

Moonshadow Productions
Love You To Death © 2010

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- Target Audience: High School Students ages 13-18; College Students 18-25
- Duration: 1 or 2 Class Periods
- Goal: To prepare students to recognize the cycle of domestic violence and how to prevent or end their participation in a dangerous relationship
- Objectives: By the end of this session, students will be able to:
- *Cite the importance of breaking off a bad relationship
 - *Describe various stages of domestic violence
 - *Cite the causal relationship of violence to serious harm
 - *Suggest the qualities needed to maintain a healthy relationship
 - *Offer skills to manage anger
- Setting: Classroom
- Materials: Television with DVD player
Whiteboard and marker pens
Copy of DVD titled "Love You To Death" By Moonshadow Productions
Copies of Discussion Questions (1 per student)
Copies of Evaluations (1 per student)
- Lesson Overview:
- Class Session One: 50 Minutes
1. Teacher reads introduction to Part One to class
3 Minutes
Students watch DVD 36:00 Minutes
 2. 14: Minutes Students complete the questions and evaluations in class
- Class Session Two: 50 Minutes
1. Review Discussion Questions
 2. Review Evaluations
 3. Review Optional Activities

Day One: 50 Minutes

Welcome and Introduction: 3 Minutes: The purpose of the “Love You To Death” DVD is to provide information regarding the importance of recognizing and developing a healthy relationship and ending an unhealthy one. As you watch this video please keep these things in mind: 1) An abuser will manipulate, deceive, threaten, coerce and intimidate his victim into remaining in an abusive relationship. 2) He will make the victim feel totally dependent and in some cases even threaten suicide if the victim breaks up.

Photocopy and hand out this page to students.

“Love You To Death”

Play movie: 36 Minutes: Play “Love You To Death” DVD

Distribute the evaluation forms to Students-have students complete the forms.

Class Review Evaluation form for students: ALLOCATE 11 – MINUTES

Go over responses in class to stimulate conversation.

After Class Review: Collect the evaluations and forward to the curriculum director.

Teacher Narrative: Now let’s review the evaluations: Who wants to describe his or her response to the following questions?

BEFORE EVERYONE GOES HOME ON DAY ONE:

Day One Concluding Remarks: Many people choose badly and they’re not to blame because they didn’t have the ability to see into the future. The lesson here is to pay attention to the warning signs and **get out** as soon as you can see it turning violent or even verbally abusive. Many victims simply feel stuck, and as a society, we need to empower them to get moving when they recognize the early warning signs of abuse. Victims need to understand that there is help if they reach for it. Sometimes it’s with family, church or especially in local women’s centers. The point is the sooner they engage in a decision-making process to get the help they need to escape the violence, the better chance they have of avoiding the tragic consequences that either inaction or resorting to violence brings. And remember that even though they chose a bad boy, no one should ever blame a victim for being abused.”

DAY ONE: Evaluation sheets: ALLOCATE 12 to 14 MINUTES

After reviewing this DVD, please let us know what really worked, and what needs to be improved by answering the following questions using a scale of 1 to 5, with 1 being BAD and 5 being GREAT, or 1 being Disagree and 5 being Strongly Agree—depending on the question. Please circle the number that best reflects your opinion.

1 2 3 4 5 Music, Graphics, Photos & Animations

1 2 3 4 5 Over all value of information provided

1 2 3 4 5 The video offers valuable information on how to spot the warning signs of emotional and physical abuse and ways to avoid abusive behavior in relationships.

1 2 3 4 5 This presentation helped me understand that my safety is more important than staying in a relationship in which I am being abused.

1 2 3 4 5 This presentation helped me understand that there are warning signs that I should not ignore.

1 2 3 4 5 This video helps me understand that abuse is not love and where power and control over another human being exist, there is no equality.

1 2 3 4 5 This video offers valuable “life skills coaching,” wisdom, introspection, and solid advice on how to have positive relationships, while avoiding abusive ones.

1 2 3 4 5 This video offers valuable tips on “How A Girl Can Protect Herself From Abusers.”

1 2 3 4 5 This video offers a valuable information to both young men and young women about managing anger.

What did you like most about this video? _____

What CHANGES do you think this video needs to improve its message?

DAY TWO: 50 minutes Students review with teacher.

LET'S REVIEW OUR ANSWERS TO THE QUESTIONS WE PASSED OUT. SHARING YOUR ANSWERS IS PURELY VOLUNTARY!!!

“Love You To Death”
Self-evaluation quiz.

1. DESCRIBE ANY EXPERIENCE IN WHICH YOUR SIGNIFICANT OTHER HAS BEEN AGGRESSIVE TOWARDS YOU. HOW DID YOU REACT?
2. PLEASE DESCRIBE ANY EXPERIENCE YOU'VE HAD IN WHICH YOUR SIGNIFICANT OTHER HAS BERATED, HIT, SLAPPED, PUNCHED OR OTHERWISE ABUSED YOU.
3. DESCRIBE ANY INSTANCES IN WHICH YOUR SIGNIFIACANT OTHER HAS BEEN OVERLY-CONTROLLING?
4. HAVE YOU EXPERIENCED ANY INSTANCES IN WHICH YOU FORGAVE VERBAL, PHYSICAL OR SEXUAL ABUSE BECAUSE SOMEONE SAID HE OR SHE “LOVED” YOU?
5. PLEASE DESCRIBE ANY CIRCUMSTANCES IN WHICH YOU TRIED TO BREAK IT OFF WITH YOUR ABUSING PARTNER BUT STAYED.
6. HOW DOES BEING ABUSED MAKE SOMEONE FEEL?
7. WHAT DID YOU LEARN ABOUT MANAGING YOUR OWN ANGER?
8. WHAT ADVICE DO YOU HAVE FOR OTHERS WHO ARE IN ABUSIVE RELATIONSHIPS?
9. WHY DO VICTIMS REMAIN IN ABUSIVE RELATIONSHIPS?

Optional Activities:

Research has shown that a single exposure to educational materials like this does not change student's behavior unless it is accompanied by activities that solidify and personalize the information for the individual student.

Choose from one or more of the following activities to facilitate discussion and to allow the students to process this information in a meaningful way. They include writing assignments, field trips, dramas, poster presentations and competitions, and teaching younger students.

1. Writing assignment

Describe one of your best friends. Tell about the personality features that make this person special to you. What would you do tell him or her about staying in a relationship in which abuse was occurring?

2. Role Play/ Drama

Have your class select actors who form into two groups: Abused and abuser. The 'abusers' should try asking/begging/pleading with the "abused" boyfriend or girlfriend to make up and promise it will not happen again. The "abused" should conceive of ways to say no and cite imaginary instances in which "this has happened before" and for that reason the/she doesn't trust the abuser. The point is to gain an understanding that promises are cheap and abusive relationships need to be ended.

3. Poster contest

Sponsor a competition among students to design an ad that raises awareness that domestic abuse harms all members of the family. Offer awards in several categories, based on classes, e.g. – 9th grade vs. 10th grade, to the most graphic, most scientific, best use of color, so that there are several winners. Display posters in the school.

5. Teaching younger students

Have groups of your students prepare a lesson for the 7th graders about the importance of ending a violent relationship before serious harm occurs. Be sure to include instructions about dialing 911 in case of witnessing domestic violence.