

UNIT PLAN – LEGAL STUDIES

Unit title: Domestic Violence and Child Abuse (8552) 2 Credits

Year: 12 Curriculum level/s: Level 2, Duration: 4 weeks

Introduction

Learning Outcomes:

- Students will learn what constitutes domestic violence and child abuse, being able to define both and provide examples.
- Students will be equipped to spot the signs of abuse and of abusive relationships. Students will have knowledge of the range of legal protections available to victims of abuse through the police and the courts.
- Students will be equipped to provide advice as to which court orders an individual should apply for based on given scenarios.
- Students will have knowledge of a range of support organisations that are available to assist the abused, both locally and nationally.
- Students will have appreciation of the consequences of abuse, both legally and emotionally.

Delivery:

The content will be delivered using a range of approaches, from role play, to use of video, real life scenarios, film and guest speakers. The students will also participate in their community by assisting local support organizations and producing help leaflets for teens.

Assessment:

There will be three stages to the assessment of this unit.

1. Complete an e-portfolio, presentation or short film that defines and gives examples of domestic violence. The assessment should also describe and explain the legal protections available to the victim and the legal consequences for both the abused and the abuser.
2. Produce an advice leaflet aimed at teens and young adult which advises them of the support organizations available to victims of domestic violence and child abuse. A minimum of two for each of domestic violence and child abuse should be included. These organizations could be local and/or national.
3. Written class test on the child abuse content.

Values highlighted in this unit	How students will be encouraged to develop the selected value or values
Excellence – aiming high, persevering <input type="checkbox"/>	<p>Students will be innovative through the choice of assessment task and use of media. The students will also use media in the production of their guidance leaflets.</p> <p>Students will gain respect and empathy for others by seeing first hand the experiences of others and through the guest speakers arranged to come in from local support organizations.</p> <p>Issues of culture and diversity will be addressed when analyzing crime statistics in relation to child abuse and domestic violence, and by stressing that people from all walks of life and cultures are effected by domestic violence.</p> <p>The students will participate in the community by producing help leaflets, fund raising and by assisting local support organizations.</p> <p>Throughout the course the teacher should encourage students to think about the fairness of the law in this context and about justice for the victims of abuse.</p>
Innovation – inquiry and curiosity <input type="checkbox"/>	
Diversity – culture, language, heritage <input type="checkbox"/>	
Respect – for self and others <input type="checkbox"/>	
Equity – fairness and social justice <input type="checkbox"/>	
Community – participation for common good <input type="checkbox"/>	
Care for the environment <input type="checkbox"/>	
Integrity – accountability, honesty, ethical action <input type="checkbox"/>	

Key competencies highlighted in this unit	How students will be encouraged to develop the selected competency or competencies
<input type="checkbox"/> Managing self – self-motivation, personal goals, appropriate behavior, resourcefulness, sense of self and importance of heritage	<p>- The students will arrange a range of social actions to assist the victims of abuse. This will include making help leaflets, raising funds and assisting support organizations. They will have to plan and carry out these actions and manage them effectively.</p> <p>- The students will be working in a groups to carry out the social actions and this will involve problem solving, negotiating and organizing these events in an equitable and fair manner.</p> <p>- The students will learn about the rights and responsibilities of individuals</p>
<input type="checkbox"/> Relating to others – listening actively, recognizing different points of view, negotiating, sharing ideas	
<input type="checkbox"/> Participating and contributing – balancing rights, roles and responsibilities and responding	

appropriately as a group member	in relation to domestic violence and will seek to portray this in their assessment activities.
<input type="checkbox"/> Thinking – using creative, critical, metacognitive, and reflective processes, drawing on personal knowledge and intuitions.	- All students will be expected to contribute equally to the social actions carried out and to show a high degree of professionalism in their interaction with the support organizations and in the production of their assessments. Group and individual review sheets will be used to reflect upon the success of their ventures.
<input type="checkbox"/> Using language, symbols, and texts – interpreting language and symbols, using ICT, recognizing how choices of language and symbol affect people’s understanding.	- The students will be required to think critically about the appropriateness of legal remedies. They will be asked to apply remedies to given scenarios and to review the successfulness of such options. The students will be required to reflect on their experiences in class, in the community and of gained experiences eg from story telling and film. If appropriate they may feel they want to reflect on their own experiences, this is not compulsory given the content being covered. - The students will look at the use of body language and verbal language and will consider how this can constitute abuse. The students will consider how a persons interpretation of an action or use of language can be perceived in different ways.

LEARNING OBJECTIVES

Define domestic violence and child abuse <input type="checkbox"/> Describe <input type="checkbox"/> Explain <input type="checkbox"/> Analyse/evaluate	Legal consequences <input type="checkbox"/> Describe <input type="checkbox"/> Explain <input type="checkbox"/> Analyse/evaluate	Support Organizations and Services <input type="checkbox"/> Describe <input type="checkbox"/> Explain <input type="checkbox"/> Analyse/evaluate
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INDICATORS

<input type="checkbox"/> Physical abuse <input type="checkbox"/> Psychological Abuse <input type="checkbox"/> Sexual Abuse	<input type="checkbox"/> Protection Order <input type="checkbox"/> Tenancy Order <input type="checkbox"/> Occupation Order <input type="checkbox"/> Bail terms	<input type="checkbox"/> CYFS <input type="checkbox"/> Police <input type="checkbox"/> Shine <input type="checkbox"/> NHLWW
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<input type="checkbox"/> Neglect (CA)		<input type="checkbox"/> Youth Line
		<input type="checkbox"/> Youth Law
		<input type="checkbox"/> Other

Resources
Internet, computers, e-portfolio system, guest speakers (TBC). Projector, laptop, worksheets, workbooklets, spreadsheets. Materials to be provided for social action, for example sausage sizzle.
Key vocabulary
Physical Abuse
Psychological Abuse
Sexual Abuse
Neglect
Order
Court
Emotional
Relationship
Domestic
Tenant
Applicant
Defendant
Lease
Owner Occupier
Bail
Occupation
Victim
Abuser
Family Court
District Court
Police
Applicant
Respondant
Human Rights
Personal
Intimidation
Threat
Humiliation
Power
Legal Aid
Citizens Advice Bureau
Conditions
Suspended
Balliff
Custody
Access
Trespass

