



Mental Health Units of Instruction

Dating Violence Prevention

Issues in Mental Health: Dating Violence Prevention (Grades 8-10)

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Preface

Interpersonal violence can be described as physical, emotional, or sexual violence between people who know each other. It can take a variety of forms, including child maltreatment, bullying, dating violence, and others.

Child maltreatment can be physical, emotional, or sexual abuse or neglect. Perpetrators may be family members or other adults who are in care-taking roles with children and adolescents. Child maltreatment may be a one-time event or may occur repeatedly over time. School districts are required under state law to provide classroom instruction in elementary grades to prevent child maltreatment (Wis. Stat. sec. 118.01(2)(d)).

(d) *Personal development.* Each school board shall provide an instructional program designed to give pupils:

....

8. Knowledge of effective means by which pupils may recognize, avoid, prevent and halt physically or psychologically intrusive or abusive situations which may be harmful to pupils, including child abuse, sexual abuse and child enticement. Instruction shall be designed to help pupils develop positive psychological, emotional and problem-solving responses to such situations and avoid relying on negative, fearful or solely reactive methods of dealing with such situations. Instruction shall include information on available school and community prevention and intervention assistance or services and shall be provided to pupils in elementary schools.

Bullying is deliberate or intentional behavior using words or actions that are intended to cause fear, intimidation, or harm. Bullying may be repeated behavior and involves an imbalance of power. Bullying behavior can be:

1. Physical (e.g., assault, hitting or punching, kicking, theft, threatening behavior)
2. Verbal (e.g., threatening or intimidating language, teasing or name-calling, racist remarks)
3. Indirect (e.g., spreading cruel rumors, intimidation through gestures, social exclusion, and sending insulting messages or pictures by mobile phone or using the internet—also known as cyber-bullying)

The Department of Public Instruction has developed bullying prevention curricula for upper elementary and middle school students. More information is available at:

http://www.dpi.wi.gov/pubsales/pplsvc_2.html

<http://www.dpi.wi.gov/sspw/pdf/bullyingprogram.pdf>.

Dating violence is physically, emotionally, or sexually abusive behavior between two people in a romantic relationship. It is a pattern of abusive behaviors used to exert power and control over a dating partner. This unit of instruction was developed to help schools address this issue with middle and high school students.

The abusive dynamics involved in child maltreatment, bullying, dating violence, and other interpersonal violence have much in common. Schools can use the knowledge and skills in child

maltreatment prevention instruction to help students in upper elementary and middle school grades learn ways to prevent and deal with bullying and other personal violence. Likewise, the strategies students learn to address bullying may help adolescents avoid unhealthy dating relationships. The Department of Public Instruction encourages school districts to link these different areas of instruction to their K-12 curricular scope and sequence as a means to make them more effective.

How to Use this Unit

This is a nine-lesson unit that engages the issue of dating violence and discusses the warning signs of a violent relationship, presents the appropriate skills to address the issue if a student is in such a relationship, and provides skills to be an effective bystander to help stop this behavior. This unit could be implemented in a capstone health class or a Family and Consumer Education class. Though this is a nine-lesson unit you could effectively implement the major components of the unit by doing the following lessons: Are the Facts Talking to You? Signs, Signs Everywhere are Signs, The Play's the Thing, Communicating with the Abuser, and Help! The other lessons are technology or game-based so if time is available they are excellent additions.

Unit Outcomes

As a result of completing this unit of instruction, the student will learn:

- Dating violence can take on a number of forms: physical, emotional, sexual.
- Risky behaviors such as drug abuse, tobacco use, dangerous dietary behaviors, risky sexual behaviors, and suicide considerations can be co-occurring with violent relationships.
- Dating violence is about power and control. It is not healthy, normal, or acceptable; some forms are against the law.
- There are warning signs and risk factors that are important to know and recognize.
- Dating violence is all too prevalent in our society, though not the norm.
- Friends can use skills and strategies to help a friend who is a victim of dating violence.
- Help is available for both victims of dating violence and the perpetrator of this act.
- To apply appropriate communication skills to address the perpetrator of a violent relationship.
- To apply self-management skills to determine healthy versus unhealthy behaviors as it relates to a dating relationship.

Special Note

This unit of instruction was developed with extensive input from community educators from domestic violence and sexual assault centers across Wisconsin. Instruction on this topic can be enhanced when school-based and community-based educators partner in its delivery. For information on how to contact the domestic violence and sexual assault center in your area, check your local telephone book or contact:

Wisconsin Coalition Against Domestic Violence
307 South Paterson Street, #1
Madison, Wisconsin 53703
Phone: (608) 255-0539
<http://www.wcadv.org/>

Or

Wisconsin Coalition Against Sexual Assault
600 Williamson Street, Suite N-2
Madison, Wisconsin 53703
Phone: (608) 257-1516
wcasa@wcasa.org
<http://www.wcasa.org/>

*Men are from earth.
Women are from earth.
Deal with it.*

—Author Unknown

Building Your Own Class Norms on Dating Violence

1

Student Instructions

In this introductory lesson, we will build our own class set of norms on dating violence. There is a list of ten questions that you will answer. Remember these are not behavioral norms but norms of what you think and know about this issue. The class's task is to compile the results and then provide a written response to the following questions. Be prepared to discuss your response to the following questions.

1. Were there any results that surprised you, and why?
2. Why do you think there are differences in responses for females and males?
3. Are there any questions that were not asked that you would like to ask?
4. Based on your class answers, do you believe this is a behavior that is increasing or decreasing? Why, or why not?

*All broken relationships
can be traced back to
broken agreements.*

—Stephen Covey

Building Your Own Class Norms on Dating Violence

In this exercise, we will explore this class's normative experiences with respect to dating violence. Simply answer these questions anonymously by gender. The questions should be answered regarding teens you know.

Male Female

1. Do you know someone who has been hit, slapped, or physically hurt by their boyfriend or girlfriend on purpose?
 Yes No
2. Do you know someone who has been repeatedly "put down" by their girlfriend or boyfriend?
 Yes No
3. Do you know someone who has been "threatened" by their girlfriend or boyfriend?
 Yes No
4. Do you know someone who has openly said his/her date should "put out" if they spend a lot of money on the date?
 Yes No
5. Do you know someone whose boyfriend or girlfriend tried to control who they spend their time with, how they dress, or what they do?
 Yes No
6. Do you know someone whose boyfriend or girlfriend forced or pressured him or her to take part in some kind of sexual activity?
 Yes No
7. Do you know someone who has slapped or physically hurt their boyfriend or girlfriend on purpose?
 Yes No
8. Do you think friends can help friends who are being hurt or controlled by their boyfriend or girlfriend?
 Yes No
9. Do you think friends can help friends who are hurting or controlling their boyfriend or girlfriend?
 Yes No
10. Do you think dating violence is more likely to occur to females?
 Yes No

Teacher Information

Curriculum Connections

Family and Consumer Education, Social Studies

Key Content Message

This activity is designed to help students understand the prevalence of physical, emotional, and sexual violence within teen relationships in their class. Dating violence is common and is a serious problem.

Instruction

There are three phases to this activity:

1. This lesson introduces the problem of dating violence in our society. This ten-question survey does not deal with behavioral norms, but norms of what students know and think about this issue as it relates to their environment.
2. Students respond to the survey questions individually.
3. The results are efficiently compiled by gender.
4. Determine the percentage by dividing the number of positive responses by the total number for males or females.

Example

Grade 8	120 students (64 male, 56 female)
43 positive male responses	$(43/64 = .67 \text{ percent})$
22 positive female responses	$(22/56 = .39 \text{ percent})$

5. This lesson will help teens understand the prevalence of dating violence within teen relationships based upon perceptions of students in the class.
6. The students provide a written response to the questions after the findings are compiled.
7. The teacher then leads a discussion of the findings and the related questions such as looking at why females and males think differently on this issue. Are females most likely to be victimized and do they have the ability to address a potential violent relationship?

Time

This activity is designed to be completed in one class period.

Materials

Copy of norms survey for each student

You can end half your troubles immediately by no longer permitting people to tell you what you want.

—Vernon Howard

Sample Response

Perceptions and Class Norms on Dating Violence 10th Grade Health Classes—Pardeeville

Figures reflect positive response to the question.

