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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Human Services |
| **Course Name** | Counseling and Mental Health |
| **Lesson/Unit Title** | Love Shouldn’t Hurt |
| **TEKS Student Expectations** | **130.276. (c) Knowledge and Skills**  (6) The student maintains a safe environment to prevent hazardous situations. The student is expected to:  (A) recognize abusive situations  (B) anticipate and adapt to changing situations  (C) demonstrate appropriate actions in emergency situations  (D) practice personal and client safety |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Student will:**   * Become familiar with the various types of abusive behaviors * Investigate signs of abusive relationships * Research state and local agencies that would intervene or provide support in abusive situations * Educate others on positive ways to handle types of abusive behaviors |
| **Rationale** | Since you are planning on a career in the area of counseling and guidance, it is vital that you learn the facts and most current research on violence and abuse. Family violence can affect anyone, any type of family—spouse to spouse, parent to child, sibling to sibling, adult child to elderly parent, boyfriend to girlfriend. Many people have trouble controlling their anger, others lack conflict resolution skills. Frustrations and disappointments are then inappropriately “taken out” on family members or significant others. In this lesson, you will learn about various types of abuse, it’s signs and community resources that can help in these situations. |
| **Duration of Lesson** | Five 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Abuse:** Treating someone in a harmful, injurious way  **Domestic violence:** Behaviors used by one person in a relationship to control the other person in the relationship  **Emotional abuse:** Form of non-physical abuse that may involve verbal abuse, demeaning actions, emotional control and withholding affection and support  **Family violence:** Any abusive, threatening, or violent act inflicted on a family member by another member of the family  **Neglect:** Basic and emotional needs of an individual are ignored by the adult  **Physical abuse:** Any type of physical act that leaves marks or cause an injury or pain  **Self-esteem:** the thoughts and feelings one has about his/her self  **Sexual abuse:** Any unwanted touch or sexual behavior  **Verbal abuse:** Negative words or names used to hurt another’s self esteem |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for multimedia presentations * Computers with internet access for student use   **Supplies:**   * Chart paper for groups * Markers * Copies of all handouts   **PowerPoint:**   * Love Shouldn’t Hurt PowerPoint * Presentation Notes – Love Shouldn’t Hurt   **Technology:**   * TED Talks: Leslie Morgan Steiner: Why domestic violence victims don’t leave Leslie Morgan Steiner was in “crazy love” that is, madly in love with a man who routinely abused her and threatened her life. Steiner tells the dark story of her relationship, correcting misconceptions many people hold about victims of domestic violence, and explaining how we can all help break the silence.<https://www.ted.com/talks/leslie_morgan_steiner_why_domestic_violence_victims_don_t_leave> * Access to:   + GlogsterEDU   + PowerPoint   + Prezi   **Graphic Organizers:**   * Love Shouldn’t Hurt KWL Chart   **Handouts:**   * Group Presentation Ideas * Ladder of Information – Note-taking * Love Shouldn’t Hurt Group Presentation Rubric * Violence Prevention Programs |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Prior to class:**  Review Violence Prevention Programs. Select and make copies of news articles about abuse situations to share with your students.  Investigate additional websites that are related to family violence. See lesson References/Resources section. Locate local statistics of cases of abuse.  **Before class:**  Distribute Love Shouldn’t Hurt KWL Chart. Have students complete the (K) and (W) columns. The (L) column will be completed during Lesson Closure. |
| **Direct Instruction \*** | Introduce lesson objectives, terms, and definitions.  Distribute Ladder of Information handout. Students will be expected to take notes while viewing the slide presentation. Teacher to determine the notes which will be recorded by students.  Introduce PowerPoint Love Shouldn’t Hurt and begin the discussion with students. Allow for questions and answers to check for understanding.  Use appropriate notes from Presentation Notes for Love Shouldn’t Hurt for discussion.  *Individualized Education Plan(IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * encouraging participation * praising student * providing the student with a copy of the slide presentations |
| **Guided Practice \*** | Divide students into subgroups and assign an age group to each team. Students are to brainstorm various situations that may lead to abuse for that age group. Make sure each team assigns a student scribe to write responses on chart paper.  Teams will present their ideas to class. Allow time for a class discussion.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * encouraging participation * paired students * praising student |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Teacher note: You may choose to use the same teams from the previous activity or divide class into new subgroups for the group presentation project.  Each team will select a subject to research and prepare a presentation for the class. Make sure to thoroughly review the components of the rubric so that students understand how their projects will be assessed.  Distribute and review Love Shouldn’t Hurt Group Project and Rubric prior to the start of the assignment so that students are aware of assessment procedures.  Continuously provide guidance and suggestions as students work on their projects.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * checking for understanding * extending time * paired working arrangements |
| **Lesson Closure** | Review lesson learning objectives, terms, and definitions.  Instruct students to complete last column (L) of Love Shouldn’t Hurt KWL Chart**.**  Students can share what they have learned or write down three things they learned and how they might use this information now and in the future. |
| **Summative/End of Lesson Assessment \*** | Student groups will present Love Shouldn’t Hurt projects to the class.  Instructor will assess presentations with appropriate rubric.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * extending time for assignment * reducing length of assignment |