ASSESSMENT

Note: "Assessment" is not synonymous with formal testing

Diagnostic What do they know? What can they do?	Formative Individual and group feedback and feedforward: <ul style="list-style-type: none"> • What are they learning? • What do they need to learn? 	Summative <ul style="list-style-type: none"> • What have they learned? • Can the students explain how they learned it? (opportunities for metacognition and student evaluation of activities)
<p>Watch a video about Rhianna Case and have a general discussion about this case and brainstorm what they know about criminal law in relation to domestic violence.</p>	<p>The students will be preparing an e-portfolio, presentation or film for a significant proportion of their summative assessment. Opportunity for this to be reviewed and improved will be incorporated into the course. Students will be given regular quiz and scenario based exercises in order to establish their learning and gaps in the knowledge from previous lessons.</p> <p>Students will be completing individual and peer review sheets to monitor their progress in the groups tasks for this unit.</p>	<p>As stated above, there will be three stages to the assessment of this unit.</p> <ol style="list-style-type: none"> 1. Complete an e-portfolio, presentation or short film that defines and gives examples of domestic violence. The assessment should also describe and explain the legal protections available to the victim and the legal consequences for both the abused and the abuser. 2. Produce an advice leaflet aimed at teens and young adult which advises them of the support organizations available to victims of domestic violence and child abuse. A minimum of two for each of domestic violence and child abuse should be included. These organizations could be local and/or national. 3. Written class test on the child abuse content. <p>The assessment has been broken down into three different elements to both reflect the nature of the unit standard but also to allow for flexibility and student choice. The three tasks are all very different in their approach and will enable students will varied skills and strengths to appreciate the task at hand. The assessment also allow students to choose a presentation method that suits</p>

		<p>their learning style, be that verbal, kinesthetic or audio. It also allows the students to provide evidence of their knowledge in a range of ways. Allowing the students to practice utilizing this knowledge in different scenarios. This should aid them to put their knowledge to use in the future.</p>
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<p>Extension/enrichment activities provided for the following students:</p> <p>Mixed ability class of mid to high ability. All students are voluntarily taking this subject.</p>	<p>Activities provided:</p> <p>Students will be able to tailor their community based project to their strengths and to extend these activities as much as their skill base will allow. The student led community tasks allow the students to extend themselves as much as they desire. In addition to this, the assessment tasks have been designed to have minimum content requirements, the students can extend upon this as much as they feel able to do so.</p>
<p>Further support provided for the following students:</p> <p>None identified as in need of support.</p>	<p>Support provided:</p> <p>Many of the tasks are student centered and this allows the teacher to assist those as much or as little as needed. This gives greater flexibility to the teacher to support any students who are struggling to complete the tasks at hand.</p>

Teacher reflection and evaluation: What impact did my teaching have on student learning? What evidence do I have?

What do the students still need to learn/do/practice/understand?

Outline of the tasks for this unit and the order of tasks

They need to be broken down into sections as appropriate for the length of your lesson:

Complete page three of the work booklet. Brainstorm the questions on page three and get the students to complete the text boxes.

Watch the intro video : <http://www.thehideout.org.uk/over10/default.aspa>

Discuss the video and add to the brainstorm any new ideas about domestic violence

Give student page 4 of the work booklet to read or read through this by projecting it onto the white board.

Watch part 1 of the Rhianna interview <http://www.youtube.com/watch?v=2BNw-j-8394>

Define what kind of abuse Rhianna was subjected to and discuss part 1 of the film and the students perceptions on domestic violence. You could either do this in small groups and report back to the class or if a small class as a whole group.

Questions to consider:-

Q: Why do you think people do this?

Q : Why do people go back?

Watch part 2 of the interview <http://www.youtube.com/watch?v=AgG6Qg7Bwz4&feature=related>

In part 2 Rhianna talks about why she went back and how she felt when she did this.

Q for the class: what reasons did she give for why she went back to justify it? What do they think about the reasons given?

Watch part three of the Rhianna video <http://www.youtube.com/watch?v=OiVaRvHhj10&feature=related>

Students should note down the sentence given to Chris Brown. = 6 months community service, probation, 1 year counseling, court order keeping him away from her.

Students also to note how many times does it take to leave on average?

At the end of the video have a class discussion about the sentence and whether they feel it was sufficient, did this give justice to Rhianna? Was this a fair decision? If you find the class have very different opinions you could extend this into a debate and break the class into two opposing side to moot this point.

Complete domestic violence scenarios on page 5 of the work booklet.

Moving on to look at the signs and effect of abuse. Students to read page 6 of the work booklet and complete the task at the bottom of the page.

Put on the Patrick Stuart video for the students, link is on page 6, or they can watch this on a computer. This should get the point across as how witnessing domestic violence can effect children later in life and how wide a problem it is.

Guest speaker to talk about domestic violence and what a person can do legally about this. This could be the police, CYFS or a voluntary group such as Shine. This will introduce the students to the legal orders and hopefully keep their interest as this is quite a technical part of the content.

Give the students the written notes on page 7 and 8 of the work booklet to read and keep for revision

purposes.

Complete the scenarios on page 9 of the work booklet in order to test formatively what they have taken in from the talk and the readings. This will establish if you need to go over this material in another way.

Watch the film *Enough* (depending on student age and the rating of the film. The NZ rating is R16, in the US PG 13 and the UK 15).

Task: Discuss what legal orders the character should have applied for rather than taking the drastic action that she ended up having taken. Do you think it was the right thing to do, would the law not protect her enough in your opinion? Add notes to the board and take a photo to email to students for their records or students can photograph with their phones.

Task: Students are to write a letter as if they were the characters solicitor advising her of what legal action she could take in NZ and why this would be useful to her.

{NOTE: If the students are too young or there is not enough time for this film then an appropriate short film with John Mayer *may* be acceptable <http://www.youtube.com/watch?v=b-rG7QIWyxU&feature=related>

Other films you could use are:

Once were warriors but again R16 in NZ

Sleeping with the enemy R13 in NZ}

Get the legal forms you would have to use to apply for a protection order, have them look at them and try to fill one out. These can be downloaded from the ministry of justice website.

<http://www.justice.govt.nz/courts/family-court/forms>

Read page 10 of the booklet and complete the tasks on the page. Fits in nicely to move on to this, as the film *Enough* portrays the feeling that the law does not support victims of abuse enough and so you can move on to look at it going criminal on breach of an order from the family court.

Discussion about why it is not dealt with as a criminal matter to begin with? Discussion about fairness, equity and justice.

Students to start working on their advice booklets – give out instructions sheet on page 11.

Move on to child abuse. Look at page 12 of the booklet and use the powerpoint on child abuse. Complete the crying baby task.

Do the child abuse quiz

Work through the definitions and descriptions section of the powerpoint or the booklet pages 14-17 (not necessary to use both). There are video clips to show the students in the workbook which will break it up and allow for class discussion.

