



LESSON 9

Abuse, Part 2: Dating Abuse

Student Learning Objectives	National Health Education Standards and Performance Indicators	Michigan Merit Health Education Standards and Guidelines
<ul style="list-style-type: none"> Apply strategies to access and get help for self or others. Assess characteristics of hypothetical relationships for warning signs of harm or abuse. Apply strategies to hypothetical situations involving abusive relationships. 	<ul style="list-style-type: none"> Accessing Information [3.12.4] Self Management [7.12.3] Interpersonal Communication [4.12.3] 	<ul style="list-style-type: none"> Accessing Information [2.4; 3.6] Self Management [3.10] Interpersonal Communication [3.17]

Lesson Synopsis

Write want ads for an ideal boyfriend or girlfriend. Introduce the lesson on dating abuse. Show and discuss a video describing abusive relationships. Create a media campaign to inform teens about abusive relationships and where to get help. Explain the plans for completing the media campaigns. Preview the next lesson.



TEACHER NOTE:

Helping young people identify the signs of unhealthy relationships provides them with the knowledge to discern negative relationships in many different situations, such as when they are with friends, with individuals they date, or at work. Human trafficking is another situation where this information can mean the difference between a healthy future and one that is dictated by the force and coercion of others. Human trafficking occurs in many countries, including the United States.

This lesson does not address human trafficking directly. Depending on the needs of your students and community, you may want to mention human trafficking directly as one type of unhealthy relationship. The resource, *Human Trafficking: Implications for Adolescent Health Outcomes*, provides additional information and resources to enhance your understanding of this devastating problem. The resource can be found as an addendum or, if the copyright date of your manual is later than 2013, on the resource flash drive.

Lesson Phase & Time	Materials Needed
Introduction 8 minutes	Teacher Resources <ul style="list-style-type: none"> PowerPoint or Transparency Master: "Wanted..." PowerPoint or Transparency Master: "Wanted: Someone to Spend Time With" PowerPoint or Transparency Master: "Wanted: Someone I Can Control" Supplied by the Teacher <ul style="list-style-type: none"> Projector and screen Digital Tools: <ul style="list-style-type: none"> Computers or other devices Traditional Tools: <ul style="list-style-type: none"> Transparencies

<p>Input 20 minutes</p>	<p>Health Education Materials</p> <ul style="list-style-type: none"> • Video: “Causing Pain,” Centers for Disease Control and Prevention: http://www.youtube.com/watch?v=BStqosE2nC0&noredirect=1 (13 minutes) or “Causing Pain: Real Stories of Dating Abuse and Violence,” Choose Respect <p>Teacher Resources</p> <ul style="list-style-type: none"> • PowerPoint or Transparency Master: “Did You Know...” • Teacher Reference: “Warning Signs: Characteristics of an Abusive Relationship” • PowerPoint or Transparency Master: “The Cycle of Abuse” <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> • Projector and screen <p><u>Digital Tools:</u></p> <ul style="list-style-type: none"> • Computer or other device for showing a video <p><u>Traditional Tools:</u></p> <ul style="list-style-type: none"> • DVD Player • Transparency
<p>Application 20 minutes</p>	<p>Teacher Resources</p> <ul style="list-style-type: none"> • PowerPoint or Transparency Master: “Media Campaign Against Abuse” • Student Handout: “National Resources” • Student Handout: “National and Michigan Resources” • Assessment Tools for Accessing Information to Create a Media Campaign Against Abuse: <ul style="list-style-type: none"> – Teacher Assessment Rubrics – Student Self-Assessment Rubrics – Teacher Assessment Checklists – Student Self-Assessment Checklists – Peer Assessment Checklists <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> • Projector and screen <p><u>Digital Tools:</u></p> <ul style="list-style-type: none"> • Computers or other devices • District approved software for creating visual and/or auditory media campaigns <p><u>Traditional Tools:</u></p> <ul style="list-style-type: none"> • Transparencies • Writing paper • Markers • Chart paper • Art supplies
<p>Closure 2 minutes</p>	<p>Teacher Resources</p> <ul style="list-style-type: none"> • Student Handout: “Warning Signs of an Abusive Relationship” • PowerPoint or Transparency Master: “Relationship Evaluation” (Suggestion) <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> • Projector and screen (Suggestion) <p><u>Digital Tools:</u></p> <ul style="list-style-type: none"> • Computers or other devices <p><u>Traditional Tools:</u></p> <ul style="list-style-type: none"> • Transparency (Suggestion) • Writing paper (Suggestion) • Pens or pencils (Suggestion)
<p>TOTAL 50 minutes</p>	