| **References/Resources/**  **Teacher Preparation** | **Websites:**   * Centers for Disease Control CDC Centers for Disease Control and Prevention – Your Online Source for Credible Health Information.<http://www.cdc.gov/ViolencePrevention/index.html> * Childhelp.org  Exists to meet the physical, emotional, educational, and spiritual needs of abused and neglected children. Focus in the areas of treatment, prevention, and research.<http://childhelp.org> * Fodey website Generate realistic looking newspaper articles<http://www.fodey.com/generators/newspaper/snippet.asp> * Kidshealth.org TeensHealth offers a safe, private place to get information about health, growth, and emotions. <http://kidshealth.org/teen/your_mind/families/family_abuse.html> * Prevent Child Abuse America Prevent Child Abuse America was established in 1972 to build a nationwide commitment to preventing all forms of child abuse.<http://www.preventchildabuse.org> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall * Frayer model * Example/non-example * Problems/solutions |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Current Events: Assign students to read about abuse and abuse cases. Information can be found in newspaper articles, magazines, journals, and online print.  Suggestions:   * Check the web site of the National Resource Center for Health and Safety in Child Care and Early Education for safety tips for child care centers.<http://nrckids.org> * News – Atlanta, Georgia and National | Atlanta, GA | 11Alive.com …Atlanta, Georgia, and national news coverage from 11Alive.com WXIA in Atlanta, Georgia <http://www.11alive.com/> * Encourage students to connect reading to their life experiences or prior knowledge |
| **Quotes** | People will forget what you said and what you did, but people will never forget how you made them feel.  **-Maya Angelou**  Child abuse casts a shadow that lasts a lifetime.  **-Herbert Ward**  Anger may identify a problem, but it will never solve one.  **-Unknown**  A statue stands in a shaded place. An angel girl with an upturned face. A name is written on a polished rock. A broken heart that the world forgot. **-Martina McBride**  Let us be the ones who say we do not accept that a child dies every three seconds simply because he does not have the drugs you and I have. Let us be the ones to say we are not satisfied that your place of birth determines your right for life. Let us be outraged, let us be loud, let us be bold. **-Brad Pitt** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * What type of abuse situations do you think are the most common? Why? * What community groups are you aware of that offer support in an abusive situation? * What would you do if you were the victim in an abusive situation? Why? * What would you do if you were aware of an abusive situation? (example: your girlfriend told you about her father hitting her) * What do you think would happen if police became involved in a domestic violence situation?   **Writing Strategies:**   * RAFT Strategy   + Role – newspaper advice columnist   + Audience – friend of abused individual, newspaper advice column readers   + Format – newspaper advice column   + Topic – how to deal with an abusive spouse * You are an advice columnist and a reader has written in to seek your advice because a friend is being abused by her spouse. * You are writing a response that will be read by the general public.   Allow students to use <http://www.fodey.com/generators/newspaper/snippet.asp> to create a realistic looking newspaper column. |
| **Communication**  **90 Second Speech Topics** | * Share a time that you used positive anger or conflict resolution skills to handle a situation. * Be sure to include what the situation was, what you were feeling, what you did to handle it in a positive way and the outcome of your actions. * Why is it important to learn positive ways to handle anger? |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Students who have finished work activities can:   * Create a brochure of local resources available to help in abuse types of situations. * Take a leadership role in one of the special programs on abuse.   Think about the appropriate actions that should be taken in an emergency situation in mental health care. Write an essay explaining these actions. (9th and 10th grade expository writing)  **TED Talks:**  TEDx is a program of local, self-organized events that bring people together to share a TED-like experience. At a TEDx event, TEDTalks videos and live speakers combine to spark deep discussion and connection in a small group. These local, self-organized events are branded TEDx, where x = independently organized TED event.  The video below is related to this lesson. Allow students to view the video, and lead a discussion concerning the TEDTalk.  Leslie Morgan Steiner: Why domestic violence victims don’t leave Leslie Morgan Steiner was in “crazy love” that is, madly in love with a man who routinely abused her and threatened her life. Steiner tells the dark story of her relationship, correcting misconceptions many people hold about victims of domestic violence, and explaining how we can all help break the silence.<https://www.ted.com/talks/leslie_morgan_steiner_why_domestic_violence_victims_don_t_leave> |
| **Family/Community Connection** | Invite the following guest speakers to talk to the class about their roles in abusive situations:   * School counselors * Someone from a helpline * Family therapist/counselor * Local women’s abuse shelter * Police officer |
| **CTSO connection(s)** | **Family, Career, Community Leaders of America (FCCLA)**  <http://www.texasfccla.org>   * STARR Events   + Advocacy An individual or team event, recognizes participants who demonstrate their knowledge, skills, and ability to actively identify a local, state, national, or global concern, research the topic, identify a target audience and potential partnerships, form an action plan, and advocate for the issue in an effort to positively affect a policy or law.   + Chapter Service Project A team event – recognizes chapters that develop and implement an in-depth service project that makes a worthwhile contribution to families, schools, and communities. Students must use Family and Consumer Sciences content and skills to address and take action on a community need.   + Focus on Children An individual or team event – recognizes participants who use Family and Consumer Sciences skills to plan and conduct a child development project that has a positive impact on children and the community.   + Illustrated Talk An individual or team event – recognizes participants who make an oral presentation about issues concerning Family and Consumer Sciences and/or related occupations. Participants use visuals to illustrate content of the presentation.   + Interpersonal Communication An individual or team event – recognizes participants who use Family and Consumer Sciences and/or related occupations skills and apply communication techniques to develop a project designed to strengthen communication. |
| **Service Learning Projects** | **Service Learning**  Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to the lesson.<http://www.ysa.org>  Students create a program about conflict resolution and or anger management to present to elementary schools and junior high/middle school.  Write and create Public Service Announcements (PSAs) to be taped and shown on school announcements. |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)