increasing the self-esteem of female students; all students on gender stereotypes; communication and setting of " safe" life partner:	30 minutes	Pre-prepared, support material of helping contacts

Further Reflection / Evaluation (if needed)

It is important to repeat the possibilities of support organizations. Emphasize support whether seeking help from pedagogues or school psychologists

The course had answers to the following questions:

What should a secure relationship look like ?

Focus on role - what I'm doing/not doing , and what are the consequences to me/partner/friend/family.

Reveal the stereotypical perception of relations and elaborate this it in a team.

Notes

You can add notes in some parts of the activity, if you want to refer to specific materials, resources, quotes, that are needed to be used by teachers.

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