Question	Males N=15	Females N=19
1. Do you know someone who has been hit, slapped, or physically hurt by their boyfriend or girlfriend on purpose?	33%	39%
2. Do you know someone who has been repeatedly “put down” by their girlfriend or boyfriend?	26%	72%
3. Do you know someone who has been “threatened” by their girlfriend or boyfriend?	40%	33%
4. Do you know someone who has openly said that he/she should “put out” if they spend a lot of money on a date?	40%	28%
5. Do you know someone whose boyfriend or girlfriend tried to control who they spend their time with, how they dress, or what they do?	67%	56%
6. Do you know someone whose boyfriend or girlfriend forced or pressured him or her to take part in some kind of sexual activity?	13%	33%
7. Do you know someone who has slapped or physically hurt their boyfriend or girlfriend on purpose?	20%	33%
8. Do you think friends can help friends who are being hurt or controlled by their boyfriend or girlfriend?	74%	83%
9. Do you think friends can help friends who are hurting or controlling their boyfriend or girlfriend?	87%	77%
10. Do you think dating violence incidents are more likely to occur to females?	67%	100%

Are the Facts Talking to You?

Student Instructions

1. Form groups of three to five students.
2. Each member of the group is to take a turn reading a question out loud to the group. The group is to discuss which answer they believe is correct. Repeat this process for each question. The group should record their answers and provide a rationale for each. Try to use consensus to determine your answers.
3. Appoint a spokesperson for your group. This person will share your group's answers with the rest of the class, including your justification for each answer.

2

Don't be reckless with other people's hearts, and don't put up with people that are reckless with yours.

—Kurt Vonnegut, Jr.

What is Your Dating Violence IQ?

1. What percentage of U.S. adolescent girls reported being victims of physical, emotional, or verbal abuse?
 - a. 10%
 - b. 20%
 - c. 25%
 - d. 50%
2. What percentage of teens reported being physically hurt by their boyfriend or girlfriend in the last year?
 - a. 10%
 - b. 25%
 - c. 50%
 - d. 75%
3. What percentage of Wisconsin public high school females reported having been verbally or physically forced to take part in sexual activity?
 - a. 2
 - b. 5
 - c. 15
 - d. 25
4. What percentage of U.S. teen females reported sending nude or semi-nude pictures or videos of themselves.
 - a. 1 in 100
 - b. 1 in 20
 - c. 1 in 10
 - d. 1 in 5
5. A percentage of females involved in a sexually- or physically-violence relationship are more likely to attempt suicide to those who are not. What is the percentage difference? (Family Violence Prevention Fund, 2009)
 - a. 1%
 - b. 20%
 - c. 50%
 - d. 75%

A discussion of each of your answers will take place after you finish.

Were there any results that surprised you or your team, and why?

Teacher Information

Curriculum Connections

Family and Consumer Education, Social Studies

Key Content Message

This activity is designed to help students understand the prevalence of physical and sexual violence within teen relationships. Dating violence is common and is a serious problem in the state and in the nation.

Instruction

This lesson will help teens understand the prevalence of dating violence within teen relationships based upon current statistics from the Wisconsin Youth Risk Behavior Survey (YRBS), the Family Violence prevention fund, and other surveys from the Centers for Disease Control and Prevention.

The following websites can be very helpful in preparing this lesson:

www.cdc.gov/violenceprevention

www.endabuse.org

There are three phases to this activity:

1. Students respond to a quiz in small groups—small group comes to a consensus on question 5.
2. One representative from each group records her/his group's answers on the board. Then group sharing of responses with the rest of the class.
3. Teacher shares correct answers, noting patterns and differences related to gender and grade.

Facilitate a class discussion to identify the facts, related to dating violence, teens need to know. Alternate strategy: have students return to their small groups and perform this activity autonomously.

Time

This lesson is designed to be completed in one class period.

Materials

Copy of Facts Quiz for each student.

Associate yourself with men of good quality if you esteem your own reputation; for 'tis better to be alone than in bad company.

—George Washington

What is Your Dating Violence IQ?

1. What percentage of U.S. adolescent girls report being victims of physical, emotional, or verbal abuse?
 - a. 10%
 - b. 20%
 - c. 25%**
 - d. 50%

2. What percentage of teens reported being physically hurt by their boyfriend or girlfriend in the last year?
 - a. 10%**
 - b. 25%
 - c. 50%
 - d. 75%

3. What percentage of Wisconsin public high school females reported having been verbally or physically forced to take part in sexual activity?
 - a. 2
 - b. 5
 - c. 15**
 - d. 25

4. What percentage of U.S. teen females reported sending nude or semi-nude pictures or videos of themselves?
 - a. 1 in 100
 - b. 1 in 20
 - c. 1 in 10
 - d. 1 in 5**

5. A percentage of females involved in a sexually- or physically-violence relationship are more likely to attempt suicide to those who are not. What is the percentage difference? (Family Violence Prevention Fund, 2009)
 - a. 1%
 - b. 20%**
 - c. 50%
 - d. 75%

A discussion of each of your answers will take place after you finish.

Were there any results that surprised you or your team, and why?

Dating Violence and Abuse: DVD and Discussion

3

Student Instructions

The following situations from the *Dating Violence and Abuse* DVD describe several teen dating relationships. Your task is to answer the following questions on the worksheet, discuss your answer with a partner, and be ready to discuss your answer with the class.

Assessment Criteria

Your response may be scored on the following:

1. How completely and correctly you demonstrate an understanding of the dynamics of unhealthy relationships as related to dating violence prevention. This will include recognizing different forms of abuse in teen relationships, recognizing warning signs of an abusive relationship, and identifying resources for teens involved in abusive relationships.
2. How effectively you communicate your answer. You can use the power and control wheels to fill in the behaviors you observed in the video.

If those around you can't listen and support you in your efforts, they have no place in your life.

—Author Unknown

Dating Violence and Abuse Video— Discussion Questions

Vignette 1

Brian and Dana

1. What do you think about Brian's assertion that he becomes violent because Dana makes him angry?
2. Why do you think Dana does what Brian wants? How does he get her to comply?
3. How is Liana and Carlos' relationship different than Brian and Dana's?

Vignette 2

Derek and Sharisse

1. Discuss whether you think Derek's behavior at the party was justified and why.
2. How do you think Derek's put downs affect Sharisse? How do you think Derek's threats to break up affect Sharisse?

Vignette 3

Mark and Jillian

1. Discuss whether Jillian's behavior towards Mark is abusive and why.
2. What should Mark do about Jillian's suicide threat even if he thinks she is just being manipulative?
3. It is important to take all threats seriously. Mark can follow the A.C.T. process. **A** is acknowledging the threat; **C** is caring for Jillian; **T** is to tell someone who can help.

Vignette 4

April and Peter

1. Does Peter have a right to expect sex from April?
2. What role does alcohol play in this scenario?

Vignette 5

Brian and Dana, continued

1. Why do you think the characters in these scenes stay with their abusive partners?
2. What can friends do to help when someone they know is being abused?

Not all abusive relationships follow this cycle. Some abusers never have a honeymoon period, apologize, or show remorse for their actions. For those who do, it may be just another strategy to manipulate their partners. Some use violence rarely or never because they are able to control their partners without resorting to physical abuse. Also, many victims of dating abuse become skilled at responding to their abusers' behaviors in ways that may postpone a violent episode. The cycle of violence is a useful way to illustrate that abusers vary their tactics in ways that make these relationships very complicated for victims. You might want to use the wheel to help you identify behaviors commonly used by abusers and behaviors commonly used in equal relationships.

Special Note: We have included the Power and Control Wheel and the Equality Wheel in both English and Spanish.

*An **argument** is always about what has been made more important than the relationship.*

—Hugh Prather



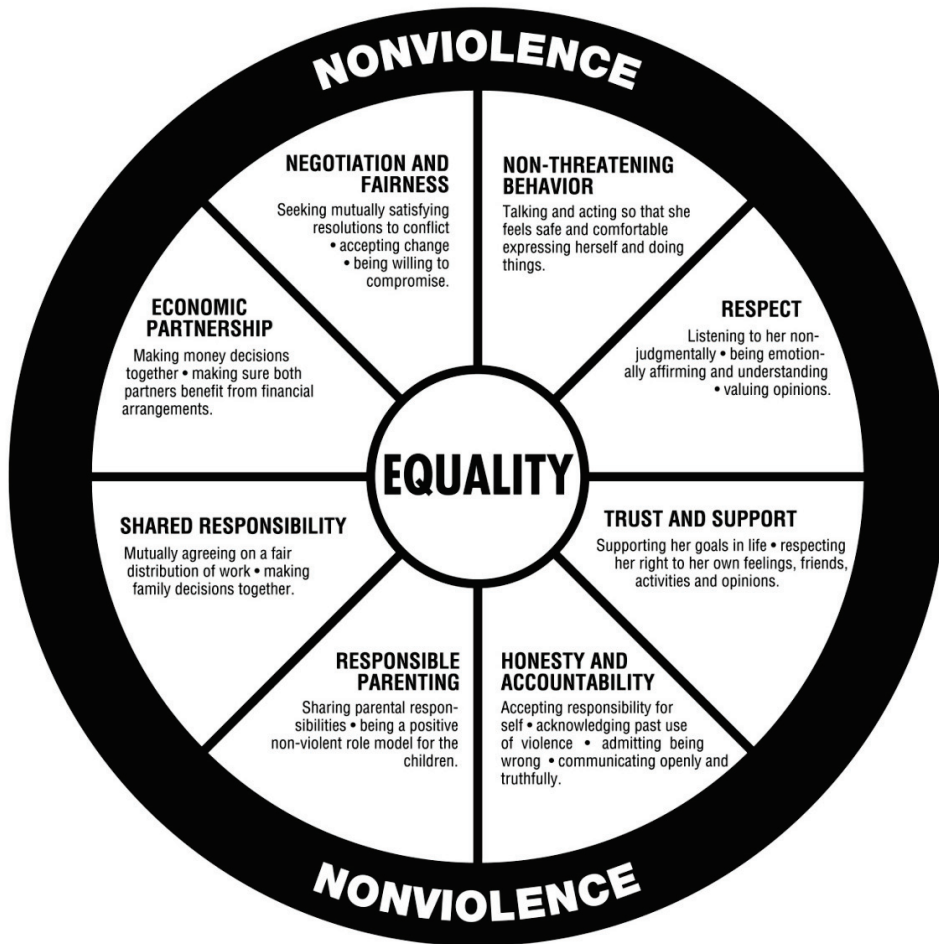
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Teacher Information

