***Dating Violence***

***Instructional Design Rationale***

Melanie Garbig

The topic of dating violence is not only important, but is now a mandated as part of the health curriculum in 7-12th grade (Ohio Senate House Bill 19 (HB1 9-3/29/10). As a high school counselor I have seen first hand the affects that toxic, abusive relationships can have on teenagers. Unfortunately many students don’t recognize that they are in these abusive relationships. This is due to lack of education and information. Victims and bystanders are not equipped with the necessary information needed to insure that our school and community are safe. We have an obligation to provide a preventative, effective and research based curriculum to address dating violence. Since so much of a student’s attitudes and beliefs about dating violence are based on socio-economic and cultural factors, it is important to use a constructivist approach to lesson planning, incorporating the group investigation learning environment model. Chiarelott 2006 states that “Learning is powerfully affected by prior experience, perceptions and relevance to self and society, and context in which learning occurs” (p. 87). The emphasis of this instructional design will be based on the learner’s perceptions, prior knowledge and attitudes. Learning will be hands-on and interactive, student’s questions will be integrated and the teacher role will be interactive. Student assessment will be based primarily on observations of group work and points of view. Pre and post test assessment will be performed to assess student in-coming and out-going knowledge. Formative assessments will be designed to measure student learning outcomes. Each lesson will follow the 5-E learning cycle model. According to Chiarelott 2006 the 5-E learning cycle model has a “strong linkage to constructivist theories of teaching and leaning and is highly adaptable to contextual teaching strategies whether for a one-day lesson or for lessons that span several days” (p. 90). This particular model was chosen because it allows for the teacher to take on a facilitator’s role, as well as, allows for small group work to complete activities. Role play and small group interaction are essential elements in all of my lessons.

Chiarelott, L. (2006). *Curriculum in context*. Belmont, CA: Thomson Wadsworth.

***Learner Outcomes***

Melanie Garbig

**Sub-Unit 1: Defining Caring and Abusive relationships**

* Students will be able to identify characteristics of caring dating behaviors. (Knowledge)
* Students will be able to identify characteristics of physically and emotionally abusive relationships. (Knowledge)
* Students will describe how they want to be treated by a dating partner, and how they wouldn’t want to be treated by a dating partner. (Application)
* When given a set of questions, students will be able to determine if their current dating relationship is healthy. (Application/Analysis)
* Students will be able to begin to create a concept of a healthy dating relationship and understand that they can and should choose how to be treated. (Synthesis)
* Students will begin to understand the complex issues related to abuse including whom, why and where.(Evaluation)

**Sub-Unit 2: Causes and Consequences**

* Students will be able to identify and describe controlling and manipulative functions of dating violence. (Knowledge)
* Given examples and scenarios students will identify abusive behaviors as abusive. (Comprehension)
* Students will begin to understand that dating violence is not just physical, but emotional and verbal as well. (Comprehension)
* Students will evaluate short videos depicting the different aspects of abuse in dating relationships. In small groups students will analyze these videos to better understand that abuse can happen to anyone regardless of age, race or sexual orientation. (Analysis/application)
* Students will use role play to recognize and understand behaviors such as jealousy, peer pressure, exclusion, intimidation, and control in dating relationships. (Synthesis)

**Sub-Unit 3: Help and Intervention**

* Students will understand the complexity of making a decision to leave an abusive relationship and will be able to apply problem solving skills in order to identify alternative solutions and consequences to those solutions. (Comprehension)
* Students will identify, evaluate and practice conflict management skills. (Knowledge/application)
* Students will learn the rules for fighting fair using a set of effective communication skills. (Application)
* Students will demonstrate the use of these communication skills through role play and demonstration. (Application)
* Students will describe non-violent alternatives when disagreeing with a boyfriend or girlfriend, and be able to apply those alternatives to different scenarios presented. (Knowledge)
* Students will identify situations that trigger anger, and the physical and psychological cues that occur when getting angry. (Knowledge)
* In small groups, students will brainstorm anger management skills and present those skills in a useful and creative way to the rest of the class. (Analysis)
* Students will identify that everyone gets angry; therefore we have a responsibility to control that anger so that others are not hurt. (Comprehension)

**Sub-Unit 4: Support and Prevention**

* Students will identify a set of “red flags” that indicate that their friend may be a victim or perpetrator of dating abuse. (Knowledge/Comprehension)
* Students will understand their responsibility in identifying and reporting a friend who may be a victim or perpetrator of dating abuse. (Comprehension)
* Students will gain skills needed in order to confront a friend who may be abusing his or her girlfriend or boyfriend. (Application)
* Students will be able to identify school and community resources for victims and perpetrators. (Knowledge)

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Dating Violence or Healthy Relationship

What type of relationship are you in?

