

DV 101 Single Day Lesson Plan (45minutes)

Facilitator Note: We understand that there is a lot of information to help students get out of an abusive relationship. The key to this lessons success is student discussion, not lecture. If you are pressed for time don't sacrifice the opportunity for young people to express their opinions vs. getting "one more fact out there."

1. Introduction

Time: 2 minutes

Preparation: Write Info on the board

Write this on the chalk or whiteboard:

Online: loveisrespect.org

Call: 1.866.331.9474

Text: "loveis" to 22522

Confidential | Anonymous | 24/7

(Talking points and prompts for teachers and peer leaders will appear in *italicized bold*.)

Today we're going to be talking about healthy and unhealthy behaviors in relationships and what happens if relationships turn abusive. That can be a pretty serious and sensitive issue to talk about so before we begin I have some important details to talk about:

- 1) **loveisrespect** - What they do, how they can help, where to go.
- 2) Mandated Reporting - If you are a mandated reporter, tell participants of your duties:
 - Define what mandatory reporting is in your state
 - Discuss what types of abuse must be reported and in what circumstances
 - Make sure all participants know how to ask for help and/or seek more information
 - Mention again the contact information for **loveisrespect.org**
- 3) Class rules - Agree on class rules, use teacher and peer leader prompts
- 4) Explain why February is a special month for healthy relationships:

February is National Dating Violence Awareness Month, that means that the whole month is dedicated to raising awareness about an issue that affects all of you. Statistics show that nearly 1.5 million high school students nationwide experience abuse from a dating partner in a single year, or roughly 1 in 3 teens.

So if our school has XXXX number of students, that means $\frac{1}{3}$ will experience some form of abuse in their relationships. Suddenly that number seems a lot bigger, doesn't it?

That's why we have this special month, so that young people, parents, educators and everyone else who cares about healthy relationships, can come together, speak out and make sure more people are talking about this important issue.

2. What is Dating Abuse?

Time: 5 minutes

Preparation: Review DV 101 for Educators; Distribute handouts included with lesson plan

When you hear the words "dating abuse" what do you picture in your mind?

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Students will most likely mention examples of physical abuse (hitting someone) or incidents involving celebrities that they saw on television.

The technical definition of “dating abuse” that professionals refer to is: “a pattern of abusive behaviors where a partner exerts power and control over someone they are dating or involved with in some type of relationship.” To sum it up in very simple terms: dating abuse happens when one person’s choices or behaviors are used to hurt or control someone they’re dating.

Refer to the DV 101 pamphlet to answer more detailed questions that students may have throughout the presentation.

Take a moment to review the “Types of Abuse” handout that lists the definitions and examples for each of the four types of abuse. We will use these definitions for our discussion.

Give students a few minutes to review the “Types of Abuse” handout.

3. Types of Abuse

Time: 15 minutes

Preparation: Internet connectivity; Pre-load video clips

In this activity, the facilitator/teacher will utilize video clips to help participants identify examples of abuse that fit in each category. The teacher or facilitator should take notes on student responses for each video clip. These responses will be used for discussion afterwards.

How many of you think your friends or classmates are influenced by what they see on TV? What about couples we see on TV? Who can name a famous couple?

Examples might include Ross & Rachel, Leonard & Penny, Vampire Diaries, Kayne & Kim or Chris Brown & Rihanna.

Have any of these couples done something that influences what we think about relationships?

Allow students a few moments to reflect.

Can we all agree that television plays a big role in influencing our behaviors, opinions, even how we treat other people.

How many of you have seen Teen Mom or Jersey Shore when someone’s hit another person? It’s easy to start thinking that abusive behaviors are “no big deal” when we see them all the time in movies, TV shows and music videos. We’re going to watch a few video clips that show abuse between a couple. As you’re watching them think about how these behaviors are abusive and how they can affect the other person in the relationship.

Play at least two video clips from the chart below. Each clip has multiple examples of abusive behaviors. After each clip, allow students time to identify examples of unhealthy and abusive behaviors, referring to the attached chart and handout for guidance.