Curriculum Connections

Family and Consumer Education, Social Studies, Peer Mediation

Key Content Messages

This lesson introduces the critical components of a violent relationship. A violent relationship is about power and control and is not normal, healthy, or acceptable. Some of these relationships are conducting behaviors that are against the law. A secondary learning outcome is knowing that observers or bystanders can help stop this type of relationship.

Instruction

The following situations from the DVD entitled, *Dating Violence and Abuse*, describe several teen dating relationships. The students' task is to answer the following questions on the worksheet, discuss their answers with a partner, and be ready to discuss their answers with the class.

This lesson could be used as a way of seeing real-life dating violence scenarios as an introduction or can be done after a discussion of dating violence warning signs.

Time

This lesson will take one to two class periods.

Materials

The video entitled, *Student Workshop: Dating Violence and Abuse*, can be ordered from: www.sdteach.com.

- Two other videos—*In the Mix* series, *Twisted Love: Dating Violence Exposed*, and *Relationships that Hurt, Dating Violence and Abuse* could be used to engage the issue of dating violence. *Twisted Love* is available at www.inthemix.org. *Relationships that Hurt* is available at www.sdteach.com.
- In addition, there is an excellent online, interactive source called “Dating Matters: Understanding Teen Dating Violence Prevention” and is available at <http://www.vetoviolence.org/datingmatters/>.
- Student worksheet and teacher worksheet.

Before you try to change others, remember how hard it is to change yourself.

—Bill Bluestein

Assessment Criteria

Responses may be scored on the following:

1. How completely and correctly the students demonstrate an understanding of the dynamics of unhealthy relationships as related to dating violence prevention. This will include recognizing different forms of abuse in teen relationships, recognizing warning signs of an abusive relationship, and identifying resources for teens involved in abusive relationships.
2. How completely and correctly students know that observers or bystanders can help stop this type of relationship.
3. How well the students effectively communicate their answer.

	Wisconsin Health Education Standards
A	Disease prevention and health promotion
B	Health behavior—self-management
C	Goal setting and decision-making
D	Accessing accurate information
E	Impact of culture and media
F	Communication skills
G	Advocacy

Sample Response

The responses need to include the different types of abuse (not just physical), warning signs that the relationship is abusive, and resources for the characters in the scenarios. Answers will vary, but certain answers should be covered. These are on the teacher's worksheet.

Dating Violence and Abuse Video—Teacher Discussion Sheet

(Look for italicized responses that will be following some questions. If students do not bring these critical points up, then the teacher can ask additional questions or prompt the students to talk about these components.)

Vignette 1

Brian and Dana

1. What do you think about Brian's assertion that he becomes violent because Dana makes him angry?
 - a. Does Dana have the ability to make Brian angry? *(No, even though it is natural to feel angry, Dana cannot make Brian angry. Brian also has choices regarding how he will behave when he feels angry.)* What does Brian think Dana does to "make" him angry?
 - b. Does Dana's behavior justify Brian's actions? Does feeling jealous give Brian the right to control Dana? *(Oftentimes someone may use jealousy to justify their actions, but nothing gives a person the right to control another person.)*
 - c. If you took out the physical abuse, would their relationship be healthy? *(There are still many aspects of the relationship that are unhealthy and even emotionally abusive such as telling her what to wear, what to eat, and embarrassing her in public.)*
2. Why do you think Dana does what Brian wants? *(He has brainwashed her into believing he really cares for her and that it is her fault when he gets angry. Dana may also feel pressured to stay with Brian because her friends are in relationships. She also hints that in the beginning Brian was nice and may hope he will be that way again.)* How does he get her to comply? *(Making her feel guilty about talking to other guys, not listening to what she wants, telling her she needs more discipline.)*
3. How is the relationship between Liana and Carlos different than Brian and Dana? What makes it a healthy relationship? *(Liana and Carlos encourage and support each other to be independent and do things with other people. They do not give each other a guilt trip if they have other plans. There is no physical or emotional abuse.)*

Vignette 2
Derek and Sharisse

1. Discuss whether you think Derek's behavior at the party was justified and why.
 - a. Is Derek abusive? (Yes.) How is his behavior similar or different from Brian's in the first vignette? (*Even though Derek isn't physically abusive to Sharisse, he does make her feel guilty about not being with him as well as puts her down to get her to do what he wants, which is similar to Brian. Over time, Derek may also become physically abusive to gain more control over Sharisse.*)
 - b. Do you feel Sharisse should spend all of her free time with Derek? (It is important for people to have other friends and activities outside of their dating relationship.)
 - c. Why do you think Derek brought Sharisse a gift? (*He knew Sharisse was upset with him and wanted her to believe that he was sorry and would not do it again. He used it as way to keep her in the relationship.*) Was his apology sincere?
2. How do you think Derek's put-downs affect Sharisse?
 - a. Why is he doing this? (*By making her feel bad about herself, she may feel that no one else cares about her besides Derek. She may also feel that she is not good enough to be in a healthy relationship.*)
3. How do you think Derek's threats to break up affect Sharisse?
 - a. Why did he do this? (*Since the other things weren't working Derek used this as the final straw to get Sharisse to stay with him and he can control her.*) What did Sharisse do after the threat?

Vignette 3
Mark and Jillian

1. Discuss whether Jillian’s behavior towards Mark is abusive and why. *(Remember that abuse is used as a way to control someone else. Jillian’s behaviors were ways to control Mark and were emotionally abusive.)*
 - a. Give some specific examples of ways Jillian gets Mark to do what she wants. *(Flirting with an ex-boyfriend, yelling at him, threatening suicide, showing up at places he is at, not allowing him to voice his opinion without getting angry.)*
 - b. Why do you think Jillian keeps showing up where Mark is? *(Thought he would be cheating on her, thought his friends would be trying to break them up, spying on him will keep him under her control.)*
 - c. How did Mark’s friends react when Jillian showed up at the bowling alley and prevented him from going on his camping trip? What is this doing to Mark’s friendships? Do you think this is what Jillian wants? Why? *(Yes. Eventually Mark will be isolated from his friends and Jillian will be able to hang out with Mark all the time.)*

2. What should Mark do about Jillian’s suicide threat even if he thinks she was just being manipulative? (It is important to take all threats seriously. Mark can follow the A.C.T. process. **A** is acknowledging the threat; **C** is caring for Jillian; **T** is to tell someone who can help.)

Trust is the glue of life. It’s the most essential ingredient in effective communication. It’s the foundational principle that holds all relationships.

