

# 8th GRADE: ABUSE

## LESSON 2 OVERVIEW

### Abuse: Signs and Safety



#### Lesson Time:

30 Minutes

#### Materials Provided:

- Video: [Is Anybody Out There? DIRECTORS CUT](#) (11:38)
- Lesson Slides [Download](#)

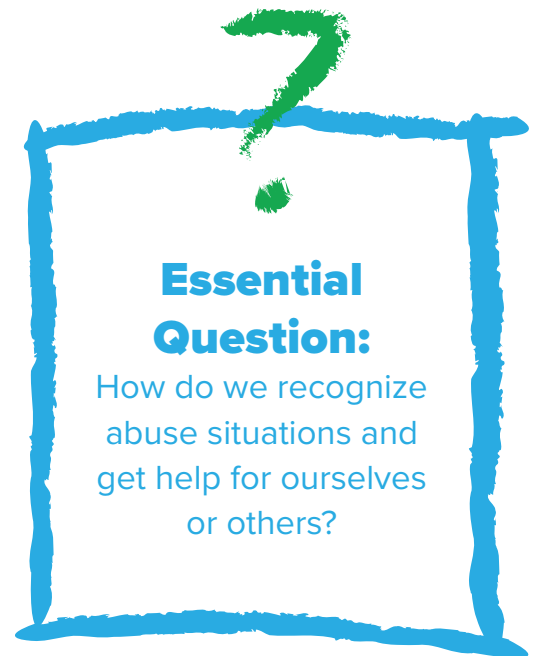
#### Materials Needed:

- Projector with Video/Audio Capability
- Dry-erase Board/Markers
- Writing Utensils
- Index Cards

#### Objectives:

Students will be able to...

1. Recognize signs of abuse.
2. Identify possible causes and effects of abuse.
3. Discuss appropriate handling of their own or someone else's abuse.



# Abuse: Signs and Safety

## Slide/Handout

## Lesson Script/Talking Points



1

### Lesson Introduction: (2 minutes)

(Display Slide 1)

In the previous lesson, you learned about the four types of abuse. As you are aware, this is not an easy topic to discuss, so please continue to be mindful of the delicate nature of this topic.

Do you remember what the four types of abuse are? (Students should identify physical, emotional, sexual, and neglect. Write these four types of abuse on the board as students state them.)

Can you give me examples of each type? (Allow students to respond. Answers may include:

Physical - hitting, biting, shoving, pinching

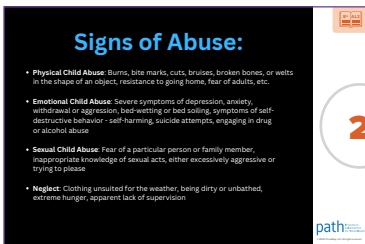
Emotional - name-calling, shaming, constant insults, yelling

Sexual - forced sexual activity, inappropriate touching

Neglect - failing to provide basic needs, food, shelter, medical attention)

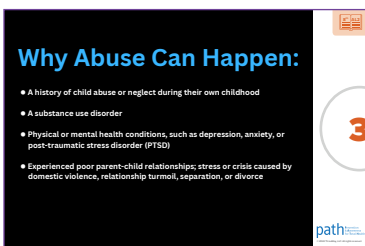
### Core Lesson: Signs, Effects, and Causes of Abuse Slides 2-4 (4 minutes)

Now let's learn about recognizing the signs of abuse by looking at these slides (Display Slide 2):



2

- Physical Child Abuse: Burns, bite marks, cuts, bruises, broken bones or welts in the shape of an object, someone who shows resistance to going home, fear of adults, etc.
- Emotional Child Abuse: Severe symptoms of depression, anxiety, withdrawal or aggression, bed-wetting or bed soiling; symptoms of self-destructive behavior - self-harming, suicide attempts, engaging in drug or alcohol abuse or other high-risk behaviors
- Sexual Child Abuse: Fear of a particular person or family member, inappropriate knowledge of sexual acts, either excessively aggressive or trying to please
- Neglect: Clothing unsuited for the weather, being dirty or unbathed, extreme hunger, apparent lack of supervision (Childmatters.org, 2023)

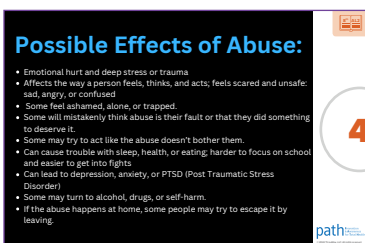


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It's hard to understand or imagine why someone abuses others. (Display Slide 3)

According to research, people who are abusive to others may have:

- A history of child abuse or neglect during their own childhood
- A substance use disorder
- Physical or mental health conditions, such as depression, anxiety, or post-traumatic stress disorder (PTSD)
- Experienced poor parent-child relationships; stress or crisis caused by domestic violence, relationship turmoil, separation, or divorce (Holland, 2018).