Complete the scenarios on page 18

make templates for safety plans that could be distributed to teens or given to the guidance councilor to sue at school. Once complete they should fill out their own a safety plan <http://www.thehideout.org.uk/over10/whatcanidoaboutit/safetyplan/default.aspx>

Good point to get in CYFS or a group who specifically deal with children as they can answer the students questions about child abuse and it will consolidate their learning.

Read through page 19 to recap about the protection order and how it all work for children. Guest speaker should have gone through this with the students.

Optional Task: Smacking ban debate task. Students to think about whether this is child abuse or just appropriate behavioral correction, where do we draw the line. Clippings from the news to be provided for the students. See page 20 of booklet.

Add to the advice booklets a section on support organization for child abuse victims. See guide sheet on page 21 of booklet.

The completed booklets/best booklet or a consolidated could be printed up and given to local voluntary organization of the CAB for use.

Other tasks to arrange:

Support a voluntary organization with promotional event if possible.

Do some fund raising for the organizations that have come in to school

Revision tasks:

Crosswords

DV and Child Abuse Board Game

Other elements to include depending on the schedule are as follows:

Teen dating violence:

Teen dating abuse video, short 5 min clip – real story <http://www.youtube.com/watch?v=H6J0FRBX030&feature=related>

Peer to peer dating advice <http://www.youtube.com/watch?v=B1K8GzYdjLU&feature=related>
dating violence crossword

http://www.pbs.org/inthemix/educators/lessons/dateviol3/dateviol_crossword.html

dating violence crossword answers

<http://www.pbs.org/inthemix/educators/lessons/dateviol3/answerkey.html>

Living in a refuge:

When talking about being moved to a refuge you could look at what children living in a refuge think about it through these short video clips from the UK.

<http://www.thehideout.org.uk/over10/yourstories/refugekeywordervideotranscript/default.aspa>

<http://www.thehideout.org.uk/over10/yourstories/sukivideotranscript/default.aspa>

CHILD ABUSE QUIZ
TEST YOUR KNOWLEDGE OF CHILD ABUSE

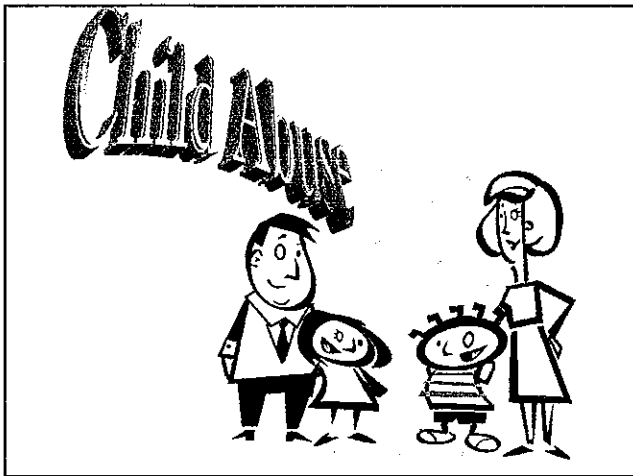
We hear about child abuse in the news, but how much do we really know about it?

QUESTIONS:

- 1) In NZ 10 children die at the hands of their parents every
 - a) Year
 - b) Day
 - c) Week
 - d) Month
- 2) In the USA how many people report child abuse when faced with an actual situation?
 - a) 3/4
 - b) 1/2
 - c) 1/3
- 3) In NZ how many of the death of children age 1-4 are due to homicide?
 - a) 1%
 - b) 3%
 - c) 10%
 - d) 20%
 - e) 0.5%
 - f) 42%
 - g) 21%
- 4) In 2005 substantiated cases of abuse totaled
 - a) 10,000
 - b) 7,000
 - c) 13,000
- 5) When comparing world child abuse statistics NZ is ranked ---- in the world (1st being worst)
 - a) 2nd
 - b) 58th
 - c) 22nd
 - d) 16th
 - e) 4th
 - f) 6th
 - g) 38th

ANSWERS:

1. year
2. 1/3
3. 10%
4. 10,000
5. 6th



"Your Expectations of Parenthood"

How do you feel you would cope in this situation?

How does this make you feel?

Write an answer to this question on the paper provided

Discussion

- How did you feel when subjected to constant crying?
- What frustrations did you have?
- How do you react to crying children?

Is this child abuse?

1. A girl is slapped for screaming at her mother; the slap stings, but leaves no lasting mark or pain.
2. A boy is punished in a way that requires stitches.
3. A father burns his daughter's palms with a lighted cigarette when he finds her smoking.
4. A mother is careless and spills scalding coffee on her daughter, who is seriously burned.
5. A boy's arm is broken after wrestling with his father for sport.
6. A girl is spanked so hard she is badly bruised, but the father says he did not mean to hurt her.

NZ Statistics

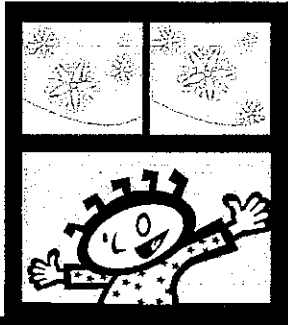
- In NZ 39 children under 17 were murdered in family violence related incidents in 2006.
- Gender of adults who murdered children in 2006 = 26 men and 15 women (some children were killed by more than one adult).
- In the 05/06 fiscal year 65,159 children were present at recorded family violence incidents and offences.
- In 2004 6,799 children were involved in cases initiated under the Domestic Violence Act.
- In 2005 40% of the victims of sexual offences (where the offender was convicted) were under 12 years old. In the same year there were 1,495 convictions for sexual violence.
- In the 05/06 fiscal year 3,148 children accessed safehouse services in NZ.

- Eighty-five percent of sexual assaults on children are committed by someone the child knows and usually trusts

- Child abuse is a very serious problem in every community nationwide.

- Child abuse knows no boundaries. It happens in every class, race, ethnic group, educational, and economic group. No family is immune.

Types of Child Abuse



Physical
Psychological
Sexual
Neglect

Physical Abuse

= Any act where an older person punches, beats, kicks, shakes, bites, burns or throws a child.

- **Physical indicators of physical abuse** - unexplained bruises, burns, bites, broken bones, missing hair, scratches.
- **Behavioral indicators of physical abuse:**
- wary of physical contact with adults, behavioral extremes (aggressive or withdrawn), frightened of parents, afraid to go home, cheating, stealing, layered clothing.

