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## Teacher Guide **DATING ABUSE (TEEN)**

This companion to the online course provides questions and topics for classroom discussion and activities.



# Dating Abuse (Teens) Outline

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## Dating Abuse – What is it?

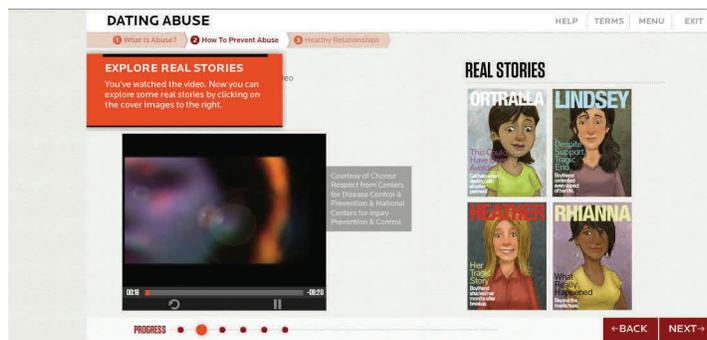
- Introduction
- Dating Abuse Defined
- Facts About Dating Abuse
- Eastridge High School – Q & A
- Power and Control
- Warning Signs of Abuse

## How to Prevent Abuse

- Dating Abuse Video
- Real Stories
- Bobby's Story – Q & A
- Terri's and Amy's Stories – Q & A
- Miguel's Story – Q & A
- Ways to Prevent Abuse

## Healthy Relationships

- What Makes a Relationship Healthy or Unhealthy
- Things You Can Do
- Tips For Dating Safety
- Healthy Relationships Video – Q & A
- Conclusion



Screen shot from the course

# Dating Abuse

## A GUIDE TO ENCOURAGE REFLECTION AND DISCUSSION

This teacher's guide suggests questions, topics and activities that can be useful in creating assignments and prompting class discussions. The suggestions are designed to encourage self-reflection, stimulate group consideration, and ensure learning and retention of course material.

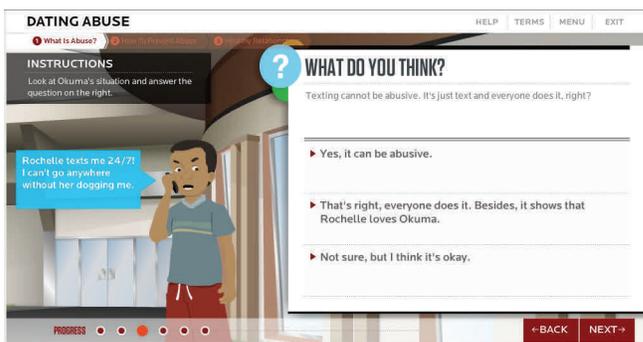
You may ask students to consider the contents of the course through keeping a journal, role playing, or other creative methods. You can also break the class into small groups to discuss and analyze a topic, and then have each group present their collaborative findings to the class. This is an effective method to increase participation and encourage sharing different ideas and viewpoints.

### DISCUSSION POINTS

Statistics about dating abuse are a good starting point for discussion:

- A 2009 survey found that nearly 10% of adolescents had been hit, slapped, or physically hurt by their boyfriend or girlfriend in the prior year.
- Teasing and name-calling are often considered a normal part of dating relationships, but these behaviors can lead to physical violence. Also, many role models (e.g. peers, parents or other adults, media) present unhealthy relationships, suggesting that violence is acceptable.

Ask students how these facts make them feel about the issue of dating abuse and the importance of learning more about it.



Screen shot from the course

# Dating Abuse – What is it?

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## LEARNING OBJECTIVES

1. Define dating abuse and its warning signs.
2. Identify the different tactics used in dating abuse.
3. Learn about power and control in dating abuse, and the importance of maintaining a healthy balance of power between dating partners.

## DISCUSSION POINTS

- **Define Dating Abuse:** What does it mean to be “controlling” in a dating relationship? What if one person in the relationship always plans what they’re going to do, or always insists on paying? Are these controlling, abusive behaviors?
- **Domestic Violence:** What is it? Why is dating abuse considered domestic violence? Do students think that dating abuse is a problem? Why or why not? What makes an argument or conflict different from abusive behavior? Have students give examples.
- **Examples of Dating Abuse:** What are examples of emotional abuse, physical abuse, and sexual abuse in dating relationships? Why might teens not know they are in an abusive relationship? Why might abusers not know that they are being abusive? What emotions do victims feel? What do abusers feel when they are controlling their partner?

## ACTIVITIES

- **Large Group Discussion:** As a class, review the Power and Control Wheel in the course. What’s the big deal about power? Why might one partner not want to share power in a relationship? What are some of the ways that abusers get and maintain power over a dating partner? Ask students to give examples from their own experiences, friends’ experiences, what they’ve read, or seen in movies or on TV.
- **Small Group Discussions:** Have small groups act out a warning sign of controlling behavior. Then ask students to “interview” the abuser and the victim. Why would a victim feel that their dating partner’s controlling behavior is okay? What role does inexperience play in the kinds of relationships that teens find themselves in? What can an abuser do to understand that they are being abusive?