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People who are hurt and have not dealt with their pain appropriately, are more likely to hurt others. Let's take a look at some of the effects of abuse (Display Slide 4):

- Emotional hurt and deep stress or trauma
- Affects the way a person feels, thinks, and acts; feels scared and unsafe: sad, angry, or confused
- Some feel ashamed, alone, or trapped.
- Some will mistakenly think abuse is their fault or that they did something to

# Core Lesson (cont)

## Slide/Handout

## Lesson Script/Talking Points

- deserve it.
- Some may try to act like the abuse doesn't bother them.
  - Can cause trouble with sleep, health, or eating; harder to focus on school and easier to get into fights
  - Can lead to depression, anxiety, or PTSD (Post Traumatic Stress Disorder)
  - Some may turn to alcohol, drugs, or self-harm.
  - If the abuse happens at home, some people may try to escape it by leaving. (Kidshealth.org, 2024)

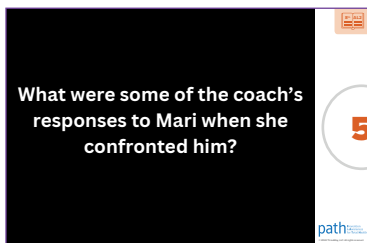
It's important to know that not everyone who goes through abuse will be affected in these ways. Each person and each situation is different.

## Video: Is Anybody Out There? (11:38) Introduction and Discussion (18 minutes)

I have a video for us to watch and there's a good amount of symbolism in it. To refresh you, symbolism means using one thing to represent something else, another idea or thought. Also, many interesting and important things are said and done, so pay close attention as we will be discussing these after the video. (Play Video.)

### Is Anybody Out There? DIRECTORS CUT

Let's talk about what we just watched. (When asking the questions, encourage discussion and reflection to include the answers provided).

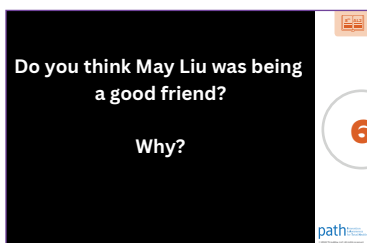


What were some of the coach's responses to Mari when she confronted him?

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(Display Slide 5) What were some of the coach's responses to Mari when she confronted him? ("I have no idea what you are talking about", "Maybe I shouldn't start you, you seem to be going through something", "If ever anyone treats you like that, you should talk to someone.")

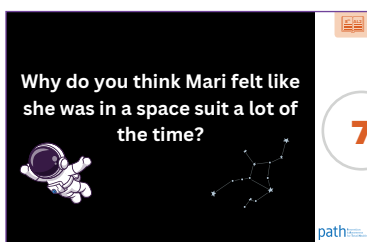


Do you think May Liu was being a good friend?  
Why?

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(Display Slide 6) Do you think May Liu was being a good friend? (Yes) Why? (She confronted Mari about what Coach was doing. She encouraged her to tell someone. She texted Mari a compliment about her and called her later to check on her.)



Why do you think Mari felt like she was in a space suit a lot of the time?

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(Display Slide 7) Why do you think Mari felt like she was in a space suit a lot of the time? (Because she felt isolated/alone, cut off from others; she wanted to escape from reality; she felt safer with extra layers of clothing; she couldn't breathe or talk; they were studying about space in science class, she couldn't be touched/hurt if she was far away, etc.)

# Core Lesson (cont)

## Slide/Handout

## Lesson Script/Talking Points

What important things did the science teacher say to Mari?  
How would you describe the science teacher?