YOU CAN ACCESS THESE VIDEOS BY VISITING: teenDVmonth.org/DV-TV and selecting the Toolkit Playlist.

VIDEO CLIP

TYPES OF ABUSE PRESENT

EXAMPLES OF ABUSE

(RUN TIME AND DESCRIPTION)



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<p>Reviving Ophelia Trailer (1:31) http://youtu.be/LR2EO2KVtu8</p> <p>This is a trailer for the Lifetime movie Reviving Ophelia. Although these character are fictional they exhibit different behaviors of abuse.</p> <p>Content note: students may react strongly to the male character punching the female character.</p>	<p>Verbal/Emotional Physical Digital</p>	<p>Controlling what she wears Extreme jealousy Punches her Text messages/ she feels like she needs to text him Threatens to kill her and himself</p>
<p>Teen Mom – Amber and Gary (0:50) http://youtu.be/PG1tG7WhHXE</p> <p>This is a video clip from MTV's Teen Mom. Amber abuses Gary in many ways. Aired nationally.</p> <p>Content note: there is violent language that is censored. Students may react strongly to the punching and slapping dis-</p>	<p>Verbal/Emotional Physical Digital</p>	<p>Threats Screaming Put downs Amber punches Gary Destroying physical property</p>
<p>Jersey Shore – Sammi and Ronnie (1:16) http://youtu.be/2QQ87wlaFgg (could be shorten to :31)</p> <p>This is a clip from a very popular MTV reality show Jersey Shore. Both Sammi (gf) and Ronnie (bf) display abusive behaviors.</p> <p>Content Note: students may take sides and defend their favorite "character." Remind them that they are looking to identify abusive behaviors not determine who was right or</p>	<p>Verbal/Emotional Physical Digital</p>	<p>Screaming Put downs Threats Destroying physical property Punching</p>



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<p>Snooki & Jwoww – Jionni and Snooki (1:15) http://www.mtv.com/videos/misc/827072/the-picture.jhtml#id=1692025</p> <p>This is a short clip from the MTV series Snooki & Jwoww. Snooki suspects that Jionni her boyfriend is cheating and confronts him about a picture. Tension builds and the couple starts arguing.</p>	<p>Verbal/Emotional</p>	<p>Extreme jealousy</p> <p>Screaming</p> <p>Swearing</p> <p>Threats</p>
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PHYSICAL ABUSE

Most of the examples you identified from the clips were visible forms of physical abuse. If any of those happened in front of us we would likely notice them. What about more subtle forms of physical abuse, like holding hands with someone. How could that be abusive?

Allow students a moment to reflect and respond and provide the added prompt below, if needed.

Forcing your boyfriend or girlfriend to hold your hand or squeezing their hand while holding it is a way of controlling someone. No matter how big or small you think the physical abuse is, it is never okay. If someone intentionally tries to harm you, that is abuse.

Touch on the following:

Throwing objects

Scratching, biting, pinching, spitting

Blocking someone from leaving a room

SELF DEFENSE

We hear “self-defense” a lot, and sometimes it is confused with retaliation. Hitting someone because they hit your first is not self defense. We may have been told to defend ourselves this way, but there are consequences to this action. Legally, self-defense means using only the force necessary to protect and remove yourself from a dangerous or life threatening situation.

SEXUAL ABUSE

Because none of the video clips address acts of sexual abuse you will need to discuss this topic with the group. Student reaction to talking about sexual abuse may vary so make sure to remind your students to be respectful when talking about this form of abuse.

Address the following areas:

Kissing or touching someone when they don't want it



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Rape
Leaving unwanted marks or hickies
Pressuring someone to go further sexually - examples of this that are often overlooked are: "If you love me you would do this" and "I know you did this before so you have to do this with me"

Ultimately, it doesn't matter how many times you've done something, maybe you've kissed or had sex many times before – it doesn't matter. The moment you decide "I don't want to this with you right now" for whatever reason you have the right to say 'no'." Someone who loves and respects you will respect your choices and boundaries. If they get upset and use their anger against you, that's an unhealthy situation.

