

VARIOUS TYPES OF ABUSE

Lesson 2

8
GRADE

LEARNER OUTCOME¹ W-8.7:

Determine the signs, methods and consequences of various types of abuse (e.g., neglect, physical, emotional, sexual abuse).



MATERIALS:

1. CARDS: [Touchy Situations](#)
2. HANDOUT: [Dear Annie](#)



INTRODUCTION:

The second lesson plan in this series provides students with an opportunity to recognize signs of physical and sexual abuse, and to further explore actions that can be taken to disclose abuse and support those who disclose abuse.



APPROACHES/STRATEGIES:

A. Ground Rules

Ensure ground rules are established before beginning this lesson. For classes that have already established ground rules, quickly reviewing them can promote a successful lesson.

B. Good Touch/Bad Touch/Confusing Touch²

Students explore types of touch and what to do if they experience touch that makes them uncomfortable.

1. Post the following titles on the wall:
 - Good Touch
 - Bad Touch
 - Confusing Touch
2. Distribute the [Touchy Situation](#) cards, one to each student, or have students take a card from a pile.
3. Have student's place each card under the title that best fits the touchy situation outlined.
4. As a class, review the card placements, and make any changes. Be sure to confirm that appropriate touch depends

NOTES:

(5 min)

(15 - 20 min)

on the student's feelings, and that it can depend on the situation whether or not touch is appropriate. Bad touch is anything that makes you immediately or eventually uncomfortable.

5. Debrief this activity using the following questions:

- What could someone do if a person touched them in a bad or confusing way?
 - Tell the person you don't like it
 - Leave the situation
 - Try to avoid being with that person
 - Remember that the person doing the inappropriate touching is doing something wrong, not you! You can tell someone even if the abuse is a "secret," and even if you are afraid.
 - Speak to an adult you trust. If nothing happens, speak to another adult you trust.
 - Keep telling until you get help.
- Who are people you could go to if you needed help or if a friend needed help?
 - Trusted adults.
 - Have students close their eyes and picture 3 adults in their lives that they could go to if they needed help.

C. "Dear Annie" Letters³

1. Distribute the handout Dear Annie to each student.
2. Ask each student to write a "Dear Annie" letter describing a situation that involves a potential dilemma or ongoing abuse. Have them sign the letter "Survivor."
3. Collect the letters and re-distribute them to different students.
4. Have each student respond to the letter as a "Dear Annie" columnist. The responses must include:
 - Explaining the type of abuse portrayed in the letter
 - Expressing an understanding of the feelings experienced by the letter writer.
 - Describing the actions the letter writer can take to address the abuse and promote their own well being, including two specific local supports. Please see [Provincial Resources](#) on teachingsexualhealth.ca.
5. Debrief this activity using the following questions:
 - What feelings were expressed in the letters outlining the abuse?
 - What feelings did you experience when trying to

(25 - 35 min)



It may feel safer or be easier for some students (especially high risk or students or those with differing abilities) to be provided with a generic letter outlining an abusive situation.

- provide support to the survivor?
- What is the best advice for someone who is experiencing abuse?
 - What is the best advice for someone who knows a friend is being abused?



For students who have experienced abuse, some may write a story similar to their own to see what the response is. Therefore, it is important to debrief this activity with the class to ensure that correct information has been provided in the response letters.



After each lesson, encourage students who are feeling confused or upset to talk to a teacher or school counsellor.



QUESTION BOX:

(10 min)

If time permits, address student questions.



SELF REFLECTION:

- During the lesson, were:
- Ground rules being followed?
 - Good practices established regarding group work and discussion?

What will you change for future classes with this group?

What will you change for future use of this lesson?



STUDENT ASSESSMENT:

During the lesson, did students:

- Knowledge:**
- Distinguish between good, bad and confusing touch?
 - Identify ways to deal with a person touching someone in a bad/confusing way?
- Skills:**
- Identify support people when needing help?
 - Provide support to someone experiencing abuse?
- Attitudes:**
- Understand the feelings experienced by someone who is abused or who encounters someone who is abused?

¹ Alberta Education. (2002). Health and life skills guide to implementation: Kindergarten to grade 9. Retrieved from <http://education.alberta.ca/media/352993/pos.pdf>

² Adapted from: Planned Parenthood Southeastern Pennsylvania. (1999). Steps Toward Adolescence, p.51

³ Adapted from: The Canadian Red Cross Child Abuse Prevention Program for Adolescents: Follow-up Activities for Teachers.