Section I: How much do you know about dating violence?

Answer True or False to the following questions:

1. Dating violence is rare among high school students. \_\_\_\_\_\_\_\_\_
2. Boys and girls experience dating violence equally. \_\_\_\_\_\_\_\_\_\_
3. Dating violence is just arguing and fights, it’s not dangerous like domestic abuse. \_\_\_\_\_\_\_\_
4. Teenagers often report dating violence to their parents or counselors. \_\_\_\_\_\_\_\_\_
5. There is nothing I can do about dating violence. \_\_\_\_\_\_\_\_\_
6. When someone leaves an abusive relationship, the abuse usually ends.\_\_\_\_\_\_\_\_
7. The best way to get a friend to leave an abusive relationship is to “cut ties” with them.\_\_\_\_\_\_\_\_
8. If violence occurs once in a dating relationship, it is likely to happen again.\_\_\_\_\_\_\_\_
9. Drug and alcohol abuse are often a factor in dating violence incidents.\_\_\_\_\_\_\_\_\_\_
10. Dating violence only occurs to minority populations in poor areas.\_\_\_\_\_\_\_\_\_\_

Multiply choice (can have more than one correct answer)

1. What kind of behavior is considered a sign of relationship abuse? Your boyfriend or girlfriend….
   1. Tells you that you are fat and ugly.
   2. Won’t let you hang out with friends.
   3. Gets jealous when you spend time with your family.
   4. Tells you what to wear.
2. What is a good way to help a friend who’s in an abusive relationship?
   1. Offer to beat up the boyfriend or girlfriend.
   2. Offer to burn down your boyfriend or girlfriend’s house.
   3. Listen to your friend when he or she wants to talk about the relationship.
   4. Remind your friend that he or she is smart, beautiful and fun to be around.
3. A caring relationship is……
   1. Never having to say you are sorry.
   2. Feeling that your boyfriend or girlfriends needs are just as important as yours.
   3. Controlling and manipulative.
   4. When you spend all your time together.
4. Which of the following may be a reason a person would have a difficult time leaving an abusive violent relationship?
   1. The victim likes the abuse.
   2. The victim still loves the abuser.
   3. The victim feels obligated to stay with the abuser because they threaten to hurt themselves if you leave.
   4. The victim is afraid.
5. Which of the following is an important part of a healthy, loving relationship?
   1. Communication and fighting fair.
   2. Spending all your time together
   3. Having sex everyday.
   4. Support and respect.
6. How do you keep safe in a dating relationship?
   1. Communicate with your boyfriend or girlfriend about your expectations.
   2. Carry a gun.
   3. Don’t date, it is safer that way.
   4. Get to know yourself and your beliefs before you jump into a relationship.

Part II: What type of relationship are you in?

**(If you are currently NOT in a dating relationship, please answer the questions based on previous relationships, or your expectations for future relationships.)**

Circle YES or NO to the following questions:

1. Does your boyfriend or girlfriend:
   1. Communicate opening with you when there are problems? YES NO
   2. Give you space to spend time with your friends or family? YES NO
   3. Is supportive and respectful? YES NO
   4. Is respectful of sexual expectations and boundaries? YES NO

***\*\*If you answered YES to these questions, it is likely you are in a healthy relationship***.

1. Does your boyfriend or girlfriend:
   1. Control where you go, what you wear, or what your do? YES NO
   2. Try to stop you from seeing or talking to family or friends? YES NO
   3. Call you derogatory names, put you down, or criticize you? YES NO
   4. Threaten or scare you? YES NO
   5. Hit, slap, push or kick you? YES NO
   6. Force you to do something sexual when you don’t want to? YES NO

