

EDUCATIONAL SCENARIO

1. Identification of the educational scenario

1.1 Title of the scenario

“In the name of love”

1.2 Creator

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1.3 Topics or courses involved

Gender equality; Citizenship Education

1.4 Educational level

Primary

Secondary **X** (lower secondary education) 12-15 years old

Second chance school

Reception class

Other

1.5 Learning outcomes of the scenario

At the end of the scenario, students are expected to have acquired the skills that will enable them to:

- Be aware of key concepts such as gender equality, gender stereotypes, teen dating violence, respect for others, balanced love relationship, mutual respect, types of violence, be yourself, know the other
- Think critically about how to live and be in a love relationship.
- Be in a balanced love relationship, based on mutual respect and altruism.

1.6 Time-duration

Class time: 2,5 hours

Outdoor preparation: 1 hour

How many hours to be used in total: 3,5 hours

2. Development of the educational scenario

2.1 General description

1. Warm-up

1a. Challenge students to think and discuss “**teen dating violence**”, based on an improvisation exercise, such as “*Impro-wheel*”. (15 minutes)

Description: “Ask the group to stand in a circle, then go round labeling each person A then B. Then ask all the A’s to take two steps forward and then turn around and reposition themselves so they are facing a B, thus forming two circles, inner and outer. The first line is then given to those in the inner circle – the “A’s eg. “You cannot go out dressed like that!”. The facilitator cues everyone in the inner circle, the A’s, to say this line at the same time, and the B’s respond instantly, improvising with the person facing them. Everyone continues to improvise at the same time until the facilitator says to stop. This will be after approximately 20 seconds. The outside circle, the B’s, are asked to move one person to their left while the A’s standstill so that everyone is now facing a new partner. A new first line is then given to the B’s, and a new improvisation begins. The process repeats and continues until all the A’s have worked with all the B’s, or for as many times as the facilitator feels is appropriate.”

Suggestions for lines:

“Let me check your phone”

“Where are you going”

“You would not heart me, you love me”

“Let me help you”

After the exercise, a discussion is important to highlight the main conclusions of it and share the definition of “teen dating violence” (**Worksheet 1**). Questions such as “Do you ever heard about “teen dating violence”?”; “In your opinion, which are the main factors for the occurrence of “dating violence in adolescence”?”; “What types of “teen dating violence” do you know?” can be launch by the facilitator.

2. Discussion to explore

2a. Show the video “Picture Perfect: Teen Dating Violence PSA” to the students: <https://youtu.be/3fm9FTDWHZQ> (5 minutes)

2b. Brainstorming activity:

Challenge students to think and share some ideas and their perspectives about the video, following a set of questions. (15 minutes)

1. What did you saw in the video?
2. What do you think about the video?
3. What did the video make you feel?
4. Imagine that you are in the girl’s shoes, what would you do differently?
5. Imagine that you are in the boy’s shoes, what would you do differently?
6. Imagine that you are a friend of the couple, and you know what is going on, what would you do?
7. Which dilemmas can you identify in this situation?

BINARY OPPOSITIONS to be explored

1. Should we remain in violent dating if we are in love with our partner? Is it possible to stop violence without stopping dating? Can we actually change the behaviour of our partner? Can we lose our friends and family if we assume that we are victims of dating violence?

Binary opposition 1: Should we remain in violent dating if we are in love with our partner? Is it possible to stop violence without stopping dating? Can we actually change the behaviour of our partner? Can we lose our friends and family if we assume that we are victims of dating violence?

3. Using Theatre techniques

3a. Discussion

- Based on the video, the teacher will introduce the typologies of “violent dating”, distributing the **Worksheet 2** among students. (5 minutes)

3b. Using theatre techniques

- Divide the class into small groups of 3 or 4 elements.
- Each group will identify 1 type of dating violence and will prepare a sequence of 3 **frozen images**, as a technique of the Forum Theatre technique (Theatre of the Oppressed, by Augusto Boal). (5 minutes)
- Each group will represent the frozen image to the large group. Each scene should have 10 seconds to be analysed. In the first image, the facilitator should ask to each element of the group which character are they representing and to add a feeling or emotion to that scene. In the other scenes, each element should express a feeling or emotion related to the new scenes. By the end, the elements of other groups will be challenged to identify the typology of violent dating. (15 minutes)

3c. Debriefing

- During the activity, students are likely to feel strong emotions. It is important to have frequent debrief sessions and make sure that participants’ feelings are not repressed. It is important to start the debriefing by allowing people to describe what they feel or think. The teacher can let them speak freely or can guide them asking some questions, namely: (15 minutes)
 1. Think about the frozen image that you prepared:
 - a. what did you feel in your role?
 2. Imagine that you would witness a situation of dating violence:
 - a. do you know what you could do?
 - b. would you tell it to someone?