Psychological Abuse

= an adult or carer of a child undermines the child's wellbeing. This type of abuse cannot be seen physically but can cause lasting damage. This could be berating a child, put downs, lying or threatening a child.

- **Physical indicators of emotional abuse:** speech disorders, lags in physical development, failure to thrive.
- **Behavioral indicators of emotional abuse:** habit disorders (sucking, biting, rocking), conduct disorders (withdrawal, destructiveness, cruelty), sleep disorders or inhibition of play, behavior extremes (aggressive or passive).

Sexual Abuse

= any inappropriate sexual exposure or touch by an adult to a child or an older child to younger child. This includes, but is not limited to fondling, sexual intercourse, sexual assault, rape, date rape, incest, child prostitution, exposure, and pornography.

- **Physical indicators of sexual abuse:** difficulty in walking or sitting, pain, bruises.
- **Behavioral indicators of sexual abuse:** age-inappropriate knowledge, abrupt change in personality, withdrawn, poor peer relationships, unwilling to change for gym or participate in physical activities, promiscuous behavior, drop in school performance/decline in school interest, sleep disturbances.

Neglect

= failure of parents or caretakers to meet the child's essential needs through inadequate parenting and lack of responsibility. Examples are failing to provide age appropriate care including food, clothing, shelter, protection from harm, and supervision appropriate to the child's development, hygiene, and medical care.

- **Physical indicators of neglect:** constant hunger, poor hygiene, excessive sleepiness, lack of appropriate supervision, unattended physical problems or medical needs, abandonment, frequent inappropriate clothing for weather conditions.
- **Behavioral indicators of neglect:** begging or stealing food, frequent sleepiness, often plays alone or outside, wanting to stay at the home of others, missing school.

STRESSORS ASSOCIATED WITH THE PARENT:

- Abused as a child
- Single parent
- Spouse is gone much of the time
- Divorce
- Alcohol or other drugs.
- Low self-esteem
- Isolation
- Husband uninvolved and critical
- Emotional immaturity
- Postpartum depression
- Unrealistic expectations
- Stress of unemployment
- Financial stress
- Other stresses of any kind.
- Mental illness

Domestic Violence and Child Abuse Revision Game

Instructions

Write your name on a small piece of paper, this is your player.

Everyone starts on the START square.

Roll the dice to see who goes first (two dice).

Roll the dice (one dice) and move forward the relevant number of spaces.

If you land on a question you must answer it correctly or go back 4 spaces.

If you land on any of the squares named below it means the following:

Police Station = miss a Turn

Citizens Advice = move forward 6 spaces

Women's Refuge = move Forward 6 Spaces

Family Court = go back to the police station and miss a turn

Letting Agent = move forward two spaces

Furniture Holding Centre = Q in what circumstances can the courts seize the furniture of a respondent for the benefit of the applicant? Get this wrong you must go back to the citizen's advice for more information.

The winner is the person that gets to the end first.

The game is intended for between two and 4 players.

Teachers:

It's a good idea to use the dice and player icons from one of the games in the resource room; monopoly is always a good one. Most departments have these.

Copy a few of these games and have several small groups playing the game at the same time. This means that each person has to answer more questions and gets less help from the answers of other students.

You could play the game several times in a period; this will help cement their knowledge in readiness for the assessment.

All questions are similar to the requirements of the assessment.

LEGAL STUDIES

**Domestic Violence and Child Abuse
NCEA Unit Standard No 8552**



Element 1 = Domestic Violence

'Describe the legal consequences and protections relating to domestic violence'

Performance Criteria:

1.1 Description includes a definition of the types of domestic violence.

Range - physical, psychological and sexual.

1.2 Description identifies legal consequences of domestic violence.

Range - one legal consequence for each of abuser and abused.

1.3 Legal protections available to the abused are described in terms of their distinctive features.

Range - two of:- Protection Order, Occupation Order, Tenancy Order and bail terms if abuser is arrested.

1.4 Services which can assist those living in violent relationships are described in terms of assistance available.

Range - at least two services, which may include but is not limited to:- Police, Child Youth and Family, and voluntary support organisations.

Unit Standard 8552

Level 2 (2 Credits)

'Describe legal consequences and protections relating to domestic violence and child abuse'



Element 2 = Child Abuse

'Describe legal consequences and protections relating to child abuse'

Performance Criteria:

2.1 Description includes a definition of the types of child abuse.

Range - physical, psychological, sexual and neglect

2.2 Description identifies consequences of child abuse.

Range - one legal consequence for each of abuser and abused.

2.3 Legal protections available to the abused are described in terms of their distinctive features.

Range - Protection Order, bail terms if abuser is arrested.

2.4 Services which can assist children and young people who are experiencing abuse are described in terms of assistance available.

Range - at least two services, which may include but are not limited to:- Police, Child You and Family and voluntary support organisations.

Domestic Violence

Domestic or family violence in New Zealand is a significant social issue. It directly affects the well-being of families/whānau and the extent to which they can participate in society. It creates high personal costs for those affected and significant and economic costs to society as a whole.

If you are affected by any of the material in this module or feel you want to talk to someone about any of the issues raised, then feel free to use the confidential post box that will be placed in the classroom.



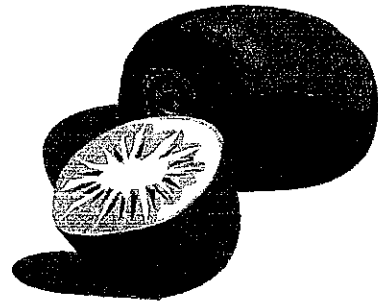
If you have any specific questions you want to be discussed in class, you can put these into the box marked with a D for discussion. We shall review any questions to establish their suitability for use in class.

You do not need to reveal your name, unless you wish to do so.



Is domestic violence a problem in New Zealand?

- Domestic violence is the 5th leading cause of death from injury for NZ women.
- 50% of all homicides of women are committed by the women's partner or ex-partner.
- Every 5 weeks a women is killed by her partner or ex-partner.
- On average a women will call the police after the 35th incident of domestic violence.



CLIP: Shows societies attitude towards domestic violence:
<http://nz.youtube.com/watch?v=AvBKIBhfgPc>

Are the statistics above surprising and why or why not?

How would you define Domestic Violence?

Domestic Violence

What is Domestic Violence?

"Domestic violence" is violence used within a domestic relationship.

The definition of violence in the **Domestic Violence Act 1995** includes:-

- Physical abuse
- Sexual abuse
- Psychological abuse

Physical Abuse:

Slapping
Beating
Punching
Kicking
Choking
Shaking
Biting
Pinching



This may involve the use of weapons.