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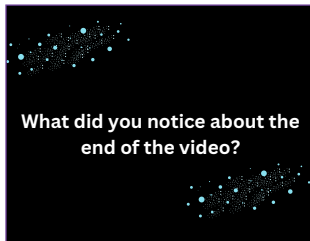
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(Display Slide 8) What important things did the science teacher say to Mari? (“You’re safe, I’m here to help,” “I’m so sorry, do you want to go to the counselor? Why don’t we go together?” “I believe you,” “It’s not your fault.”)

How would you describe the science teacher?

(He was encouraging to his students; he was a jokester/approachable; he deeply cared about his students; he could tell Mari wasn’t herself/was struggling and initiated the conversation with her: “Mari, what’s going on?”; etc.)

What did you notice about the end of the video?

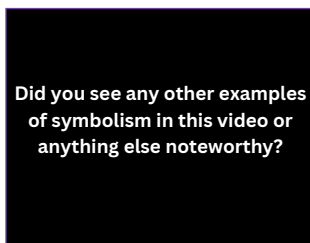


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(Display Slide 9) What did you notice about the end of the video? (The science teacher did go with Mari and her mom to the counselor; the coach was arrested; Mari was finally smiling and enjoying being herself because she felt safe again; etc.)

Did you see any other examples of symbolism in this video or anything else noteworthy?



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(Display Slide 10) Did you see any other examples of symbolism in this video or anything else noteworthy?

(Mari’s basketball went in the hoop and the coaches didn’t when she was confronting him, meaning she was doing the right thing and he was doing something very wrong; it was the science teacher who grabbed onto Mari’s spacesuit tube and pulled her back to safety; etc.)

Good discussion!

### Closing: Essential Question (6 minutes)

How do we recognize abuse situations and get help for ourselves or others?

We now know how to recognize abuse situations, and we have seen what someone experiencing abuse should do as well as what to do when we suspect someone else is experiencing abuse. Remember: (Display Slide 11)

- Tell an adult you trust right away. If an adult is treating you in a way that makes you feel uncomfortable, but you’re not sure whether it’s abuse, you can still talk it over with another adult you trust. Even if the abuse happened before, but isn’t happening now, you should tell someone about it.
- The person you tell can be a parent, a grandparent, or a caregiver. It can be a doctor or a nurse. It can be a teacher, school counselor, therapist, parent of a friend, or a coach.
- If you don’t have an adult you feel comfortable sharing with, you can call or chat with someone at the Childhelp Hotline 1-800-422-4453 or visit their website: [www.childhelphotline.org](http://www.childhelphotline.org). People are there to help for free, 24 hours a day.
- You might feel nervous at first, but don’t let that stop you. (Kidshealth.org, 2024)

Talk to a trusted adult. If the first person you talk to doesn’t help, tell someone else. Keep talking until someone listens, believes what you say, and helps.

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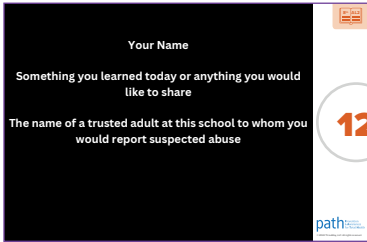
• You might feel nervous at first, but don’t let that stop you.

11

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# Core Lesson (cont)

## Slide/Handout



## Lesson Script/Talking Points

(Display Slide 12 and provide each student with an index card.)

Great job today! We covered a lot of good information. For your exit slip today, please list 3 things:

1. Your name
2. Something that you learned today or anything you would like to share
3. The name of a trusted adult at this school to whom you would report suspected abuse

As soon as you answer the three questions, fold your index cards in half and hand them to me on your way out.

(Read through the index cards and follow up with any students who may need additional support.)

## References:

- *Indicators of child abuse*. Emotional, Physical, Behavioural. (n.d). <https://www.childmatters.org.nz/awareness/abuse-indicators/>
- Holland, K. (2018, December 3). *Causes of child abuse: Why some adults hurt children*. Healthline. <https://www.healthline.com/health/causes-of-child-abuse>
- Lyness, D. (Ed.). (2023, August). *Abuse: What you need to know (for teens)* | *nemours kidshealth*. KidsHealth. <https://kidshealth.org/en/teens/family-abuse.html>
- YouTube. (2022, April 27). *Is anybody out there? directors cut*. YouTube. <https://www.youtube.com/watch?v=xgKdiPFrdIO>

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