

LESSON PLANS

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MICHIGAN
DOMESTIC VIOLENCE
PREVENTION &
TREATMENT BOARD

OBJECTIVES

1. Students will learn the definition of dating violence.
2. Students will gain a general knowledge about dating violence and resources.

MATERIALS NEEDED

Flip chart paper/tape/markers

Educator sheets

- Overview of Dating Violence

Student handouts

- Power and Control Wheel
- Non-Violence Wheel
- Dating Violence Fact Sheet
- Dating Violence Resources

DEFINITION OF DATING VIOLENCE:

Dating violence is a pattern of assaultive and controlling behaviors that one person uses against another in order to gain or maintain power in the relationship. The abuser intentionally behaves in ways that cause fear, degradation and humiliation to control the other person. Forms of abuse can be physical, sexual, emotional and psychological.

Ask students to decide on agreements for group discussion. Record these and post them on a wall where everyone can see them. The agreements might include: whatever is revealed in the group remains private, one person speaks at a time, listen respectfully to each other, etc. If you already have agreements for discussion, reiterate them and ask if the class feels that more need to be added due to the nature of the topic.

Using the power and control wheel as your guide, label one sheet of paper with one category of abuse from the power and control wheel. There should be ten, including physical and sexual. Divide the students into smaller groups for each category. Ask the students to list examples of behaviors an abuser would use, which will fit under the form of abuse recorded at the top of the sheet. The purpose of the exercise is to help students understand ways that abusers gain power and control. You can provide a few examples to get started, e.g., under physical they could list hitting, slapping, beating; under emotional they could list making fun of victim’s friends, telling victim they are stupid, calling the victim degrading names. Bring students back to larger group to debrief their answers. Provide correct information where needed, and challenge any myths or bias that might surface. When going over the answers on each list you might ask, how would the abuser use this behavior? Would this behavior appear as abusive? After you have debriefed each list, distribute the Power and Control Wheel and the Non-Violence Wheel. Go over these, answer any questions. Give students the Dating Violence Resources sheet.

NOTE: Always start with the definition and end with the list of dating violence resources.



OBJECTIVES

1. Student will gain a general knowledge of dating violence.
2. Students will understand the impact of violence on teen victims.

MATERIALS NEEDED

Educator sheets

- Overview of Dating Violence
- Instructor's Guide for: Dating Violence Student Survey – Open-Ended Questions
- Discussion Questions

Student handouts

- Dating Violence Student Survey – Open-Ended Questions
- Dating Violence Fact Sheet
- Identifying Abusive Behaviors in Dating Relationships

Remind students of agreements from the last session. Ask if there are questions about information presented during the last discussion. Distribute the dating violence survey to the students and give them about 15 minutes to answer questions. You can have them do this individually or they can work in dyads. Debrief the questions, based on the information on the answer sheet, asking for volunteers to share their responses. Provide correct information where needed, and challenge any myths or biases that might surface.

In addition, use questions 5 and 6 from the Discussion Questions. Discuss them with your class using the key points and statistics as your guide. Distribute the rest of the handouts and answer any questions students may have about any of them.



OBJECTIVES

1. Students will learn differences between battering relationships and relationships based on equality.
2. Students will learn how to talk to a teen abuser.
3. Students will learn helpful responses to use with a victim.
4. Students will learn about the legal system's responses to dating violence.

MATERIALS NEEDED

Video, *The Quiet Storm* (from the Michigan Resource Center on Domestic and Sexual Violence) See Dating Violence Resources sheet.

Educator sheets

- Overview of Dating Violence
- Instructor's Guide for: Dating Violence Student Survey – True/False Questions

Student handouts

- Dating Violence Student Survey – True/False Questions
- Dating Violence Fact Sheet
- Battering/Abusive Relationships vs. Relationships Based on Equality
- Teens Talking to Teens Who Are Abusive
- Helping a Friend Who is Surviving a Violent Relationship
- Criminal Justice System Process Flow Chart

Remind students of agreements and ask if anyone would like to add to the list. Ask for questions on any information previously covered. Distribute dating violence survey to students and ask them to answer questions. Debrief the class based on information on the answer sheet and other handouts. Show the clip from the video, *The Quiet Storm* that show some examples of subtle abusive behaviors. Ask students to listen or look for examples of controlling behavior in the clip.