***\*\*If you answered YES to any of these questions, your health and safety may be in risk.***

**ANSWER KEY:**

**True or False:**

1. **False: Dating violence is common among all people regardless of race, education or gender.**
2. **True: While girls are often the victim, boys can be victims also.**
3. **False: Dating violence is considered domestic abuse**
4. **False: Teens rarely tell an adult about dating violence.**
5. **False: Telling someone about your relationship is the first step to healing.**
6. **False: Often times a person is in greater danger when they leave the relationship.**
7. **False: Someone in an abusive relationship needs help and support to end it, and is very unlikely to end the relationship without help.**
8. **True: It is rare for someone to abuse just once.**
9. **True: Both the victim and abuser may have serious drug or alcohol issues.**
10. **False: Dating violence occurs everywhere.**

**Multiply choice:**

1. **All**
2. **C and D; it is best to listen and let them know that there are resources to help and that they don’t deserve to be treated this way.**
3. **B; shows equal support.**
4. **All**
5. **A and D; A healthy relationship is respectful.**
6. **A and D; Learning to communicate and have self-respect can prevent you from entering into an unhealthy relationship.**

# **5 - E Lesson Plan- Dating Violence**

**What is the difference between a healthy and caring relationship?**

**Objectives:**

* Students will be able to identify characteristics of caring dating behaviors. (Knowledge)
* Students will be able to identify characteristics of physically and emotionally abusive relationships. (Knowledge)
* Students will describe how they want to be treated by a dating partner, and how they wouldn’t want to be treated by a dating partner. (Application)

**Time needed:**  50 minute class period.

**Materials needed:**

* Pre-assessment
* 3x5 colored index cards, markers, tape. The classroom should also have a space open for display such as a bulletin board or open wall. The bulletin board (if teacher is using his or her own room) can be set up in advance using the following display example.

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**Caring Relationships look like:** **Abusive relationships look like:**

**1. Engagement (10 minutes)**

Begin this lesson by administering the pre-assessment. Teacher will look at the pre-assessment during the group activity. Begin by engaging students in a discussion about current relationship trends.

Questions to ask:

How many of you have been in a dating relationship?

How many of you are in a dating relationship now?

Ask students to describe their current or past relationships.

Ask students to begin to think about how their partner makes them feel.

Inform the students that we will begin with a group brainstorming activity that will help us to identify caring and abusive relationships. We will then use this information to analyze our own current or future relationships.

## **2. Exploration (10-15 minutes)**

Begin by dividing the students into mixed groups of four to five students. Give each group a set of colored index cards, markers and tape. Ask the students to assign a group spokesperson.

Directions:

Students are to begin by identifying characteristics of a caring relationship.

Say, “How does a caring relationship look, sound, and feel?” Students may use one word adjectives or short two or three word descriptors.

After 5 to 7 minutes say,” Now describe how an abusive relationship looks, sounds and feels.” Students may again us one word adjectives or short two or three work descriptors.

Teacher should use this time to walk around the room and observe the conversations between students. Are they engaged in the activity? Have group leaders emerged? Are their students who appear concerned about a group member’s participation or opinions?

## **3. Explanation (10 minutes)**

Bring the students back to the whole group. Ask that each spokesperson to be ready to present.

Students will begin to see similarities in their descriptions or definitions of caring and abusive relationships. (Objectives 1 and 2)

Students will engage in debates about questionable descriptions and will determine where cards belong, (under caring or abusive)

Teacher will refrain from giving opinions, or moving cards at this point as it is important to gage where students are in their relationship understanding. (Formative assessment using observation)

## **4. Expansion (3 minutes)**

Teacher will review the lists from the display. Teacher will ask:

Do you see characteristics that describe your current relationship?

Which relationship do you want to be in?

If there are questionable card placements, ask students to explain the reasoning.

Allow students time to discuss and dialogue.

Inform students that during the next lesson we will be taking a deeper look at their own relationships and the affects those have on each other.

## **5. Evaluation (2 minutes)**

Assignment: Ask students to use the time between lessons to observe their own relationship or the ones around them. Make mental notes about these relationships and be ready to share at the beginning of the next lesson.