Psychological Abuse:

Domestic violence is not just hitting and physical violence, it is everything that makes people frightened, this is called psychological abuse.

Examples of psychological abuse include:

Verbal abuse e.g. shouting
Threatening harm
Damage to belongings
Stalking
Preventing contact with family or friends
Abusing with words e.g. put downs and criticism
Keeping a person prisoner
Playing mind games



Sexual Abuse:

Sexual abuse involves any kind of unwanted sexual contact.

For example:-

Rape
Pressuring someone into having sex with you
Sexual harassment e.g. inappropriate touching or sexual comments
Degrading sexual behaviour
Any act that one of the participants feels uncomfortable with

Jenny has been married to Mark for 3 years. Recently he has become abusive and controlling towards her. He will not let her see her friends. He will not let her choose her own clothes and he calls her ugly. He has cut off all Jenny's hair to 'show her just how ugly she really is'. When he leaves for work he locks all the doors and windows behind him and does not let Jenny leave the house without him.

From what type(s) of domestic violence is Jenny suffering?

Domestic Violence Scenarios

Bill and Kelly have been dating for 6 months and moved in to a rented house 2 months ago. Since they moved in together Kelly's personality has changed. She gets angry at Bill for the smallest of things. When Bill left the toilet seat up yesterday Kelly beat him with the toilet brush. Last week she threw a glass at Bill during an argument over who should cook dinner. Bill feels he would seem weak if he admitted that he was a victim of domestic violence.

Would you agree that Bill is a victim of domestic violence and if so what type(s) of domestic violence?

Georgia and John have two kids and live in the suburbs. Georgia gave up her career to have the children and is run off her feet with the kids. Since having the children she has been very tired and a little depressed. John has not been sympathetic and has forced himself on her on several occasions, 'it is her duty as a wife' he says.

From what type of domestic violence is Georgia suffering?

Mike got angry with Helen and in a rage beat her to the floor and kicked her in the head? What type of abuse is this?

Domestic Violence:

Long Term (Non legal) consequences physical violence:

- May suffer long term physical injury that need ongoing medical treatment
- Low self esteem
- Self loathing
- May feel guilty and start to believe they deserve to be hurt.
- May develop other disorders such as agoraphobia (fear of leaving the house), depression or sleep disorders.



Gabby's Story

For Gabby, who's in her forties, domestic violence was a real shock. She was brought up in a very loving, caring family, with parents who never rowed .

Things went wrong very soon after she met her partner. "He wouldn't allow me to work or allow me out of the door.

"My family had moved to New York so I had no support network nearby and about two weeks into the relationship he started hitting me.

"I can remember the first time he hit me, I was in the kitchen, and I'd boiled some potatoes that had gone to mash and he got his hands around my throat and hit my head against the wall because I couldn't cook. It just escalated and escalated."

I realised if I hadn't escaped, I would be dead

Gabby

Having no experience of domestic violence, she had no idea where to turn.

"I never knew about groups like Women's Aid existed. Eventually I just knew I had to get out. I remember going home, grabbing a pack of nappies, and leaving. Somehow I ended up in a refuge. I don't know how."

She remembers being interviewed by the manager and then locking herself in her room for three days."

I was too scared to go out of the room. I was suffering from depression. Eventually I realised I was safe, he was in prison and I've completely and utterly turned my life around. But I realised if I hadn't escaped, I would be dead."

Today she's the manager of the refuge that helped her, bringing her first hand knowledge to those in need of help and protection.

Name the type(s) of violence Gabby Suffered?

Patrick Stewart talks about how domestic violence has effected his childhood and his life as an adult.
<http://nz.youtube.com/watch?v=SPzVUGE3dds>

Domestic Violence: Legal Consequences

Legal Consequences of Domestic Violence

The Protection Order:

Any person being abused can apply for a Protection Order, they are called the applicant. The abuser is called the respondent, as they respond to the application.

You can apply for a Protection Order by completing the application form available from the Family Court.

The Protection Order can be broken down into four components as follows:

1. Non Violence Conditions =

1. The abuser must not physically, sexually or psychologically abuse or threaten you or your children.
2. The abuser must not damage or threaten to damage your property.
3. The abuser must not encourage anyone else to physically, sexually or psychologically abuse or threaten you or your children.

2. Non Contact Conditions

= *only applies if you have chosen not to live together.*

1. The abuser must not come into your home, workplace or onto your property.
2. Intimidate or harass you.
3. Hang around your neighbourhood, home or workplace.
4. Try to stop you, your children or anyone close to you from coming and going.
5. Follow you or your children.
6. Write, fax or in any way contact you unless certain conditions apply.

Task: Name as many methods of contact as possible:

Domestic Violence: Legal Consequences

3. Weapons Condition =

A condition of the protection order is that the abuser must hand in to the police, within 24 hours, any weapons and any fire arms license that he/she holds.

4. Programmes =

Usually the abuser will be ordered to attend an approved programme to help them live without violence. They will be given the skills to handle confrontation in other ways and to help them understand the effect that domestic violence has on their victims.

OTHER RELEVANT ORDERS

When making an application for a Protection Order it is possible to submit other relevant applications. These may assist the abused person to carry on with their lives as normally as possible under the circumstances:

Occupation Order =

Gives the victim the right to live in a house or flat that they and the abuser are now living in, if they both own the property. This prevents the abuser from living in the property.

Tenancy Order =

When the victim and the abuser rent the property that they live in, this order will transfer the tenancy into the victims sole name. This prevents the abuser from living in the property. This can be done even if the abuser is the sole tenant for the property.

Ancillary Furniture Order =

If the victim wants to stay in their current home they can apply for this order to let them use the furniture and appliances in the home, even if they do not belong to them.

Furniture Order =

If the victim wants to move out of the home, they can apply for this order to allow them to take the furniture or some of it to their new home, even if it does not belong to them.