Guide the discussion until they pick up on the subtleties of these behaviors.

Ask them what they might say if they saw something similar happening to a friend. Ask what they might say to an abuser. Review the handouts, especially the things to say to an abuser and victim.

As time permits, ask a representative from the local domestic violence program to talk about available services, Michigan law regarding dating violence and the type of legal assistance it offers to victims.



OBJECTIVES

1. Students will understand the definition of dating violence.
2. Students will acquire basic knowledge about dating violence.
3. Students will have a list of dating violence resources.

MATERIALS NEEDED

Paper, markers, tape or push pins to put sheets of paper safely around the room.

Educator sheets

- Instructor's Guide for: Dating Violence Student Survey – Open-ended Questions
- Discussion questions

Student handouts

- Dating Violence Student Survey – Open-ended Questions
- Dating Violence Fact Sheet
- Helping a Friend Who is Surviving a Violent Relationship
- Battering/Abusive Relationships vs. Relationships Based on Equality
- Dating Violence Resources

Ask students to decide on agreements for discussion. Refer to the agreements paragraph at the beginning of the 3-day series presentation.

Pass out the survey to students and ask them to respond to the questions. Give them about 5-8 minutes to complete.

After students complete the surveys, conduct a discussion, beginning with the definition of dating violence.

DEFINITION OF DATING VIOLENCE:

Dating violence is a pattern of assaultive and controlling behaviors that one person uses against another in order to gain or maintain power in the relationship. The abuser intentionally behaves in ways that cause fear, degradation and humiliation to control the other person. Forms of abuse can be physical, sexual, emotional and psychological.

Using the answer sheet, encourage dialogue among the students, correcting any misinformation they might express and challenging any myths or stereotypes that might surface.

As time permits follow up with questions 4 and 7 from the Discussion Questions. Use the answers provided to guide the discussion.

Before ending the session, distribute the handouts and the Dating Violence Resources sheet. Always provide the number to the local domestic violence program for students who have questions or would like to talk with someone.

If you or someone you know is being hurt in a dating relationship, please call (800) 799-SAFE or TDD (800) 787-3224 to be referred to the domestic violence program in your area.



OBJECTIVES

1. Students will understand the definition of dating violence.
2. Students will identify the traits they'd like in a dating partner.
3. Students will learn indications of abusive behavior.

MATERIALS NEEDED:

Flip chart paper, markers and tape or push pins to safely post sheets around the room.

Educator sheets

- Overview of Dating Violence
- Group Exercise
- Discussion Questions

Student handouts

- Power and Control Wheel
- Non-Violence Wheel
- Dating Violence Fact Sheet
- Identifying Abusive Behaviors in Dating Relationships
- Battering/Abusive Relationships vs. Relationships Based on Equality
- Dating Violence Resources

DEFINITION OF DATING VIOLENCE:

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If you already have agreements for discussion in your classroom, reiterate them and ask if the class feels that more need to be added due to the nature of this topic. Refer to agreements paragraph at the beginning of the 3-day series presentation

Using flip chart paper, write one question from the Group Exercise at the top of each sheet. Post them on the wall. Continue following the instructions for the Group Exercise.

After the exercise, distribute the Non-Violence Wheel and show how students' suggestions fit on the chart. Distribute the Power and Control Wheel and review the behaviors. Ask students how those traits could be disguised to look like the traits of an ideal dating partner.

Distribute the rest of the student handouts and answer questions about any of them. Always provide the number to the local domestic violence program for students who have questions or would like to talk with someone.