—Stephen Covey

Vignette 4
April and Peter

1. Does Peter have a right to expect sex from April?
 - a. Does he have the right to expect anything from her since he paid for the date and is taking her out? *(Even though Peter has paid for everything he still needs to consider what April wants when making decisions. He chose to pay for the date and that does not give him the right to expect anything in return.)*
 - b. Why does Peter assume April will have sex with him? *(She has had sex before, this is prom, she is wearing a nice dress, she got back in the car, she has been drinking.)* Does he have the right to assume this? *(No.)*
 - c. Do you feel April led Peter to believe she would have sex with him? *(No, she wanted to have a memorable time but sex was not on her mind.)*
2. What role does alcohol play in this scenario?
 - a. Do you think this situation would have still happened if alcohol weren't involved? What were some signs you saw in the vignette that this would have still happened? *(Peter obviously had this planned and expected he deserved to have sex with April since he was taking her out. He was pressuring her even before he gave her alcohol, etc.)*
 - b. Do you think Peter believes he sexually assaulted April? Why or why not? *(No, in his mind the fact that she accepted his date was enough that he believed this action was consensual.)*
 - c. What are April's options now? *(She can go to the doctor to be examined and tested for STDs and pregnancy. She can make a report to the police. She can seek counseling.)*

Vignette 5

Brian and Dana, continued

1. Why do you think the characters in these scenes stay with their abusive partners? *(Various reasons. Leads to more pointed discussion.)*
2. What can friends do to help when someone they know is being abused? *(Let their friend know that they are concerned. Offer to go with their friend to tell an adult or get counseling. Tell a trusted adult. Just be there to listen but not force them to get out of the relationship.)*
 - a. Why is it important to believe a person if they say they are in an abusive relationship? *(Abuse may happen in private and you may not see the abuse or evidence of it but it may still be happening.)*
 - b. What can friends do if someone they know is being abusive to their partner? *(Confront them and ask them why they are doing it. Tell a trusted adult. Encourage the friend or go with the friend for counseling.)*
 - c. What can a person do if they are being abused? *(Tell a trusted adult. Try to break it off over the phone or in public. Recognize that the abuse is not their fault and they didn't do anything to deserve it. Recognize they cannot change their abuser's behavior.)*
 - d. What can a person do if they recognize they are abusive? *(Talk to a trusted adult to get help. Recognize they do not have the right to hurt someone else. Find healthy ways to deal with their anger.)*

*When you **complain**, people don't want to talk to you or listen to you.*

—Mark Victor Hansen

Signs, Signs, Everywhere are Signs

4

Student Instructions

Identifying Warning Signs: Supportive or Positive and Negative or Destructive

As you know, we have already discussed how negative or destructive behaviors in relationships are often a sign of one person exerting control over another. In small groups of two to four students, you will analyze two scenarios of a dating relationship. Given two lists, “Signs of Positive or Supportive Behaviors” and “Signs of Negative or Destructive Behaviors,” your group will identify those signs in the scenarios depicted. In Scenario 1, underline the positive or supportive behaviors and use the appropriate letter from the list to identify each behavior. In Scenario 2, underline the negative or destructive behaviors and use the appropriate number or letter from the list to represent the behavior of the controlling person or that of the person being controlled.

A class discussion of your observations will take place after you complete the analysis of the scenarios.

Signs of Negative or Destructive Relationships	
Controlling Person	Person Being Controlled
1. Being jealous of partner's relationships with other people.	1. Socially isolating himself/herself.
2. Makes decisions for his/her partner (i.e. where s/he goes, what s/he wears, who s/he talks to, etc.)	2. May seem scattered in his/her thoughts.
3. May expect the relationship to be perfect.	3. May seem overly moody.
	4. S/he may suddenly dress differently.
4. May try to cut partner off from friends.	5. May begin skipping classes or grades might slip.
5. May demonstrate sudden mood changes (Dr. Jekyll and Mr. Hyde personality).	6. May need to "check in" with partner before making decisions.
6. Breaking/throwing objects or threatening to harm people/pets during arguments.	7. May say that partner gets angry easily.
7. Sexually involved with people younger than himself/herself.	8. May be very concerned about angering partner.
8. Public displays of anger or ridicule.	9. S/he tells you that something happened. (People don't really make this up.)
9. Gets in fights with people.	10. Begins using alcohol or other drugs or their use increases dramatically.
10. High level of beliefs in myths about dating violence and sexual assault.	11. May seem overly concerned with being perfect.

Is it LOVE?

Sam and Carmen Hook-Up

Sam has had his eye on Carmen for over a year. He would always try to get Carmen's attention by clowning around. It started to work as Carmen started to talk to Sam at a big spring party. They found out by talking that they had a lot in common—basketball, walks in the woods, and hip hop music. Sam finally asked Carmen out and was very pleased when she said yes. They had a great time hangin' out at the movies and grabbing a burger at a local restaurant. They soon became a couple. Sam would call everyday to see how she was doing. This was fine with Carmen until the day she went shopping with her mom and found 13 calls by Sam on her family's answering machine. All the messages questioned where she was and why she hadn't called back. The tone of voice gradually changed to a more angry tone. When they met in the hall the next day, they had a confrontation that ended with Sam apologizing because he thought she was in trouble and he did not like not knowing where she was at that time of night.

Relationships are like glass. Sometimes it's better to leave them broken rather than hurting yourself trying to put them back together.

Control or NOT

Carmen was in the math room next to Sam's social studies class after third hour. They always met to give a daily hug and talk about their day. One day Carmen did not show because she was planning an upcoming school dance with friends. Sam saw her and ran down the hall yelling and screaming at her. Carmen became nervous about this because Sam had been yelling at her more about such things as her clothing choices, her recent haircut, and particularly her recent assignment working on a history project with Mike, the star of the basketball team. This drove Sam crazy and he would constantly bring this issue up. Carmen recently became scared when, in a discussion, Sam threatened her about what would happen if she didn't keep her distance from Mike. Carmen would tell her friends that she didn't want to upset Sam so Sam came along whenever she worked on the history project with Mike.

The Danger Zone

Sam picked up Carmen for the end of the year dance and jumped out of the car when he saw the skirt Carmen was wearing, “I never want to see you wearing anything like this again! Are you trying to find someone else? You’re my girl.”

Later at the dance, Carmen talked to Mike about the game the night before. Sam observed this and waited until Mike walked away. Sam grabbed Carmen and forcibly took her outside. He slapped her for the first time ever. Some of Carmen’s friends were shocked when they saw the large red mark on her face. Carmen said that Sam had never done anything like this before and promised not to do this again. “He felt terrible,” said Carmen, “besides he was right; I shouldn’t have worn that outfit.”

Identifying Positive or Supportive Relationships

Your task in separate groups of two to four is to take each situation and identify the behaviors from the signs of positive or supportive relationships list. As you know, we've already discussed that often positive relationships are about fairness and equality. Please underline the positive or supportive behavior your group notices and use the letter that represents the positive sign.

Signs of Positive or Supportive Relationships
A. When having a conflict no one uses or threatens any type of violence.
B. No one acts as the "boss" of the relationship.
C. Neither partner gets jealous of other relationships.
D. Neither person uses insults or put-downs.
E. Neither person feels the need to lie in fear of what the other person might say or do.
F. Both people trust what the other person says.
G. Relationship helps both people grow.
H. Both people feel respected and appreciated.
I. Both people apologize when appropriate.
J. Both people understand that the other person has other important relationships in his/her life.
K. Both support each other's goals and opinions, even when they are different from their own.

Is It LOVE?

Sam and Carmen Hook-Up

Sam has had his eye on Carmen for over a year. He would always try to get Carmen's attention by clowning around. It started to work as Carmen started to talk to Sam at a big spring party. They found out by talking that they had a lot in common—basketball, walks in the woods, and hip hop music. Sam finally asked Carmen out and was very pleased when she said yes. They had a great time hangin' out at the movies and grabbing a burger at a local restaurant. They soon became a couple. Sam would call everyday to see how she was doing. This was fine with Carmen until the day she went shopping with her mom and found several calls by Sam on her family's answering machine. All the messages questioned where she was and why she hadn't called back. When they met in the hall the next day, Sam apologized for calling so much but he had free tickets to a concert for that night and wanted to see if she could go. When Carmen told him that she had gone shopping with her mom he said, "I thought you would have liked the concert, but I'm glad you were able to go shopping. By the way, that's a great outfit."

Control or NOT?

Carmen was in the math room next to Sam's social studies class after third hour. They always met to give a daily hug and talk about their day. One day Carmen did not show because she was planning an upcoming school dance with friends. Sam saw her and walked down the hall toward her. He asked her where she was after third hour. She told him that she was planning the dance. He said he missed her but understood that she can't always be where he thought she would be. Carmen was nervous that he would be mad because she had seen other friends' relationships get tense about things like this. Carmen told Sam that she would have to miss meeting him after third hour for a while because she had an assignment working on a history project with Mike, the star of the basketball team. Sam told Carmen, "Mike seems like a cool guy. Don't worry about it; I'll see you later. Call you later?" When they talked later, Sam asked how the project was going and hoped that it was going well.

*If you have to think twice
about doing something,
chances are you shouldn't
be doing it.*

The Danger Zone?

Sam picked up Carmen for the end of the year dance and jumped out of the car when he saw the skirt Carmen was wearing, “You look so hot. That outfit looks great. We are gonna look so good together tonight.” Later at the dance, Carmen talked to Mike about the game the night before. Sam observed this and walked up. Sam said ‘hi’ to Mike and complimented him on the game, then looked at Carmen and asked if she wanted to dance. Carmen’s friends all told her later how much they like Sam and that he seemed like he treats her really well; Carmen couldn’t help but agree and said that she wished all her friends could meet guys like Sam.

Assessment Criteria

Your response can be scored on the following:

How well you can identify helpful and unhelpful ways to intervene with a friend when there is a suspicion of a dating violence situation.