# **5 - E Lesson Plan- Dating Violence**

**What does my own relationship look like?**

**Objectives:**

* When given a set of questions, students will be able to determine if their current dating relationship is healthy. (Application/Analysis)
* Students will be able to begin to create a concept of a healthy dating relationship and understand that they can and should choose how to be treated. (Synthesis)
* Students will begin to understand the complex issues related to abuse including whom, why and where.(Evaluation)

**Time needed:**  50 minute class period.

**Materials needed:**

* Teen dating violence assessment and screening questions-handout.

**1. Engagement (10 minutes)**

## Begin this lesson by engaging students in a discussion about the characteristics that they observed in those around them since our last meeting. Did they observe some of the abusive characteristics that were listed? Did they observe caring characteristics? Did anyone engage a friend in a conversation about dating violence and their current relationship?

The teacher must analyze the tone of this discussion to determine the direction of the conversation. A student may wish to disclose a personal issue or a friends issue and time must be allowed to do this.

Inform the students that they will take a deeper look into their own history with relationships by taking a teen dating violence assessment to determine the healthiness of their own relationships. For those students not in a relationship, they may use past relationships, a friends’ relationship (observations), or what they think they would like in a relationship.

(Counselor disclosure rules will be shared at this point.)

## **2. Exploration (10-15 minutes)**

Administer the teen dating violence assessment and collect.

Divide class into mixed groups of four to five students making sure they are different from the groups before.

Ask the students to discuss the questions on the teen dating violence assessment. Ask the students to explore the reasons why someone would engage in an unhealthy relationship. Have them list at least five reasons.

Assign a new group leader who will share the findings.

## **3. Explanation (10 minutes)**

Bring the students back to the whole group. Ask that each spokesperson to be ready to present findings. Students will lead a discussion about findings.

Students will begin to develop a clear understanding of what a healthy relationship looks like. They will also have a greater understanding of why others (or themselves) engage in abusive relationships.

Teacher will refrain from giving opinions at this point as it is important to assess where students are in their relationship understanding. (Formative assessment by observation)

## **4. Expansion (3 minutes)**

Use this time to have students discuss who, what, where and how concerning dating violence.

Is anyone exempt?

Are girls more prone to be abused?

Are boys usually more physically or mentally abusive?

What do you do when you know that someone close to you is in an abusive relationship?

## **5. Evaluation (2 minutes)**

Assignment: Ask students to use the time between lessons to again observe their own relationship or the ones around them. Observe the personality traits in others that may make them more prone to entering into an abusive relationship.

\*\*The teen dating survey will be used as a screening measure. Students will be referred to the school counselor if their assessment measures “at risk.” Any YES answer will be considered at-risk, not sure answers will be flagged to watch.

Counselor disclosure rules were reviewed at the beginning of this session.

MC900334376[1]MC900334374[2]**Teen Dating Violence**

**Self-Assessment**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| **School Assessment** | **Yes** | **Not sure** | **No** |
| **Have my grades fallen since I’ve been in this relationship?** |  |  |  |
| **Have I ever missed or been late to school because of a fight with my partner?** |  |  |  |
| **Have I ever quit a school group or club so I could spend more time with my partner?** |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Work Assessment** | **Yes** | **Not sure** | **No** |
| **Does my partner control my money?** |  |  |  |
| **Do I talk to my partner so much on the phone while at work that it gets in the way of my job?** |  |  |  |
| **Has my partner ever showed up at work to “check up” on me because of jealousy?** |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Physical Health** | **Yes** | **Not sure** | **No** |
| **Have I ever had cuts, bruises, or other injuries as a result of a fight with my dating partner?** |  |  |  |
| **Have I gained or lost a significant amount of weight since I’ve been in this relationship?** |  |  |  |
| **Have I had unplanned pregnancies from my dating partner?** |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Emotional Health** | **Yes** | **Not sure** | **No** |
| **Do I ever think that I could not go on without my dating partner?** |  |  |  |
| **Do I feel more stressed, depressed, or anxious since I have been in this relationship?** |  |  |  |
| **Do I cry more or less frequently since I’ve been in this relationship?** |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Drugs/Alcohol Use** | **Yes** | **Not sure** | **No** |
| **Have I started/increased smoking, drinking, or using drugs since I’ve been in this relationship?** |  |  |  |
| **Does my partner pressure me to use drugs or alcohol?** |  |  |  |
| **Do I ever use drugs to feel more comfortable around my partner?** |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Family and Other Relationships** | **Yes** | **Not sure** | **No** |
| **Have I grown apart from my family and friends since I’ve been in this relationship?** |  |  |  |
| **Does my partner act jealous of my family and friends and try to keep me from them?** |  |  |  |
| **Do I lie to my friends and family to cover up for my partner?** |  |  |  |