[Facilitator Notes]

Rape is defined as forced sexual intercourse. The force doesn't have to be physical. It includes situations where a victim is drunk or drugged and is unable to consent. Also, forcing someone to do something sexually is sexual abuse, even if the individuals have done that same sexual act in the past.

VERBAL/EMOTIONAL ABUSE

Verbal and emotional abuse happens a lot but we may not pay as much attention to it or think it's as bad as physical abuse.

Ask students how they feel about the following acts of verbal /emotional abuse:

Controlling behavior or setting rules for a partner

Telling a partner what they can or cannot wear

Deciding who your partner can hang out with or isolating them from friends and family

Threatening to hurt your partner or yourself - example: "I love you so much if you leave me I'll kill myself"

Disclosing someone's sexual orientation without their permission - "outing" them

All of these behaviors are designed to control someone, isolate them and lower their self-esteem. Even if the person saying or doing them is joking, they are not okay and you have the right to have your feelings taken seriously.

How many of you think jealousy was a sign of love?

Think about the emotions you feel when you get jealous. Do you feel anger? Frustration? Fear? Loneliness? These emotions have nothing to do with how we feel about our partner or how much we care about them. Jealousy is a reflection of how we feel about ourselves. It's completely natural to feel jealous from time to time, but it's important that it's resolved with healthy communication and not used to hurt or control your partner.

[Facilitator Notes]

If you and your students are trying to figure out if a certain behavior would be an example of abuse, here are two lines of questions that can help:

What was the intent behind the behavior? Was it meant to hurt, control, or scare me?

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How did my partner's behavior make me feel? If my partner did something that made me feel bad, did I feel comfortable talking to them about it and asking them to stop?

4. Class Activity: Buzzer Exercise

Time: 3 minutes

Preparation: Distribute copies of the Buzzer Exercise to each student. Secure a noisemaker or device that can be used on a smartphone

The objective of this exercise is to demonstrate how complicated life can become if students are being abused or controlled by technology by a dating partner.

What you need to know: The buzzer indicates a text message coming into the student's phone while they are engaged in activity they enjoy, doing homework or are somewhere without their dating partner.

Use this prompt and the buzzer exercise handout to help you explain the activity. You may need to repeat the activity if the activity is intended to be vague.

When I say, "begin" you will write down the sentence that appears on the left column (I have the right to privacy and a healthy relationship.) You will then write down your first and last name, when you hear a noise/buzzer. After you finished writing your first and last name you can go back to the left column, copying the sentence but you need to start from the beginning, "I." Ready - begin!

Allow students a little time into writing the first sentence before you hit the buzzer – but make sure to time it so they cannot complete it on first try. At various times, you may want to hit the buzzer multiple times in a row (representing multiple texts). This will build intensity as students attempt to write their names after each buzz. Continue this process for 1 minute. Remember to observe and interrupt their progress with the buzzer or noisemaker.

After 1 minute, have students stop the exercise. Discuss their feelings completing this exercise. Students will normally respond with feelings of anxiety, being annoyed, anger and confusion. Ask what they think the buzzer represented.

The point of this activity was to give you an idea of what it feels like to be controlled via technology. Imagine that copying the sentence was spending time with your friends, doing homework or being away from your partner and every time you heard that noise/buzz it was your boyfriend/girlfriend texting those "W" questions: "Where are you?" "Who are you with?" "Why aren't you answering me?" (Hit the buzzer each time you say these questions to illustrate the point)

Every time you had to write your name, was like having to respond to them. That is what digital abuse does, it interrupts your daily activities, it takes away your focus, and it can even cause you to stop doing the things you like entirely.

So – let's apply this to real life.

What if you were studying with your friends, and one of them started getting repeated text messages. They say that the person they're dating wants them to leave and meet up with them instead. What would you say to them?

Encourage student discussion.