Scenarios	In this box write down which order each victim should apply for given all the circumstances.
<p>Kingi has been under pressure at work and has a bad temper. Most nights he turns up at his girlfriend Tanya's house in a bad mood after a stressful day at work. He has been taking his frustration out on Tanya. He has been regularly punching and kicking Tanya. Kingi has grown up in a violent environment and thinks it is ok to hit a woman. Tanya has had enough and wants it to stop. She does not know what to do and wants your advice about what legal action she can take to stop the violence.</p>	
<p>Wolfgang and Cheryl own a house together and criminality is a way of life for them. Wolfgang has been threatening toward Cheryl since she said she wanted to go straight. He has been threatening to kill her if she does not do what he wants. He grabbed her by the throat on one occasion. Cheryl is going to apply for a Protection Order against Wolfgang but does not want to carry on living with him, she fears for her safety when he is around. She wants your advice about whether she can take any other legal action to make Wolfgang move out.</p>	
<p>Frank and his partner Jaz are farmers and they rent a farm on which they have some cattle. The farm is their only source of income. For the last couple of years Frank has taken to drink and does no work on the farm. Jaz keeps the farm going, with the help of her kids. Recently Frank's drinking has gotten worse and he has been violent towards Jaz and the children. When the kids act up he threatens Jaz with a shotgun to the head and tells her to 'shut them up or else'. Jaz is worried that next time he might kill her or the children and wants to take legal action against Frank to stop the domestic violence she is experiencing. What orders should Jaz apply for through the courts?</p>	
<p>Karl is a spiteful man and is abusive towards his wife Susan. She has just applied for a Protection Order and an Occupation Order, so that she can be free from the abuse and live in the house in Ramsey Street without Karl. He says she can do what she wants but she is not having the furniture. He says the furniture belongs to him and was bought with inheritance he received from a late uncle. Susan does not want her and her adopted children to be without furniture. Susan is ill and does not work at the moment and she cannot afford to buy more. Susan needs advice about what she can do to prevent Karl taking the furniture and appliances from the house?</p>	
<p>Angelina takes drugs and has severe depression. She has been violent towards her husband Brad and her 6 children. She punches him and slaps him. She locks the children in a cupboard when they are naughty. Brad wants to move well away from Angelina and has decided to move to the south island. Since Brad invested all his money in Hanover Finance, which has recently gone bust, Brad is now penniless. He has found a rented house in Queenstown but cannot afford to get any furniture. He wants to know if there is any legal action he can take to make sure that Angelina does not follow him to Queenstown and also to allow him to take the furniture he and Angelina bought together to his new home.</p>	

Domestic Violence: What happens if the abuse does not stop?

If the abuser breaks the conditions of the Protection Order they have committed a crime. This will now be dealt with as a criminal matter by the police and criminal courts.

If the abuser breaks any of the conditions in the Protection Order, they may be arrested. The police will automatically hold the abuser for 24 hours upon arrest. They will not be granted bail during this time.

Automatic bail rights for crimes with a sentence of less than 3 years imprisonment do not apply in the case of a breach of a Protection Order or in the case of child abuse.

The maximum penalty for breach of a Protection Order, including failure to attend a stopping violence programme, is six months in prison or a \$5000 fine.

In cases where three repeat offences are committed within three years, the penalty increases to a maximum of two years in prison.

If other serious crimes have been committed, the penalties could be even greater under the Crimes Act.



State 5 ways that the abuser could breach the conditions of a Protection Order?

Give three examples of how someone could breach the non-contact conditions of a Protection Order?

If Ben beat Penny 4 times in three years, what would the maximum prison sentence be?

If Peter psychologically abused Martha twice in three years, what would the maximum prison sentence be?

Jane hit Arnie with a bat 2 days after being served with a Protection Order. How much is the most she can be fined for breaching the Protection Order in the first instance?



Task: Advice Booklet

Research three organisations that can offer assistance to the victims of domestic violence. You can use the local library, internet and Citizens Advice Bureau. Put the information together in the style of an information booklet, aimed at helping teen victims of domestic violence. You should give contact details and a full description of the services on offer. This document will be added to later in the unit, when you prepare additional material on child abuse service providers.

The three organisations I have chosen to research are:

1. _____
2. _____
3. _____

What is Child Abuse?

In this box write your own definition of child abuse:

The World Health Organization defines child abuse as:

'All forms of physical and emotional ill-treatment, sexual abuse, neglect, and exploitation that results in actual or potential harm to the child's health, development or dignity'.

Within this broad definition, four types of child abuse can be distinguished – physical abuse; sexual abuse; psychological abuse and neglect. We will look at each in turn later in the topic.

Is child abuse a problem in New Zealand?

- In NZ 39 children under 17 were murdered in family violence related incidents in 2006.
- The gender of adults who murdered children in 2006 were as follows: 26 men and 15 women (some children were killed by more than one adult).
- In the 05/06 fiscal year 65,159 children were present at recorded family violence incidents and offences.
- In 2004 6,799 children were involved in cases initiated under the Domestic Violence Act.
- In 2005 40% of the victims of sexual offences (where the offender was convicted) were under 12 years old. In that same year there were 1,495 convictions for sexual violence.
- In the 05/06 fiscal year 3,148 children accessed safe house services in NZ.

Crying Baby Task:

Take a moment to think about your expectations of parenting and how you think you would cope as a parent.

A track of a baby crying will now be played and while this is playing you should write a paragraph about how this makes you feel and how you think you would cope as a parent.



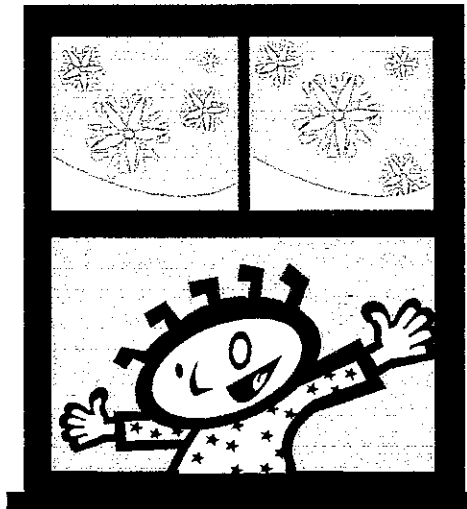
Class discussion:

This was only 2 minutes, what if it carried on all day, all night or all week. How do you think you would cope then?

Do these statistics surprise you and why or why not?

Four Types of Child Abuse

- Physical
- Psychological
- Sexual
- Neglect



Physical Abuse =

Any act where an older person punches, beats, kicks, shakes, bites, burns, throws or otherwise physically hurts a child.

Physical abuse could be accidental, on purpose or as a result of excessive discipline.

TASK: Watch the following clip and decide if you think this is an acceptable form of discipline or whether it is physical child abuse?

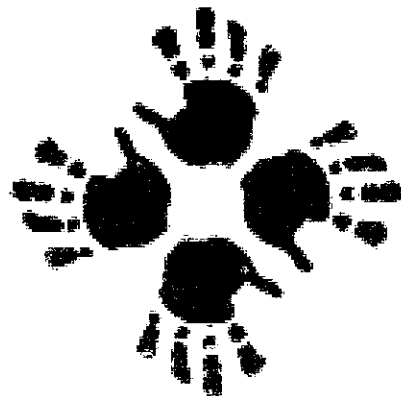
<http://www.youtube.com/watch?v=ix2GY-2s0P0>

Indicators of abuse =

unexplained bruises, burns, human bites, broken bones, missing hair, scratches.