**Screening tool obtained from Runaway and Homeless Youth and Relationship Violence Toolkit website at:**

**http://www.nrcdv.org/rhydvtoolkit/docs/San%20Diego%20-TDV%20Screening%20Tool.pdf**

# **5 - E Lesson Plan- Dating Violence**

**Dating violence: a Deeper Look**

**Objectives:**

* Students will be able to identify and describe controlling and manipulative functions of dating violence. (Knowledge)
* Given examples and scenarios students will identify abusive behaviors as abusive. (Comprehension)
* Students will begin to understand that dating violence is not just physical, but emotional and verbal as well. (Comprehension)
* Students will evaluate short videos depicting the different aspects of abuse in dating relationships. In small groups students will analyze these videos to better understand that abuse can happen to anyone regardless of age, race or sexual orientation. (Analysis/application)

**Time needed:**  Two 50 minute class period.

**Materials needed:**

* Internet, projector and screen. Handouts outlining descriptors of non-physical aspects of dating violence

**1. Engagement (10 minutes)**

## Begin this lesson by engaging students in a discussion about the personality traits that make certain people prone to abusive relationships. Did they observe some of the abusive characteristics from the assessment? Did anyone engage a friend in a conversation about dating violence and their current relationship? Did anyone begin to link self esteem, peer pressure or social status to dating violence?

The teacher must analyze the tone of this discussion to determine the direction of the conversation. A student may wish to disclose a personal issue or a friends issue and time must be allowed to do this.

Inform the students that they will take a deeper look at some video scenarios that describe non-violent aspects of dating abuse.

## **2. Exploration (10-15 minutes each day)**

Show video 1-Anger/Emotional Abuse obtained from:

<http://www.loveisrespect.org/resource-center/power-and-control-scenarios/video-diaries/angeremotional-abuse/>

After the video divide students into small groups (different from the ones they were in before) hand out descriptive worksheet related to video. Ask students to analyze the scenarios.

Have you ever know of someone in a relationship similar to the one in the video?

What advice would you have for the victim?

How do you help a friend recognize these characteristics?

## **2. Exploration (10-15 minutes each day) continued**

Show video 2-Isolation/Exclusion obtained from:

<http://www.loveisrespect.org/resource-center/power-and-control-scenarios/video-diaries/isolationexclusion/>

After video divide students groups (different from the ones they were in before) hand out descriptive worksheet related to video. Ask students to analyze the scenarios.

Have you ever know of someone in a relationship similar to the one in the video?

What advice would you have for the victim?

How do you help a friend recognize these characteristics?

## **2. Exploration (10-15 minutes each day) Continued to day two**

## **3. Explanation (10 minutes)**

After each video, bring the students back to the whole group. Ask groups to share comments and observations related to each video.

Students will begin to understand that that there is more to dating violence than physical abuse. They will begin to develop a clear understanding of what emotional abuse looks like and how it can manifest.

Teacher will refrain from giving opinions at this point as it is important to assess where students are in their relationship understanding. (Formative assessment by observation)

## **4. Expansion (3 minutes)**

Use this time to have students discuss steps that they need to take to avoid getting into these types of relationships. Guide students to discuss serious issues such as; peer pressure, social status and acceptance.

What can friends do to help?

How can you guide a friend to seek help?

Who can you talk to?

Who is your support system?

## **5. Evaluation (2 minutes)**

Assignment: Ask students to use the time between lessons to again observe their own relationship or the ones around them. Who is in an abusive relationship because it is a social status, or peer pressure? Who can you talk too? Who is your support system? Be ready to discuss for the next lesson.