4. Dialectical Discussion to reveal the meaning

4a. Dialectical discussion to explore

- The teacher guides a discussion based on questions fostering the development of critical thinking skills (**Worksheet 3**). (10 minutes)

4b. Personalization

- The teacher tries to make the whole topic and discussion personal to mobilize students more (**Worksheet 4**). (10 minutes)

5. Action Plan

- The teacher can create an action plan with the students to define how they can deal with this problem.

Conclusions

- To closure the topic is important to discuss:
 - a) Recall the conclusions of the full activity;
 - b) About what students can do in the case they are living or witnessing a violent dating, providing contacts and identifying organisations that can support victims and oppressors at National level. (10 minutes)

2.2 Worksheets & Resources

- Worksheet 1: Definition of “Teen dating violence” from the European Institute of Gender Equality
- Worksheet 2: Typologies of Violent Dating
- Worksheet 3: Questions for Dialectical Discussion
- Worksheet 4: Questions for Personalisation

2.3 Infrastructure & Materials needed

- Computer with access to internet
- Data show and sound
- Board
- Paper and pen

2.4 Versions-adaptations

2.5 Challenges

- Some students may not want to participate due to personal experiences that can be related to the topic. The teacher needs to be aware and prepared to deal with this situation.
- The lack of knowledge of teachers related to theatre techniques.

2.6. Further reading

- SALTO-YOUTH Network. 2017. [Prevention of Teen Dating Violence - Handbook with tools](#).
- Violence Prevention Initiative. Available [here](#).

3. Evaluation of the educational scenario

- **Evaluation** - At the end of the scenario, through a focus group, the teacher will ask students to write down about:
 - a) What they felt about the activity
 - b) the challenges of the activity
 - c) what they learn with the activity
- **Lessons learned – conclusions**

Worksheet 1

Definition of “Teen dating violence” from the European Institute of Gender Equality

<https://eige.europa.eu/thesaurus/terms/1073?lang=en>

“Type of intimate partner violence occurring between two people in a close relationship.

The nature of dating violence can be physical, emotional, or sexual (including stalking). Dating violence can take place in person or electronically, such as repeated texting or posting sexual pictures of a partner online.

Dating violence and more specifically teen dating violence is an emerging area of study that is similar in many respects to adult intimate partner violence. Its emergence partly reflects an evolution in how young adults and teens describe their dating partners.”

Worksheet 2

Typologies of Violent Dating

Binary opposition 1: Should we remain in violent dating if we are in love with our partner? Is it possible to stop violence without stopping dating? Can we actually change the behaviour of our partner? Can we lose our friends and family if we assume that we are victims of dating violence?

3a. Discussion

"1. Physical Violence

Physical violence occurs when someone uses a part of their body or an object to control a person's actions.

2. Sexual Violence

Sexual violence occurs when a person is forced to unwillingly take part in sexual activity.

3. Emotional Violence

Emotional violence occurs when someone says or does something to make a person feel stupid or worthless.

4. Psychological Violence

Psychological violence occurs when someone uses threats and causes fear in a person to gain control.

5.. Verbal Abuse

Verbal abuse occurs when someone uses language, whether spoken or written, to cause harm to a person.

6. Financial Abuse

Financial abuse occurs when someone controls a person's financial resources without the person's consent or misuses those resources."

Source: Violence Prevention Initiative. Available [here](#).

Worksheet 3

Questions for Dialectical Discussion

Binary opposition 1: Should we remain in violent dating if we are in love with our partner? Is it possible to stop violence without stopping dating? Can we actually change the behaviour of our partner? Can we lose our friends and family if we assume that we are victims of dating violence?

4a. Dialectical discussion to explore

1. Which type of dating violence do you consider more common?
2. Which type of dating violence do you consider more severe?
3. Which type of dating violence do you consider easier to proof?
4. Should we remain in violent dating if we are in love with our partner?
5. Is it possible to stop violence without stopping dating?
6. Can we actually change the behaviour of our partner?
7. Who can support/help the victim?

Worksheet 4

Questions for Personalisation

Binary opposition 1: Should we remain in violent dating if we are in love with our partner? Is it possible to stop violence without stopping dating? Can we actually change the behaviour of our partner? Can we lose our friends and family if we assume that we are victims of dating violence?

4b. Personalization

1. If you were a victim of dating violence:
 - a. what would you do?
 - b. is there anyone with which you could talk?
 - c. do you know any organisation that could support you?