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Remind the group that a healthy relationship means trusting the person you're with and encouraging them to have time to focus on their friends and outside interests. If their boyfriend or girlfriend is studying really hard to get into college, a healthy relationship supports that goal and respects the time that person needs to spend studying.

This exercise focused on how excessive texting could cause problems for someone – but who decides what is excessive texting? Who thinks 50 texts a day is too much? How about 500?

Allow students to debate these questions. There should be different answers.

I can't decide that amount for you. Just because one person says they're fine getting a text message every minute, doesn't mean everyone else has to be okay with that. It is up to you to decide your boundaries and what you are comfortable with. It's equally as important to be respectful of the boundaries someone else has set.

That's the key word - BOUNDARIES. Each of you has the right to set boundaries and expectations that you are comfortable with in your relationships.

If we have an agreement to be respectful of different people's opinions in class, does it make sense to agree to be respectful of different opinions and boundaries in our relationships as well?

Now that you have a better understanding of what being controlled via digital communication looks and feels like, let's move on to another type of abuse - one that people may not realize is abusive.

5. DIGITAL ABUSE

Time: 3 minutes

We use technology every day to communicate but without proper boundaries digital communication can become unhealthy. The last type of abuse we're going to discuss is Digital Abuse, you did an activity to show how excessive text messaging can interrupt family time, doing homework or being away from your partner.

How many of you think it would be okay to check someone's cell phone to see who they're texting or calling? Is there any circumstance where you think this behavior is acceptable?

Students may discuss this and the topic of sharing passwords extensively depending on their position on privacy and boundaries. Privacy and terms of service are established by social media sites, but individual users have the right to choose what level of privacy they wish to maintain for themselves within those terms. With this in mind, facilitators should offer students validation on their opinions regardless of the facilitator's viewpoint on online privacy.

We've already established that jealousy and mistrust can be unhealthy behaviors if they're used to control or hurt a dating partner, would trusting someone to create their own friendships and online boundaries be a sign of a healthy relationship?

While students are discussing digital abuse make sure they address all types of technological communication: social networking sites, IM's, tweeting, video game consoles, e-mail, texts and calls. It can be easy to overlook digitally unhealthy and abusive behaviors digital because it's not face-to-face communication. Sharing passwords and constantly texting a new or current dating partner can seem like a normal part of a relationship.

Technology can do a lot to help create a healthy relationship and a sense of connection, but it's important to remember that it's okay to have limits/boundaries on what you share with dating partners offline and online.

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6. What to do in an unhealthy or abusive relationship

Time: 5 minutes

Ending an abusive or unhealthy relationship is often the most difficult decision someone has to make, when relationships reach an abusive point - it's likely that it will get progressively worse over time. Ending an abusive relationship safely is the number one recommendation given by family members, friends and professionals - the hard part is that the only person who can make that decision is the person who is experiencing the abuse.

What do you think are some reasons why, people find it difficult to leave an abusive relationship?

Give students time to discuss and share

Whatever the reason, most people in these types of relationships don't want the abuser to get in trouble - they just want the abuse to stop. Relationships occur on a spectrum from healthy, unhealthy to abusive behaviors - if we learned that abuse is a pattern then we know if abuse happens once it will likely happen again. Abuse doesn't just stop - it takes effort to change this behavior and that effort needs to come from the abusive partner.

Have you ever thought that people in these relationships should just break up and move on? This is easy for us to think - but is breaking up ever really easy to do?

Ending an abusive relationship is not like ending a healthy one. Your abusive partner may not accept the break up or respect your boundaries. They may try to control you through guilt trips, threats or insults. Just know that as long as YOU are ok with the decision, it's ok if your partner is not.

If you're thinking of ending an abusive relationship - what are some tips you should consider?

If you don't feel safe, don't break up in person. It may seem cruel to break up over the phone or by email but it may be the safest way.

If you break up in person, do it in a public place. Have friends or your parents wait nearby. Try to take a cell phone with you.

Don't try to explain your reasons for ending the relationship more than once. There is nothing you can say that will make your ex happy.