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Video Scenarios

Worksheet

**In your small groups, discuss the characteristics as seen in the videos. As a group come up with strategies or tips to give to a friend who might be in one of these relationships. (Examples at the end)**

**Characteristics of Anger/Emotional abuse**

* Putting him/her down
* Making her/him feel bad about her/himself
* Name calling
* Making her/him think she/he’s crazy
* Playing mind games
* Humiliating one another
* Making her/him feel guilty

## Characteristics of Isolation/Exclusion

* Controlling what another person does, who she/he sees and talks to, what she/he reads, where he/she goes
* Limiting outside involvement
* Using jealousy to justify actions

## Characteristics of Intimidation/Threats

**Intimidation:**

* Making someone afraid by using looks, actions, gestures
* Smashing things
* Destroying property
* Abusing pets
* Displaying weapon

**Threats:**

* Making and/or carrying out threats to do something to hurt another
* Threatening to leave, to commit suicide, to report her/him to the police,
* Making her/him drop charges
* Making her/him do illegal things

## Characteristics of Using Social Status/Peer Pressure

**Using Social Status:**

* Treating her/him like a servant
* Making all the decisions
* Acting like the “master of the castle”
* Being the one to define men’s and women’s roles

**Peer Pressure:**

* Threatening to expose someone’s weakness or spread rumors
* Telling malicious lies about an individual to peer group

**If your girlfriend or boyfriend is using peer pressure and their “social status” to control you, check out these tips:**

* **Tip 1: People can talk and gossip and you can’t control that. But you can believe in yourself, and try not to let rumors and lies get to you.**
* **Tip 2: Set some limits with your partner about having time alone. You can have specific hang out time for your friends that doesn’t involve your boyfriend or girlfriend.**
* **Tip 3: Try reconnecting with old friends, so that you are not relying on your partner’s friends.  Talk to them about what you have been experiencing in the relationship.  If they understand why you’ve been distant, they should be willing to hang out with you again.  And remember- you must’ve been a pretty cool person to even have friends in the first place.  So even if your old friends have drifted away, you are capable of making new ones.**
* **Tip 4: If you find yourself no longer able to talk to your friends, try talking to an adult.  Often times simply being able to talk about what you are experiencing can be helpful in finding ways of coping with it.**

**Other ideas or tips:**

**\*\*\*Write your group ideas in the space below:**

**Videos, characteristics and definitions taken from: Love Is Respect.org, found at the Ohio Department of Education dating violence resource page.**

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Dating Violence or Healthy Relationship

What type of relationship are you in?

Section I: What have you learned about dating violence?

Answer True or False to the following questions:

* 1. Anyone regardless of age, race, gender or social standing can be a victim of dating violence. \_\_\_\_\_\_\_\_\_\_
  2. Dating abuse is not only physical abuse. \_\_\_\_\_\_\_\_\_\_
  3. Girls are victims of abuse more than boys.\_\_\_\_\_\_\_\_\_\_
  4. Abuse only happens in poor areas to minority groups. \_\_\_\_\_\_\_\_\_
  5. Making someone spend all their time with you can be a form of dating abuse. \_\_\_\_\_\_\_\_
  6. There is not help for victims of dating violence. \_\_\_\_\_\_\_\_
  7. As a friend I have no influence over my friend’s abusive relationship.\_\_\_\_\_\_\_\_\_\_
  8. If I hit my girlfriend once, I probably won’t do it again. \_\_\_\_\_\_\_\_
  9. Dating violence can lead to death.\_\_\_\_\_\_\_\_
  10. Dating violence can happen to anyone. \_\_\_\_\_\_\_\_

Section II: Answer the following questions:

1. I have a friend who is in an abusive relationship what should I do?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. My girlfriend has asked me to quit football to spend more time with her. I really like our relationship, but this is crossing the line. What communication techniques could I use to resolve this issue? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. My boyfriend has asked me to have sex with him, but I am not ready. How would I resolve this issue? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. A friend has come to school with bruises on her arm. I know she and her boyfriend get into physical fights. What advise should I give her? Who can I tell? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. List a strategy you learned to confront a friend who may be abusing his or her partner. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_