Teacher Information

Curriculum Connections

Family and Consumer Education, Social Studies, At-risk groups

Key Content Messages

This lesson introduces and practices student recognition of warnings signs in a violent relationship. It is an important outcome for students to know key warning signs and risk factors.

Time

This lesson will take one class period.

Materials

Charts of “Signs of Negative or Destructive Relationships” and “Signs of Positive or Supportive Relationships” and the two scenarios

Instruction

Before this lesson, students will have previous instruction on the prevalence of behaviors surrounding dating violence and sexual assault. In that instruction, you will address the warning signs of negative or destructive relationships and the signs of positive or supportive relationships. The students will analyze the two scenarios using the two supplied charts on relationships.

Assessment Criteria

Responses can be scored on the following:

Students accurately identify signs of negative or destructive and positive or supportive relationships.

Love and Relationships

Relationships need patience, acceptance, and most of all wholeheartedly trust to your partner.

Wisconsin Health Education Standards	
A	Disease prevention and health promotion
B	Health behavior—self-management
C	Goal setting and decision-making
D	Accessing accurate information
E	Impact of culture and media
F	Communication skills
G	Advocacy

Sample Response

Identifying relationships: supportive or positive and negative or destructive

In small groups of two to four students, you will analyze two scenarios of a dating relationship. Given two lists, “Signs of Positive or Supportive Relationships” and “Signs of Negative or Destructive Relationships,” your group will identify those signs in the scenarios depicted. In Scenario 1, underline the positive or supportive relationships and use the appropriate letter from the list to identify each behavior. In Scenario 2, underline the negative or destructive relationships and use the appropriate number or letter from the list to represent the behavior of the controlling person or that of the person being controlled.

Signs of Negative or Destructive Relationships	
Controlling Person	Person Being Controlled
1. Being jealous of partner's relationships with other people.	a. Socially isolating himself/herself.
2. Makes decisions for his/her partner (i.e. where s/he goes, what s/he wears, who s/he talks to, etc.)	b. May seem scattered in his/her thoughts.
3. May expect the relationship to be perfect.	c. May seem overly moody.
	d. S/he may suddenly dress differently.
4. May try to cut partner off from friends.	e. May begin skipping classes or grades might slip.
5. May demonstrate sudden mood changes (Dr. Jekyll and Mr. Hyde personality).	f. May need to "check in" with partner before making decisions.
6. Breaking/throwing objects or threatening to harm people/pets during arguments.	g. May say that partner gets angry easily.
7. Sexually involved with people younger than himself/herself.	h. May be very concerned about angering partner.
8. Public displays of anger or ridicule.	i. S/he tells you that something happened. (People don't really make this up.)
9. Gets in fights with people.	j. Begins using alcohol or other drugs or their use increases dramatically.
10. High level of beliefs in myths about dating violence and sexual assault.	k. May seem overly concerned with being perfect.

Sample Responses

Is It Love?

Sam and Carmen Hook-Up

Sam has had his eye on Carmen for over a year. He would always try to get Carmen's attention by clowning around. It started to work as Carmen started to talk to Sam at a big spring party. They found out by talking that they had a lot in common—basketball, walks in the woods, and hip hop music. Sam finally asked Carmen out and was very pleased when she said yes. They had a great time hangin' out at the movies and grabbing a burger at a local restaurant. They soon became a couple. Sam would call everyday to see how she was doing. This was fine with Carmen until the day she went shopping with her mom and *found 13*

calls by Sam on her family's answering machine. (1) All the messages questioned where she was and why she hadn't called back. (2) The tone of voice gradually changed to a more angry tone. When they met in the hall the next day they had a confrontation that ended with Sam apologizing because he thought she was in trouble and he did not like not knowing where she was at that time of night. (1)

Control or NOT

Carmen was in the math room next to Sam's social studies class after third hour. They always met to give a daily hug and talk about their day. One day Carmen did not show because she was planning an upcoming school dance with friends. Sam saw her and ran down the hall *yelling and screaming at her*. **(6)** *Carmen became nervous (c)* about this because *Sam had been yelling at her more about things such as her clothing choices, her recent haircut, and particularly, her recent assignment working on a history project with Mike, the star of the basketball team. (2,d)* This drove Sam crazy and he would constantly bring this issue up. *Carmen recently became scared (c)* when, in a discussion, *Sam threatened her about what would happen if she didn't keep her distance from Mike. (5)* Carmen would tell her friends that *she didn't want to upset Sam (6)* so *Sam came along whenever she worked on the history project with Mike. (5)*

Any relationship primarily built on physical attractiveness is predestined to be short lived.

—Zig Ziglar

The Danger Zone

Sam picked up Carmen for the end of the year dance and jumped out of the car when he saw the skirt Carmen was wearing, *“I never want to see you wearing anything like this again! Why are you trying to find someone else? You’re my girl.”* (3) Later at the dance, Carmen talks to Mike about the game the night before. Sam observed this and waited until Mike walked away. *Sam grabbed Carmen and forcibly took her outside.* (8) *He slapped her* (8, 9) for the first time ever. Some of Carmen’s friends were shocked when they saw *the large red mark on her face.* (9,i) Carmen said that Sam had never done anything like this before and *promised not to do this again.* *“He felt terrible,” said Carmen, “besides he was right; I should haven’t worn that outfit.”* (9)

Identifying positive or supportive relationships

Signs of Positive or Supportive Relationships
A. When having a conflict no one uses or threatens any type of violence.
B. No one acts as the “boss” of the relationship.
C. Neither partner gets jealous of other relationships.
D. Neither person uses insults or put-downs.
E. Neither person feels the need to lie in fear of what the other person might say or do.
F. Both people trust what the other person says.
G. Relationship helps both people grow.
H. Both people feel respected and appreciated.
I. Both people apologize when appropriate.
J. Both people understand that the other person has other important relationships in his/her life.
K. Both support each other’s goals and opinions, even when they are different from their own.

The fundamental glue that holds any relationship together is trust.

—Brian Tracy

Is It Love?

Sam and Carmen Hook-Up

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Control or NOT?

Carmen was in the math room next to Sam's social studies class after third hour. They always met to give a daily hug and talk about their day up to now. One day, Carmen did not show because she was planning an upcoming school dance with friends. Sam saw her and *walked down the hall toward her. (J)* He asked her where she was after third hour. She told him that she was planning the dance. *He said he missed her but understood that she can't always be where he thought she would be. (J)* Carmen was nervous that he would be mad because she had seen other friends' relationships get tense about things like this. Carmen told Sam that she would have to miss meeting him after third hour for a while because she had an assignment working on a history project with Mike, the star of the basketball team. Sam told Carmen, "Mike seems like a cool guy. *Don't worry about it; I'll see you later. (C)* Call you later?" *When they talked later, Sam asked how the project was going and hoped that it was going well. (F)*

The Danger Zone?

Sam picked up Carmen for the end of the year dance and jumped out of the car when he saw the skirt Carmen was wearing, “*You look so hot. That outfit looks great. We are gonna look so good together tonight.*” **(G)** Later at the dance, Carmen talked to Mike about the game the night before. Sam observed this and walked up. *Sam said ‘hi’ to Mike and complimented him on the game, then looked at Carmen and **asked** if she wanted to dance.* **(J)** Carmen’s friends all told her later how much they like Sam and that he seemed like he treats her really well; Carmen couldn’t help but agree and said that she wished all her friends could meet guys like Sam.

Music with a Dating Violence Message

5

Student Instructions

You will be listening to and following along with the lyrics of one or two songs. Your task is to underline the statements that could be related to a violent or questionable relationship. Write a brief statement about the people in the song or songs describing the emotions expressed and identifying the negative or destructive beliefs and relationships. Apply the A.C.T. strategy in creating the statement. We will discuss your findings after the songs are completed.

Remember what A.C.T. is: It's an acronym for **A**cknowledging that a person is having a problem; **C**aring for the victim; and **T**elling someone who can help with this destructive relationship.

Assessment Criteria

Your response may be scored on the following:

The ability to accurately identify beliefs, feelings, and behaviors that contribute to a negative or destructive relationship.

Our greatest joy and our greatest pain comes in our relationships with others.

—Stephen Covey

Teacher Information

Curriculum Connections

Music, Reading, and Writing

Key Content Messages

The key message in this lesson is that some music contains references to the warning signs related to dating violence. Music can be a vehicle to show how dating violence and control are not healthy, normal, nor acceptable. In one of the songs the behavior is definitely against the law.

Instruction

Discuss with your students some of the messages that could appear in music related to relationships—attraction, caring, dancing with, and commitment, are examples. In the case of destructive relationships, it would address power, control, abuse, and fixation. The student will listen to the song(s) and underline the lyrics that have a destructive message. Then the students will write a statement about the woman or man in the song, the emotions expressed, apply the A.C.T. strategy, and identify signs of negative/destructive relationships. Remember what A.C.T. is: It's an acronym for Acknowledging that a person is having a problem; Caring for the victim; and Telling someone who can help with this destructive relationship.