Long term (non legal) consequences of physical abuse:

- May become violent in later life.
- Have difficulty learning.
- Have lasting physical disabilities.
- Become bullies or trouble makers.
- Have trouble trusting people.
- Find it difficult to keep friends.
- Abuse others later in life.



CHILD ABUSE QUIZ
TEST YOUR KNOWLEDGE OF CHILD ABUSE

We hear about child abuse in the news, but how much do we really know about it?

QUESTIONS:

1) In NZ 10 children die at the hands of their parents every

- A) Year
- b) Day
- c) Week
- d) Month

2) In the USA how many people report child abuse when faced with an actual situation?

- a) 3/4
- b) 1/2
- c) 1/3

3) In NZ what percentage of children deaths in the age range 1-4 are due to homicide?

- a) 1%
- b) 3%
- c) 10%
- d) 20%
- e) 0.5%
- f) 42%
- g) 21%

4) In 2005 substantiated cases of abuse totaled

- a) 10,000
- b) 7,000
- c) 13,000

5) When comparing world child abuse statistics NZ is ranked ---- in the world (1st being worst)

- a) 2nd
- b) 58th
- c) 22nd
- d) 16th
- e) 4th
- f) 6th

Four Types of Child Abuse

Psychological Abuse =

An adult or carer of a child undermining the child's wellbeing.

The Government campaign to stop domestic violence 'Are You OK' defines psychological child abuse as:

'All things that make a child frightened or scared.'

This includes:

- Throwing things
- Constant shouting or swearing
- Put downs
- Threatening behaviour
- Controlling behaviour
- Seeing or hearing domestic violence happen to others

Long term (non legal) consequences of psychological child abuse:

- May display behavioural extremes that make it difficult to function in the workplace, school or society.
- May develop a long term behavioural habit or disorder such as thumb sucking.
- May be ill often.
- Need long term psychiatric care and Counselling.
- Seek the approval of adults and try to please adults in their day to day actions.
- Have low self esteem that may continue into adulthood.
- Children may become withdrawn and find it hard to interact with their peers. This could continue in later life.
- May want to be the centre of attention or want to receive affection from others because they lack this at home.

'I cover up my eyes and ears when she starts yelling and I pretend I am building a wall'
- 8 year old boy

Indicators of abuse:

1. Speech disorders
2. Lags in physical development
3. Failure to thrive



'When daddy hurts mummy I shake inside and feel so sick that I think I am going to throw up'
-7 year old girl

Four Types of Child Abuse

Sexual Abuse =

When a child is used by an older person (an adult or older child) in a sexual way. This can include a range of behaviours from exposing a child to their own body or sexual materials, sexual touching, sexual acts or intercourse.

Sexual abuse will typically involve the use of trickery, manipulation, threats, coercion, bribery and sometimes force.

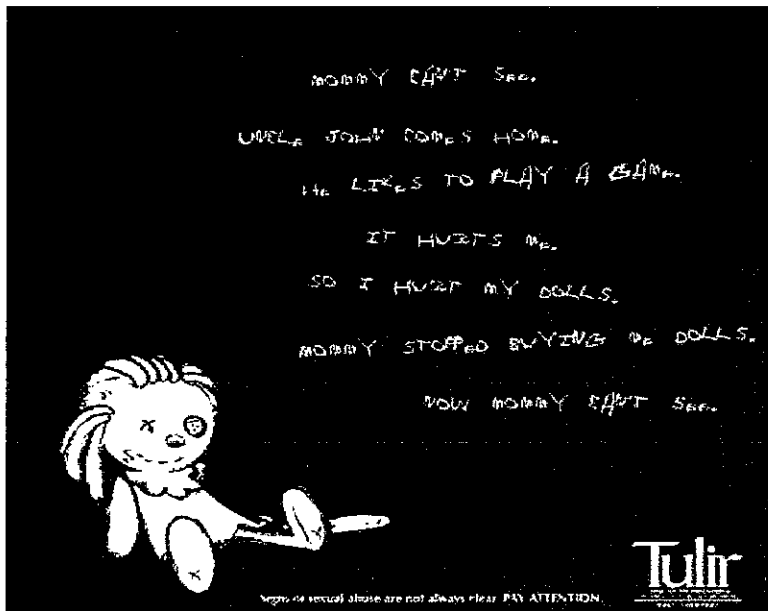
Sexual abuse hurts a child psychologically, emotionally and sometimes physically. It can make a child feel confused, frightened, angry, ashamed, sad, withdrawn and unhappy.

Indicators of child abuse:

1. Age inappropriate sexual knowledge
2. Abrupt change in personality
3. Unwilling to change for gym or participate in physical activities

Long term (non legal) consequences of sexual child abuse:

- Drop in school performance or interest in school.
- Unable to build effective relationship with peers.
- Ongoing psychiatric illnesses that need treatment.
- Be ineffective at protecting their own children.
- Low self esteem and low self worth that may continue into adulthood and may lead to further victimisation.
- May find it difficult to trust people, affecting relationships with others in the future.
- May go on to live in abusive relationships as an adult.
- May go on to abuse others later in life or be violent towards others.
- May have lasting physical disabilities or illnesses that need continued treatment.



'Sometimes in the morning I feel like I am drowning in my own tears, wondering about my abusive life and how it has caused me so much pain.'
- Diary entry—14 year old

'I Just want to feel safe when the lights go out.'
- 11 year old girl

Four Types of Child Abuse

Child Youth and Family: *'Because neglect is a hidden problem, it can be easily ignored. Although its effects may not be as obvious as other forms of child abuse, neglect causes serious and lasting damage to children.'*

Neglect =

A failure to meet a child's essential needs through inadequate parenting and lack of responsibility.



Six categories of neglect:

1. Physical neglect = failure to provide the necessities to sustain life or health, such as food, clothing and shelter.
2. Medical neglect = failing to provide healthcare, such as refusing or delaying in seeking medical treatment, not giving medication as required and failing to take normal preventative measures.
3. Supervisory neglect = failing to supervise the child or arrange proper supervision in the parent's absence. In NZ the law says children under the age of 14 should not be left on their own.
4. Emotional neglect = failing to provide for a child's emotional and psychiatric needs, such as not providing the experiences the child needs to develop their mind or emotions, including not spending enough time with the child.
5. Educational neglect = not providing learning opportunities for a child. For pre-school children this includes not providing stimulating objects or experiences.
6. Abandonment = leaving a child totally, without arranging the necessary care.