Preparation




Prior to the Lesson	<ul style="list-style-type: none"> • Determine whether or not you are able and have approval to access the video on YouTube. If you will be using either the online video or the DVD format, prepare to show the video during the Input section of the lesson. A link to the online video is included on the flash drive that accompanies this curriculum, as is a low resolution WMV file. • Preview the video. • Review the assessment rubrics and checklists. Select one or more to use.
Introduction	<ul style="list-style-type: none"> • Prepare to display the PowerPoints or transparencies.
Input	<ul style="list-style-type: none"> • Review the teacher reference, “Warning Signs: Characteristics of an Abusive Relationship.” • Prepare to display the PowerPoints or transparencies.
Application	<ul style="list-style-type: none"> • Prepare to display the PowerPoint or transparency. • Choose the handout you want students to receive. Provide the student handout for each student. • Provide students with the assessment rubrics and/or checklists if needed.
Closure	<ul style="list-style-type: none"> • Provide the student handout for each student. • Prepare to display the PowerPoint or transparency. (Suggestion)

LESSON PROCEDURE

Introduction: Write want ads for an ideal boyfriend or girlfriend. Introduce the lesson on dating abuse.

8 minutes

Instructional Steps	Script and Detailed Directions
<p>Write want ads for an ideal boyfriend or girlfriend. Use the PowerPoints or transparencies “Wanted...,” “Wanted: Someone to Spend Time With,” and “Wanted: Someone I Can Control.”</p> 	<p><i>Raise your hand if you have ever answered a want ad. Perhaps you were looking for a job.</i></p> <p><i>For example, here is a job want ad. This is a restaurant looking for a host.</i></p> <p>Display the PowerPoint or transparency, “Wanted...”</p> <p><i>I’d like you to write a want ad for an ideal boyfriend or girlfriend.</i></p> <p>Allow a few minutes for students to write.</p> <p><i>If you were responding to an ad for a boyfriend or girlfriend, would you respond to this one?</i></p> <p>Display the PowerPoint or transparency, “Wanted: Someone to Spend Time With.”</p> <p><i>Would you respond to this ad?</i></p> <p>Display the PowerPoint or transparency, “Wanted: Someone I Can Control.”</p>
<p>Introduce the lesson on dating abuse.</p>	<p><i>Let’s examine some warning signs for dating relationships that are very unhealthy.</i></p>

Instructional Steps	Script and Detailed Directions
<p>Introduce the video using statistics on the PowerPoint or transparency, "Did You Know...."</p>  <p>Show the video describing abusive relationships.</p> <p>Discuss the video using the teacher reference, "Warning Signs: Characteristics of an Abusive Relationship," as a guide.</p>  <p>Describe the cyclical nature of abusive relationships using the PowerPoint or transparency, "The Cycle of Abuse."</p> 	<p><i>In this video, teenagers describe relationships they have experienced. Take a look at the statistics on this slide.</i></p> <p><i>Dating abuse is more frequent than you might think. As you watch the video, record a list of the characteristics, or warning signs, of abusive relationships.</i></p> <p>Show the video, "Causing Pain."</p> <p>What warning signs of abusive relationships did you notice?</p> <p>Use the teacher reference, "Warning Signs: Characteristics of an Abusive Relationship," as a guide for the discussion.</p> <p><i>No relationship is perfect. Disagreements happen. However, the warning signs we have listed are "red flags." They tell us to watch carefully what happens within the relationship and within you. Self-awareness is critical. The warning signs are helpful as we assess our own relationships and help others who may be in abusive relationships get help.</i></p> <p><i>At times, abusive relationships seem to be changing into positive relationships. However, research indicates that abusive relationships go through cycles with several stages. While experts label these stages differently, the descriptions of the stages are the same. Teens Experiencing Abusive Relationships (TEAR) uses a stoplight analogy.</i></p> <p><u>Stage 1: Green</u> <i>In this stage, both people are happy and the relationship is caring and enjoyable.</i></p> <p><u>Stage 2: Yellow</u> <i>This is the stage where tension builds. The couple may get into arguments and be frustrated with one another. The target of the abuse tries to keep things calm and work things out. The abuser escalates his or her abusive behaviors toward the target and is more and more controlling.</i></p> <p><u>Stage 3: Red</u> <i>This is the stage that is the most harmful. The abuser explodes with anger, harming the target, physically, psychologically, and/or sexually.</i></p> <p><i>After the Red Stage, the abuser usually feels guilty and tries to make up for his or her behavior. He or she may offer gifts, apologies, and promise it won't happen again. The target often gives in, agrees to work things out, and is sure that things will change. Then, the couple is back to stage 1 and the cycle begins again.</i></p> <p><i>The key is to never be fooled. An abusive relationship will not change without professional intervention.</i></p> <p><i>Think about relationships you have had or have observed between others. You don't need to publicly respond, but I'm wondering if you have witnessed abusive relationships. I'm guessing that most of us can think of at least one example of people we know personally.</i></p> <p>As a result of watching the video or personal observations, what are the consequences for the person being abused?</p> <p>Why do you think someone might stay in this type of relationship?</p> <p>What are the consequences for the person abusing someone?</p>