Time

This lesson will take one class period.

Materials

Songs such as “Face Down” or “Every Breath You Take”

Overhead with lyrics

Handout for students with lyrics

These songs can be found on the internet.

Here are the You Tube pieces for the songs above:

- http://www.youtube.com/watch?v=4nckjoBALgM&feature=player_embedded
- http://www.youtube.com/watch?v=TH_YbBHVF4g&feature=player_embedded

Assessment Criteria

Responses can be scored on the following:

The student will demonstrate the ability to determine behaviors, beliefs, and feelings that are destructive in a relationship.

Wisconsin Health Education Standards	
A	Disease prevention and health promotion
B	Health behavior—self-management
C	Goal setting and decision-making
D	Accessing accurate information
E	Impact of culture and media
F	Communication skills
G	Advocacy

Sample Response

In the Red Jump Suit Apparatus' song, Face Down, the reference to feeling like a man when he physically pushes a woman around, is a strong message expressing feelings of anger and power. It signals a violent, destructive relationship. It shows the negative beliefs some males have; they believe they can and should physically control women.

The Play's the Thing

Student Information

It is not always easy to see that we are in an unhealthy relationship even when it escalates to dating violence. Your friends and peers may have an easier time recognizing warning signs because they are not in the relationship. However, there are times when friends try to help but may feel attacked. Through this activity, we will practice helpful and unhelpful ways to talk to friends and peers about violence in dating relationships.

Signs of abuse in dating relationships can take many forms including physical or verbal abuse, becoming isolated from friends and family, feeling pressured into sexual activity, and more subtle forms like lowered self-esteem or pressure to change your beliefs and/or values (i.e. getting a college degree, pursuing your dream of studying abroad, moving to the east coast to study music).

You will receive one of five scripted situations. Working in groups of three, you will develop a three-minute skit that displays helpful and unhelpful ways to talk to a friend or peer who is in an unhealthy dating relationship.

1. Meera and Kim are on the volleyball team together. At practice the other day, Meera noticed some bruises on Kim's upper arms. Meera suspects that Kim's bruises came from her partner.
2. While standing by the snacks at the party, you notice Jennifer and Jesse arguing on the couch. The argument seems to be escalating when you overhear Jesse say, "I don't know why you're bothering with the ACTs, you're not smart enough to get into college anyway."
3. When coming out of the bathroom at the prom, you see Nathan and Payton standing in the hallway talking. As you walk past them to go back into the dance, you overhear Nathan trying to convince Payton to go back to his house because his parents wouldn't be home. You remember Payton saying she was concerned about Nathan's expectations for the evening because of the amount of money he had spent on the date.
4. You've invited Ashley to a big slumber party and she never showed up because she was waiting for her boyfriend to call her. She missed Hilary's big 16th birthday party because she had to help her boyfriend with his homework. Now she has turned down an invitation to do a movie night with the girls because she said her boyfriend won't let her go because he thinks that she is cheating on him. You are concerned about the amount of time she is spending with her boyfriend and the lack of time she is spending with you.

6

Don't rush into any kind of relationship. Work on yourself. Feel yourself, experience yourself, and love yourself. Do this first and you will soon attract that special loving other.

— Russ von Hoelscher

5. Kam is an excellent athlete and already has several college scholarship offers. He recently quit the basketball team and said that he wasn't going to go out for track in the spring. As his friend, you are noticing that he hasn't been showing up for weekend basketball games with the guys. When you ask him where he's been lately, he says that he would rather spend time with his girlfriend than with the guys.

Helpful hints in building your positive and negative skits.

Use one of the following starters to engage positive reflective listening in your script:

"It seems you're"

"You must be"

"You wish that"

"It sounds like you're"

Use negative statements like below and friends will be less likely to listen to you:

"You'll regret it if you do it."

"You better do it this way or else."

"I would suggest that"

"You are so out of it."

"All people have this happen to them."

"You're so wrong."

"We need to analyze the facts."

Assessment Criteria

Your response may be scored on the following:

How well you can identify helpful and unhelpful ways to intervene with a friend when there is a suspicion of a dating violence situation.

Teacher Information

Curriculum Connections

Language Arts, Peer Mediation, Family and Consumer Education, At-risk groups or classes

Key Content Messages

It is not always easy to see that one is in an unhealthy relationship even when it escalates to dating violence. Friends and peers may have an easier time recognizing warning signs because they are not in the relationship. However, there are times when friends try to help but the victim may feel attacked. The key message is that friends can use helpful and unhelpful ways to talk to their friends and peers about violence in dating relationships. These can lead to positive or negative outcomes.

Instruction

Lead-up activities should focus on warning signs and blaming and non-blaming statements for perpetrators and victims of dating violence. The students will then receive one of five scripted situations. Working in groups of three, students will develop a three-minute skit that displays helpful and/or unhelpful ways to talk to a friend or peer who is in an unhealthy dating relationship.

Use one of the following starters to engage positive reflective listening in your script:

“It seems you’re”

“You must be”

“You wish that”

“It sounds like you’re”

Consider the following issues that could have a negative impact in a friend or peer relationship.

Use statements like below and friends will be less likely to listen to you.

“You’ll regret it if you do it.”

“You better do it this way or else.”

“I would suggest that”

“You are so out of it.”

“All people have this happen to them.”

“You’re so wrong.”

“We need to analyze the facts.”

Time

This lesson should take one class period.

Materials

Scenarios printed on laminated cards, paper, props (optional)

Assessment Criteria

Responses can be scored on the following:

How well the student can identify helpful and unhelpful ways to intervene with a friend when there is a suspicion of a dating violence situation.

Problems in relationship occur because each person is concentrating on what is missing in the other person.

– Wayne Dyer

	Wisconsin Health Education Standards
A	Disease prevention and health promotion
B	Health behavior—self-management
C	Goal setting and decision-making
D	Accessing accurate information
E	Impact of culture and media
F	Communication skills
G	Advocacy

Sample Response

Friend: “Hey, Kam, we are going over to the gym on Saturday to play a little ball. How about hangin’ with us? We haven’t been together for a long time.”

Kam: “I don’t think so. Shania wants me to help her wash her car.”

Friend: “She can’t do it herself? What is she? Helpless?”

Kam: “She said she hurt her hand and can’t do it without my help.”

Friend: “There seems to be a lot of things she can’t do without you. What a controlling ... Oh, forget it. I will pay to have it washed for her. Just come and be with your friends for once.”

Kam: “You know she’ll yell and carry on. I don’t want that to happen.”

Friend: “OK, Kam, but there is more to life than her. I am worried how she has got you on a string and can control you. I think you need to think about this relationship and what it has done to you and your basketball career. No woman is worth taking your dreams.”

Kam: “Just keep out of it.”

Friend: “I think you need to speak with Coach. I am worried about you and you need some help from the one adult who believed in you. I am going to set up a meeting on Monday with him.”

Kam: “I said, butt out.”

Friend: “Well, if you don’t come, I am going without you. Bye Kam. Have a nice, controlled life.”

Communicating with the Abuser

7

Student Instructions

1. Watch Brian and Dana segments (parts 1 and 2).
2. In small groups (three to five people) and using the Guidelines for People Who Are Abusive sheet, develop a list of questions Brian’s friend could ask him (or comments he could make) that might help Brian begin to examine his behavior.
3. Identify a spokesperson for your group to share the questions and comments you identified as being helpful in this situation.

Assessment Criteria

Your response may be scored on the following:

Your ability to generate appropriate examples using each of the guidelines.

Guidelines for Helping People Who Are Abusive

(Adapted from Safe Dates: An Adolescent Dating Abuse Prevention Curriculum. 2004. Hazelden Foundation, p. 123.)