Indicators of neglect:

1. Begging or stealing food.
2. Frequent sleepiness
3. Unattended medical problems.
4. Frequent inappropriate clothing for the weather.

Long term (non legal) consequences of neglect:

- May get diseases related to poor hygiene.
- Failure to thrive, such as below average weight gain.
- Developmental delay e.g. behind compared to others the same age at school.
- Fatality, for example if not fed over a long period of time or not given medical care.
- Poor school achievement and higher drop out rates.
- May have a poor relationship with adults or their parents.



Child Abuse Scenarios

For each of the scenarios below, state the type(s) of child abuse and which actions specifically constitute child abuse.



Rebecca lives in fear of her dad coming home. She gets scared that he will have had a bad day at work and take it out on her. When her dad has had a bad day he often stops at the pub on the way home. When he comes back he will call Rebecca names and say that she is stupid and useless. He will blame her for his bad day. He says it is her fault he has to go to work and that she is the cause of all his problems.



Paul is 6 years old and he has grown close to his uncle bob. Uncle bob will often show him pictures and videos of adults conducting sexual relations. He does not know what they are doing and uncle bob tells him they are wrestling. Uncle bob says it is ok for two people to wrestle, its just like gladiators. Sometimes uncle bob will wrestle with Paul and it makes Paul upset. Uncle bob has told Paul not to tell anyone about their gladiator games, it is their secret.



Liz is 12 and her mum and dad drink heavily. When they have had a lot to drink they often argue. This sometimes leads to her dad punching her mum or slapping her. As they are usually drunk when this happens, they often forget all about it in the morning and don't remember that Liz was around to see this happen.



Carrie is unemployed and smokes 40 cigarettes a day. She does not have very much money left from her benefits once she has paid for her cigarettes. This means she does not have enough money left for clothes for her kids, Candice and Courtney. The kids only have one pair of socks between them and they will fight over who gets to wear the socks. The child who loses will not have any other socks to wear, even in winter when it can get very cold.



Mike feels that a good punishment for his 5 year old daughter when she wets her bed is to put her in the tumble dryer to dry her off and sometimes for as long as 5 minutes. Other times he has beaten her with a belt, as his dad did to him when he was a boy.



Legal Consequences of Child Abuse

Protection Order:

Protection Orders can be obtained for children under the DOMESTIC VIOLENCE ACT 1995, in the same way as for an adult victim of domestic violence.

The parent, care giver, guardian or other adult responsible for the child, such as a CYFS social worker can also apply for a Protection Order on behalf of the child.

The children of a person who applies for a Protection Order to protect themselves are automatically protected by the order, in the same way as the applicant is protected.

The same bail terms apply for breaches of a Protection Order (see previous section on domestic violence). I.e. Bail will not automatically be granted and the police will hold the abuser for a minimum of 24 hours upon arrest for a breach of a Protection Order.



Can I apply for a Protection Order if I am under 17 years old?

If you are under 17 years old and have never been married, you are classed as a **Child**. A "Representative" must apply for a Protection Order on your behalf.

What is a "Representative"?

"Representative" means a guardian or other adult chosen by you to apply on your behalf. This could be a parent, caregiver, family member, your social worker, your counsel for child (a lawyer who the court has appointed to represent you in other court proceedings), a family friend, your teacher or guidance counsellor. It should be someone who knows you and/or has a duty or commitment to help you.

How does one of these people become my Representative?

Your Representative will need to apply to the court to be your Representative at the same time as he/she applies for the Protection Order for you. This is a separate form and your Representative will need to explain his/her relationship to you and why he/she is wanting to be your Representative. Although your Representative makes the applications you may want to make a written affidavit (your sworn story of what has happened) for filing at the court with your Representative's applications so the court knows what you think about things.

How will I pay for a lawyer?

If you cannot afford a lawyer your Representative will probably be able to get legal aid on your behalf. Your income and the value of what you own will be considered. You should talk to your lawyer about this. It is helpful for your Representative or lawyer to write a letter when they apply for legal aid, explaining that your Representative is making the application for you because of your age.

How long is someone my Representative?

In theory until you turn 17 (or marry before then), or they are released by the court.

Task: Smacking Ban Debate

PRO BAN:



ANTI SMACKING BAN:

Read the following news clips and cuttings labelled PRO.

In this box write down the arguments that people have given to support the smacking ban. You will be using these in a debate with the other half of the class about the merits of the smacking ban.

Read the following clips and cuttings labelled ANTI.

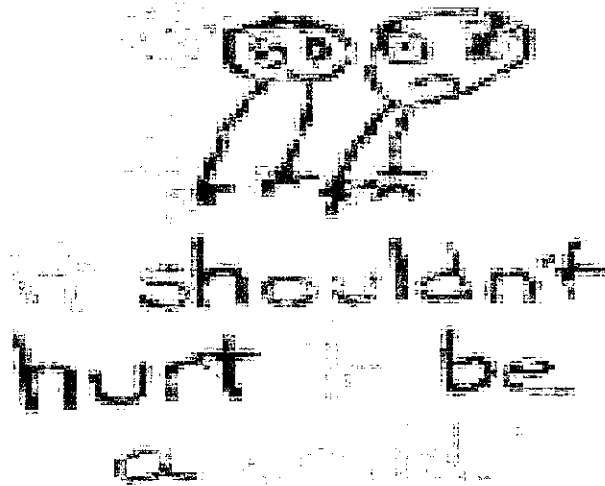
In this box write down the arguments that people have given to argue against the smacking ban. You will be using these in a debate with the other half of the class about the merits of the smacking ban.

Debate:

You will be arguing either for or against the smacking ban. By the end of the debate we should be able to come to a conclusion as a class about whether we are happy with the ban in its current form, or if it needs amending or abolishing.

- Allocate a manager who will organise your group.
- You will need a note taker who can write down the arguments of the other group.
- You will need several people to find the suitable counter argument from the information you have gathered.
- One class member will be the adjudicator. Their job is to keep the debate civil.

The teacher will note the arguments made by each side of the debate on the board. Once the debate is over, students should complete the other column with the counter arguments put forward by the other team for their records.



Task: Advice Booklet

Research three organisations that can offer assistance to the victims of child abuse. You can use the local library, internet and Citizens Advice Bureau. Put the information together in the style of an information booklet aimed at helping teen victims of abuse. You should give contact details and a full description of the services on offer.

The three organisations I have chosen to research are:

1. _____
2. _____
3. _____