Let your friends and parents know you are ending your relationship, especially if you think your ex will come to your house or confront you when you're alone.

If your ex does come to your house when you're alone, don't go to the door.

Trust yourself. If you feel afraid, you probably have a good reason

Breaking up may be hard to do, but if it's the best option to keep you safe then it should be considered.

Staying safe after a breakup is very important, just because the relationship is over it doesn't mean the risk of violence is over too. You want to make sure you plan ahead so your partner cannot continue to harm you after the break up.

If you are in an unhealthy or abusive relationship and you're thinking about ending the relationship, know that there are people who can help you plan for your safety.

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7. Getting Help: Help Services

Time: 5 minutes

This section will outline help services and when, how and why someone could reach out to a help service provider.

Another outlet for help are service providers. Help Service providers are people in the community who can provide resources and information to help you get the help you need.

Here are a few people in our community that you can go to for help.

Go over the following help services with your students, provide contact information for local service providers:

local shelters
legal aid
school counselors

If you'd like to discuss your options with someone privately, anonymously and 24/7 you can reach out to loveisrespect.

Loveisrespect is a National resource available 24/7. Trained advocates can offer education, support and advocacy to those involved in dating abuse relationships as well as concerned friends, siblings, parents, teachers, law enforcement members and service providers.

Use the following bullet points to discuss the three specific ways that someone can get help from loveisrespect.

Text "loveis" to 77054

A peer advocate will receive your text and prompt you to ask your question

Text your question and you will receive a reply

Have a smart phone? They can send interactive links and resources for you to access directly from your phone.

The text line is confidential - please make sure you're in a safe space before you text.

Always delete the conversation after you finish to make sure that no one else can access your information.

Normal text messages fees apply - according to your plan

Online Chat via www.loveisrespect.org

A confidential, one-on-one chat session with a peer advocate

This is NOT a public chat room.

It's available by clicking on the icon found throughout the loveisrespect.org website -- you do NOT have to download anything to use it.

Call 866.331.9474

Peer advocates can connect you to resources in your area

Help you create a safety plan

You will never be asked for your name or other contact information, but an advocate may ask for your age and city to find local resources for you.

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When you call, be prepared for the advocate to first ask if you are in a safe place to talk. Once you are, the advocate will encourage you to explain your situation.

Your advocate will help you come up with ideas for your situation, the advocate will review them with you and can dial you through to a local resource you are requesting.

Feel free to contact loveisrespect about anything you would like relating to relationships. You could ask for advice for yourself or for a friend in need. For example, we're often asked:

“So, what should I do?”

“Is this abuse?”

“Will he ever change?”

“How can I get her to stop?”

Abusive relationships makes getting help or asking for help difficult. If a relationship is abusive it's likely for that behavior to continue and escalate. When relationships reach that point, ending the relationship safely is the number one recommended option. Use any of the help services we talked about to get help.

Activity: Love Is...

Time: 5 minutes

Preparation: On the board, draw a giant heart large enough to write numerous words inside

Above the giant heart you have drawn, write the words “Love is...” Invite each student to come up to the sign and write one definition that answers the phrase “Love is...” Once all students have participated, continue soliciting ideas from the class until the heart appears to be 75% full.

Is there anything you don't see in this heart? I'm noticing- there are no words about abuse. Do you know why?

Students will most likely respond that those aren't positive words about relationships.

The point of this activity is to show us that we may define love in different ways - but no matter how many definitions love has, ABUSE is not one of them.

Healthy Me Reflection

Time: Outside of Class

Prep: Pass out reflection sheets to each student

Setting healthy boundaries allows for open communication and fosters relationships that are safe and engaging. Healthy boundaries also help resolve and avoid conflict because they help clearly define what behaviors are acceptable to you in a relationship and what are not.

Answer the following questions in your reflection sheet.

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What are your boundaries?

In what ways do you resolve conflict or let someone know they've overstepped one of your boundaries?

In the space below, reflect on your boundaries and how you react when someone oversteps.