1. Let them know their behavior is not OK.
 - *We've been friends a long time, but I have to tell you I don't like the way you treat Dana.*
2. Tell them specifically what is abusive. Share the behaviors you observe that reflect an unhealthy relationship.
 - *I don't think you should tell her how to dress or when she can spend time with her friends.*
3. Ask them lots of questions to make them think about their actions. Some examples are:
 - *How do you think Dana felt after you _____?*
 - *Do you believe you have the right to decide who Dana's friends are and how she acts around them?*
 - *Do you think Dana is afraid of you?*
 - *Why did she get so quiet after you yelled at her?*
 - *Why does Dana feel like she has to ask you about things before she does them now?*
 - *Why do you think Dana told you to cool off?*
 - *Can you think of a more respectful way of handling the situation next time?*
4. Let them know they do have the ability to control their responses to anger, frustration, insecurity, and pain.
 - *I've seen you get really mad at other guys on the court, but you don't hit them.*
5. Help them see what may happen as a result of their abusive behavior.
 - *Their partner may be afraid of them.*
 - *Their partner may not trust them.*
 - *Their partner may break up with them.*
 - *The person could be reported to the police and arrested (if physical violence or intimidation is involved).*
 - *Involvement in the legal system could adversely affect college entrance opportunities and financial aid.*
6. Support the person in getting help and trying to change (use community and personal resources).
 - *Let's go talk with the school counselor about this. She's really nice and helped me a lot last year.*
 - *Downtown there's a center that helps people who have trouble controlling their temper with their partners. It's open evenings and weekends. I'll go with you.*

7. Find someone the abuser respects to help you talk to the abuser.
 - *Why don't we go talk to Coach about this? He's always been good about listening and not getting down on us when we screw up.*

AVOID

1. Physical confrontations, sarcasm, put-downs, or guilt trips. These may further anger the abuser and cause the abuser to further or more seriously abuse their partner.
2. Confrontational body language. It may be helpful to avoid eye contact if the abuser is angry.

When you struggle with your partner, you are struggling with yourself. Every fault you see in them touches a denied weakness in yourself.

—Deepak Chopra

Teacher Information

Curriculum Connections

Family and Consumer Education, Social Studies

Key Content Messages

Help is available for dating violence victims and perpetrators. This activity is designed to enable students to develop skills to help a friend who may be abusing their partner physically, emotionally, or sexually. This lesson utilizes small group, large group, and teacher-facilitated discussion to help students identify appropriate questions to ask and comments to make in this situation.

Instruction

This lesson will enable teens to develop skills to help a friend who may be abusing their partner physically, emotionally, or sexually. These skills involve asking questions and making comments that will help the abuser reflect upon his/her behavior in a constructive way.

1. Have students watch Brian and Dana segments (parts 1 and 2).
2. In small groups (three to five people) and using the Guidelines for Helping People Who are Abusive sheet, have students develop a list of questions Brian's friend could ask him (or comments he could make) that might help Brian begin to examine his behavior.
3. Have each group identify a spokesperson to share the questions and comments they identified as being helpful in this situation.

Time

One class period

Materials

DVD—Student Workshop: Dating Violence and Abuse
Guidelines for Helping People Who Are Abusive

Assessment Criteria

Answers can be scored on the following:

How well students generate appropriate examples of each of the guidelines.

Wisconsin Health Education Standards	
A	Disease prevention and health promotion
B	Health behavior—self-management
C	Goal setting and decision-making
D	Accessing accurate information
E	Impact of culture and media
F	Communication skills
G	Advocacy

Sample Response

1. Let them know their behavior is not OK.
 - *We've been friends a long time, but I have to tell you I don't like the way you treat Dana.*
2. Tell them specifically what is abusive. Share the behaviors you observe that reflect an unhealthy relationship.
 - *I don't think you should tell her how to dress or when she can spend time with her friends.*
3. Ask them lots of questions to make them think about their actions. Some examples are:
 - *How do you think Dana felt after you _____?*
 - *Do you believe you have the right to decide who Dana's friends are and how she acts around them?*
 - *Do you think Dana is afraid of you?*
 - *Why did she get so quiet after you yelled at her?*
 - *Why does Dana feel like she has to ask you about things before she does them now?*
 - *Why do you think Dana told you to cool off?*
 - *Can you think of a more respectful way of handling the situation next time?*
4. Let them know they do have the ability to control their responses to anger, frustration, insecurity, and pain.
 - *I've seen you get really mad at other guys on the court, but you don't hit them.*
5. Help them see what may happen as a result of their abusive behavior.
 - *Their partner may be afraid of them.*
 - *Their partner may not trust them.*
 - *Their partner may break up with them.*

- *The person could be reported to the police and arrested (if physical violence or intimidation is involved).*
 - *Involvement in the legal system could adversely affect college entrance opportunities and financial aid.*
6. Support the person in getting help and trying to change (use community and personal resources).
 - *Let's go talk with the school counselor about this. She's really nice and helped me a lot last year.*
 - *Downtown there's a center that helps people who have trouble controlling their temper with their partners. It's open evenings and weekends. I'll go with you.*
 7. Find someone the abuser respects to help you talk to the abuser.
 - *Why don't we go talk to Coach about this? He's always been good about listening and not getting down on us when we screw up.*

AVOID

1. Physical confrontations, sarcasm, put-downs, or guilt trips. These may further anger the abuser and cause the abuser to further or more seriously abuse their partner.
2. Confrontational body language. It may be helpful to avoid eye contact if the abuser is angry.

Some of the biggest challenges in relationships come from the fact that most people enter a relationship in order to get something. They're trying to find someone who's going to make them feel good. In reality, the only way a relationship will last is if you see your relationship as a place that you go to give, and not a place that you go to take.

—Anthony Robbins

Dating Violence Scattegories

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Student Instructions

This activity is a review game regarding all of the information you have been presented on dating violence and sexual assault. You will be split into groups of two to three. You will be given six items that relate to the knowledge and skills gained on dating violence and sexual assault. You must begin your answer with the letter chosen by your teacher at random. You can get double points if the first two words of your answer start with the same letter as the letter chosen by your teacher. If your team's first word is the same as another group's first word in class, no points will be awarded to either group. An answer can only have the first two words starting with the same letter.

Words can be moved around to reflect the same meaning of your answer. Example: (Having similar interests) could be written as (interests both have) if "I" was the chosen letter.

Here are the items for the game. You will have three minutes to write an answer for each of these:

1. Write down one example of power and control in a sexually abusive relationship. Give an example of an equal relationship where there is no power and control.
2. Write one warning sign of dating violence or sexual assault.
3. A common statement given by a victim of dating violence or sexual assault.
4. A perpetrator might say this.
5. Something you might say to help a friend.

Assessment Criteria

Your response may be scored on the following:

1. Your demonstration of knowledge of key information on dating violence.
2. Your demonstration of the ability to work together in a cooperative and constructive manner.

Heartache

Don't cry over someone who won't cry over you.

Scattegories Handout

1. Write down one example of power and control in a sexually abusive relationship.
2. Give an example of an equal relationship where there is no power and control.
3. Write one warning sign of dating violence or sexual assault.
4. A common statement given by a victim of dating violence or sexual assault.
5. A perpetrator might say this.
6. Something you might say to help a friend

Teacher Information

Curriculum Connections

Family and Consumer Education, Health Education

Overview

This activity will be a review of all of the previous content and skills covered in the dating violence unit of instruction. Games are an excellent way of practicing important core knowledge and skills. Based on the research of Dr. Bob Marzano.

Time

One classroom period

Materials

One-page Scattogories Handout

Instruction

This activity is a review game surrounding all of the information the students have been presented on dating violence and sexual assault. They will be split into groups of two-to-three and given six items that relate to the knowledge and skills gained on dating violence and sexual assault. The students must begin their answers with the letter chosen by you at random. They can get double points if the first two words of their answer start with the same letter as the letter chosen by you. If any team's first words are the same, no points will be awarded to either group.

Words can be moved around to reflect the same meaning of the answer. Example: (Having similar interests) could be written as (interests both have) if “**I**” was the chosen letter.

Here are the items for the game. Students will have three minutes to write an answer for all of these:

1. Write down one example of power and control in a sexually abusive relationship.
2. Give an example of an equal relationship where there is no power and control.
3. Write one warning sign of dating violence or sexual assault.
4. A common statement given by a victim of dating violence or sexual assault.
5. A perpetrator might say this.
6. Something you might say to help a friend.

Assessment Criteria

Responses can be scored on the following:

1. Students' ability to demonstrate knowledge of key information on dating violence.
2. Students' ability to work together in a cooperative and constructive manner.

	Wisconsin Health Education Standards
A	Disease prevention and health promotion
B	Health behavior—self-management
C	Goal setting and decision-making
D	Accessing accurate information
E	Impact of culture and media
F	Communication skills
G	Advocacy

Sample Response

Answers will vary.

Scattegories Handout

1. Write down one example of power and control in a sexually abusive relationship.
2. Give an example of an equal relationship where there is no power and control.
3. Write one warning sign of dating violence or sexual assault.
4. A common statement given by a victim of dating violence or sexual assault.
5. A perpetrator might say this.
6. Something you might say to help a friend.

Help!

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Student Instructions

Many young people know that in the efforts of trying to end an unhealthy relationship, violence can escalate. During these times and even in a single date situation, knowledge of available support systems can be needed. Your task is to develop a product that can help your peers access community resources. The product must contain some warning signs of dating violence, phone numbers of community resources that young people could access, and a simple safety plan to stay safe in the event of a violent dating situation.

At the end of this assignment, you are required to share your product with your classmates. You need to address (or discuss) the following questions when presenting your product.