# How to Prevent Abuse

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## LEARNING OBJECTIVES

1. Recognize how dating abuse can start and quickly escalate.
2. Identify the value of personal boundaries in dating relationships.
3. Learn ways to prevent and end abusive dating relationships.

## DISCUSSION POINTS

- **The Videos:** What were the students' reactions to the dating abuse videos? Did they relate to the scenarios? Why or why not? Did one of the situations stand out? Did the stories make dating abuse more real and understandable? Why or why not?
- **Real Stories:** What were the students' reactions to the Real Stories? Had they read or heard about these or similar stories previously? Was there anything surprising in the stories? Did they know that dating abuse can have deadly consequences?
- **Bobby's Story:** What are personal boundaries and how do they relate to dating abuse? Ask students for examples from their own experiences. How did personal boundaries play a part in Bobby's story? Why are personal boundaries important?
- **Terri and Amy's Story:** Can controlling behavior sometimes feel like love or caring? Why or why not? Why do victims often feel that things will get better when they are experiencing abuse?
- **Miguel's Story:** Describe Miguel's behavior and explain why it was abusive. How was Miguel able to understand that his actions were abusive? Can abusers change their behavior by themselves? What can someone do if they don't feel good about the way they're acting?
- **Ways to Prevent Abuse:** Ask students to review the list of ways they can prevent dating abuse. Which are the most difficult to carry out and why? What could help overcome the difficulties?

## ACTIVITY

- **Role Playing:** Ask students to think about situations when either they personally, or someone they know, was confronted with a situation where they faced a boundary violation. Did you or they take action to prevent a boundary violation? If so, what did you or they do? Did it prevent a boundary violation? If not, what could you or they have done differently to prevent the violation? Have students let a relationship go on longer than they wanted? If so, why? Break students into small groups to brainstorm about ways to prevent boundary violations and to end dating relationships. Ask students to role play ways to respectfully prevent boundary violations and to end dating relationships.

# Healthy Relationships

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## LEARNING OBJECTIVES

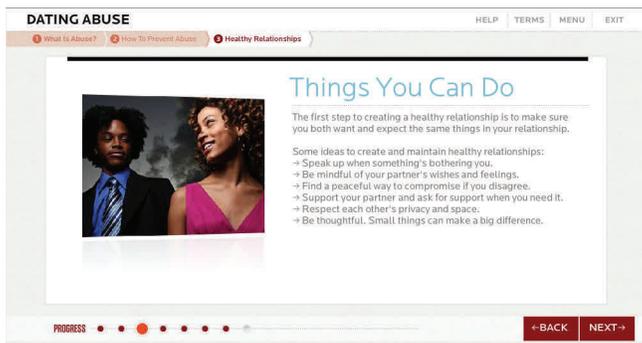
1. Distinguish between healthy and unhealthy relationship behaviors.
2. Discover valuable tips for dating safety.
3. Learn about giving and receiving respect in dating relationships.

## ACTIVITIES

- **Unhealthy Relationships:** Ask students to make a list of unhealthy behaviors in dating relationships. How do they feel about each of the unhealthy behaviors they listed? Could they lead to harm? If so, what can they do to prevent harm?
- **Healthy Relationships:** Ask students to make a list of things they value in relationships. How do you get to know someone? Does the length of time you know someone determine how well you know them? How do you choose dating partners that possess the qualities that you value in a relationship? Does it help to be friends with someone before dating that person?

## DISCUSSION POINTS

- **Cycle of Abuse:** Discuss what the “cycle of abuse” or “cycle of violence” means for family relationships. Do students feel like they have a choice to be in a healthy relationship versus an unhealthy relationship? Why or why not? Can anything be done to stop the cycle of abuse? If so, what?
- **Mutual Respect:** Discuss what respect means in a dating relationship. What does it mean to give and receive respect in a dating relationship? Why is it important to have mutual respect in a dating relationship?



The screenshot shows a web interface for a course titled "DATING ABUSE". At the top, there are navigation links: "HELP", "TERMS", "MENU", and "EXIT". Below this, there are three tabs: "What Is Abuse?", "How To Prevent Abuse", and "Healthy Relationships", with the third tab being active. The main content area features a section titled "Things You Can Do" with a sub-header "The first step to creating a healthy relationship is to make sure you both want and expect the same things in your relationship." To the left of the text is a photograph of a man and a woman smiling. Below the text, there are several bullet points: "Some ideas to create and maintain healthy relationships:", "→ Speak up when something's bothering you.", "→ Be mindful of your partner's wishes and feelings.", "→ Find a peaceful way to compromise if you disagree.", "→ Support your partner and ask for support when you need it.", "→ Respect each other's privacy and space.", "→ Be thoughtful. Small things can make a big difference." At the bottom of the page, there is a "PROGRESS" indicator with a series of red dots, and "BACK" and "NEXT" buttons.

Screen shot from the course