- Why did you choose this particular product?
- What are your reasons for choosing the warning signs you described?
- What are your reasons for choosing these resources?
- Do the resources have specific assistance for teens?
- Will the resource come to the school, or does everyone have to go to the agency?
- Is there a fee for assistance?
- What are the policies for parental notification and/or permission?
- Why are the steps for your safety plan important?
- How likely is it that one of your peers/school/community will notice or use this product?

Products can include a poster, a rubber wristband with pertinent information written on the inside, a card holder with information written on the inside of the holder with the opposite side being see-through or an insert for an I.D. card holder, school planner with a page on dating violence information, page divider for the planner with dating violence information, Chapstick® container, mirror with dating violence information on the opposite side, lanyard attachment, book accessories such as bookmarks and book covers, something someone could carry in their purse or pocket (i.e. lipstick tube), or any other creative ideas you may have.

Some agencies have been known to use discrete tools to provide victims with the safety information that they need. An agency took empty lipstick tubes and cleaned them out, placed important safety information on a small piece of paper and then rolled them up and placed them inside of the lipstick tube.

Assessment Criteria

Your response may be scored on the following:

1. How well you apply appropriate health concepts as they relate to dating violence.
2. How well you show how to access information regarding teen dating violence.

Teacher Information

Curriculum Connections

Language Arts, Family and Consumer Education, Peer Mediation, At-Risk groups or classes

Key Content Message

There are definitely people who can help a person who is a victim of dating violence. Applying what they learned about power and control, warning signs, and risk factors is critical in getting help.

Instruction

Classroom instruction should include a review of the warning signs of dating violence, how to approach and talk to friends in a non-blaming manner, and elements of a safety plan. In addition, instruction on what makes a telephone source valid should take place (and appropriate questions to ask a community resource when contacting them).

Criteria about what makes a sound resource should be included in the instruction. These could include:

1. Does the resource have specific age-appropriate resources for teens?
2. Does the resource have an outreach component, or do you have to go to the agency? Is there a cost for the services?
3. Do you have to have parental notification/permission before the service will be provided?

Students are to develop a product that could be used by their peers/school/community that could help someone who may be in a violent dating situation. The product will include warning signs of dating violence, community resource phone numbers, and elements of a safety plan. Students will then present their product to their peers and provide justification for why they chose the information that they included.

Students are required to include dating violence warning signs, community resource phone numbers, and elements of a safety plan.

High School Only—one completed phone call to a community resource.

Time

This lesson will take one to two class periods with some additional time outside of the classroom.

Materials

White card stock paper, computer (or pen if computers are not available), markers, phone book and/or brochures should be used to access local phone numbers

Assessment Criteria

Responses can be scored on the following:

1. The students' accurate application of appropriate health concepts as they relate to dating violence.
2. How well the student shows how to access information regarding teen dating violence.

	Wisconsin Health Education Standards
A	Disease prevention and health promotion
B	Health behavior—self-management
C	Goal setting and decision-making
D	Accessing accurate information
E	Impact of culture and media
F	Communication skills
G	Advocacy

However good or bad you feel about your relationship, the person you are with at this moment is the “right” person, because he or she is the mirror of who you are inside.

—Deepak Chopra

Sample Response

I chose to use a help card for my product. In it I chose information on how to contact my school counselor because she helped me look at my relationship and why it was hurting me. She also helped me write down a couple of important numbers in case he starts to stalk or threatens me when I break up with him. The first one is the local police and second is the sexual assault center.

Appendices

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Rubrics to Help Score Unit Lessons

Connections to the Wisconsin Health Education Standards

In 1997, the State of Wisconsin adopted a set of health education standards that reflected the national health education standards. The seven standards are as follows:

- A. Students in Wisconsin will understand concepts related to personal health promotion and disease prevention. (**Disease prevention and health promotion.**)
- B. Students in Wisconsin will practice behaviors to promote health, prevent disease, and reduce health risks. (**Health behavior.**)
- C. Students in Wisconsin will demonstrate the ability to use goal-setting and decision-making skills to enhance health. (**Goal setting and decision-making.**)
- D. Students in Wisconsin will demonstrate the ability to access valid health information and services. (**Accessing accurate information.**)
- E. Students in Wisconsin will analyze the impact of culture, media, technology, and other factors on health. (**Impact of culture and media.**)
- F. Students in Wisconsin will demonstrate the ability to use effective interpersonal communication skills to enhance health. (**Communication skills.**)
- G. Students in Wisconsin will demonstrate the ability to advocate for personal, family, school, and community health. (**Advocacy.**)

In the teacher's Instruction section, we have now added the brief description of the seven standards above and bold those standards that are covered in the lesson. We hope this will help you map out your units of instruction to include as many standards as possible.

Performance Assessment Rubric for Cooperative Learning Groups

Group Members				Date	Block/hour	
Criteria	Performance Levels			Rating 1, 2 or 3	Weight Total = 100	Total
	1 = Unsatisfactory	2 = Satisfactory	3 = Exemplary			
1. Diction	The speaker cannot be heard and understood.	The speaker can be heard and understood most of the time.	The speaker can be heard and understood by everyone in the cooperative learning group.			
2. Collaboration	Participant makes no eye contact with the group, does not acknowledge the presence of others, and shows no give or take quality in taking turns.	Participant makes some eye contact with the group, sometimes acknowledges the presence of other group members and at times takes turns with others to share ideas.	Participant makes eye contact frequently with the group, regularly acknowledges the presence of other group members, and takes turns with others to share ideas on a regular basis.			
3. Relationship of Participant to Cooperative Learning Group	Participant does not show consideration for what people say (verbal and non-verbal), does not restate others' points and does not demonstrate serious consideration of others' arguments by respectfully challenging them or disagreeing in a positive fashion.	Participant at times shows consideration for what people say (verbal and non-verbal), sometimes restates others' points and demonstrates some consideration for others' arguments by politely challenging them or disagreeing in a positive fashion.	Participant frequently shows consideration for what people say (verbal and non-verbal), usually restates others' points and demonstrates some consideration for others' arguments by politely challenging them or disagreeing in a positive fashion.			
4. Communication	Communication does not deepen the understanding of the subject matter and does not encourage student thinking, nor does it spark interest in further learning.	Communication somewhat deepens the understanding of the subject matter, encourages student thinking, and sparks some interest.	Communication deepens understanding of subject matter, sharpens student thinking, and sparks the exploration of new ideas.			
5. Understanding Concepts w/Higher Level Thinking	Participant does not remain on task regarding subject matter. No evidence of high level thinking skills utilized to formulate arguments to clarify information.	Participant sometimes remains on task regarding subject matter. Some evidence of higher level thinking skills utilized to formulate arguments to clarify their information.	Participant frequently remains on task regarding subject matter. Regularly shows evidence of higher level thinking skills to formulate arguments to clarify their information.			
Total Score (out of 300)						
Final Grade (total score ÷ 3):						

Criteria and General Scoring Rubric

Instructors can make appropriate adaptations for their classroom or variations on the task.

Name		Project Title			Date
Criteria	Performance Levels				
Information Content Understanding	<ul style="list-style-type: none"> ▪ is accurate and focused ▪ all essential points are included and accurate ▪ shows detailed understanding 	<ul style="list-style-type: none"> ▪ is somewhat accurate and focused ▪ most essential points are included and are largely accurate ▪ shows some understanding 	<ul style="list-style-type: none"> ▪ is not accurate and focused ▪ few essential points are included or are largely inaccurate ▪ shows no understanding 		
	Your Score	5	4	3	2
Organization Planning Format	<ul style="list-style-type: none"> ▪ sequence is logical and all information is organized ▪ plan is made and followed 	<ul style="list-style-type: none"> ▪ some logical sequence and organization ▪ plan is made but not followed 	<ul style="list-style-type: none"> ▪ no logical sequence or organization ▪ no plan is made 		
	Your Score	5	4	3	2
Communication Clarity Language	<ul style="list-style-type: none"> ▪ clear and engaging ▪ message consistently reaches intended audience ▪ no major writing errors 	<ul style="list-style-type: none"> ▪ somewhat clear and engaging ▪ message reaches intended audience most of the time ▪ few major writing errors 	<ul style="list-style-type: none"> ▪ not clear or engaging ▪ message does not reach intended audience ▪ numerous writing errors 		
	Your Score	5	4	3	2
Resources References Technology	<ul style="list-style-type: none"> ▪ numerous relevant sources are reported in correct format ▪ skillful use of technology for audience and purpose 	<ul style="list-style-type: none"> ▪ some relevant sources are used and reported ▪ adequate use of technology for audience or purpose 	<ul style="list-style-type: none"> ▪ no relevant sources are used or reported ▪ does not use technology adequately 		
	Your Score	5	4	3	2
Performance Average		Total Points			

