

*Building Health Literacy*



*Dating Violence Prevention*





# Building Health Literacy Units of Instruction

## Issues in Mental Health: Dating Violence Prevention

Student Services/Prevention and Wellness Team



Elizabeth Burmaster  
State Superintendent  
Wisconsin Department of Public Instruction  
Madison, Wisconsin

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Student Services/Prevention and Wellness Team  
Wisconsin Department of Public Instruction  
125 South Webster Street  
P.O. Box 7841  
Madison, Wisconsin 53707-7841  
(608) 266-8960  
(800) 441-4563

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We owe a great deal to Wisconsin educators and community service providers who reviewed, refined, and approved this unit for use in Wisconsin schools. The following dedicated professionals assisted in the development of this unit of instruction.

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# Preface

## Health Literacy Performance Assessments

The Wisconsin Health Literacy Performance Assessments include 17 topical packets and three “Best of the Best” practical assessment items. There are numerous assessment items in this 2007 edition for use in improving instructional practices. Most of the performance assessments were adapted with permission from the Council of Chief State School Officers (CCSSO)—States’ Collaborative on Assessment and Student Standards (SCASS) “Assessing Health Literacy” project begun in 1994. The Wisconsin Department of Public Instruction (DPI) collaborated with 30 states, CCSSO, and the Harcourt-Brace Psychological Corporation to develop sets of assessment items. To supplement the items provided by the “Assessing Health Literacy” project, Wisconsin educators contributed several assessment items.

Educators from multiple disciplines participated in this project. Family and consumer educators, counselors, nurses, elementary teachers, and physical educators joined health educators to make these performance assessments valuable to all teachers interested in improving health-related curriculum, instruction, and student assessment in the classroom.

The performance assessment items are organized by 17 health content areas and separated by four educational levels:

- Elementary
- Middle School
- Middle or High School
- High School

School districts’ use of these assessment items and tools is voluntary. Since the performance items are intended to be part of curriculum and instruction, educators must determine which of these assessments fit within their district’s curriculum in health education, family and consumer education, developmental guidance, and related areas. These assessment tools are valuable resources that can complement other resources to enhance curriculum, instruction, and student assessment on health and safety issues in schools throughout the state. The DPI encourages use of a variety of assessment methods, including those developed by teachers and outside sources. If you elect to use some of the assessment items, follow the same procedure that you would use for any new resource. This may include informing the principal, curriculum director, health education coordinator, department chair, and the school district’s advisory committee overseeing health instruction.

The Department of Public Instruction intends to publish annual editions of Health Literacy Performance Assessments with new items added each year. Educators can submit original, authentic, performance-based assessments for consideration for the next edition of assessment items by mailing them to the following address:

Jon Hisgen, Consultant  
Health Education & Physical Activity  
Department of Public Instruction  
125 South Webster Street  
PO Box 7841  
Madison, WI 53707-7841



# How to Use the Health Literacy Performance Assessments

Performance assessments are standards-based strategies for determining what students know and how they are able to apply health-related concepts and skills they have learned.

**Performance events** are curriculum-embedded activities that students can complete *within a single class period*. An event might include some limited group work, but the emphasis is on each individual's written response to a problem situation.

**Performance tasks** are curriculum-embedded projects that students complete *over an extended period of time* (more than one class period). Students complete some work in groups, but the final product includes one or more components completed individually. Performance task activities create a complex product that shows what students can do.

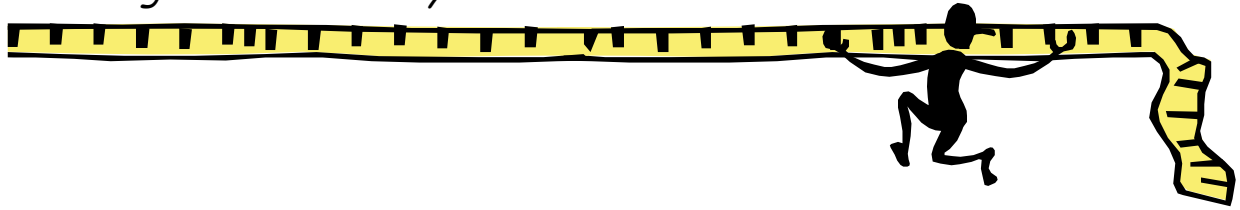
Both performance events and performance tasks are grounded as much as possible in authentic student experiences.

Use the following strategies to incorporate health literacy performance assessments into your instruction:

- ◆ Diagnose the students' prior knowledge before instruction.
- ◆ Monitor the students' progress during instruction.
- ◆ Determine what students have learned in a unit of instruction.
- ◆ Obtain meaningful data useful in improving the quality of teaching.
- ◆ Decide what content and skills need to be reviewed or (re)taught before assessment.
- ◆ Determine whether students are meeting the standards addressed in the performance assessment.
- ◆ Successfully connect student performance to standards in state-assessed subject areas such as social studies, science, mathematics, or English/language arts, and other required or elective subject areas.
- ◆ Exhibit or display student work on a health topic (for example, collages or posters).
- ◆ Enhance student interest in a health topic.
- ◆ Provide a variety of assessment tools from which to choose so that students can show their knowledge and skills and feel a sense of accomplishment.
- ◆ Visually represent clear and consistent messages throughout the school or in a public awareness campaign.
- ◆ Have students educate peers about healthy living through the performing arts, thus positively affecting both the performers' and the audience's health behavior.
- ◆ Document student learning and talent using student health portfolios.
- ◆ Investigate the impact of a health program on student behavior or the school environment.
- ◆ Replace or supplement standardized and teacher-made true-false, multiple-choice tests.
- ◆ Build the scope and sequence for your health program.
- ◆ Develop effective scoring rubrics and guidelines.
- ◆ Provide meaningful anchor points on a rating scale using samples of student work.

**For information on scoring assessments, see Appendix.**





## Connections to Wisconsin State Health Standards

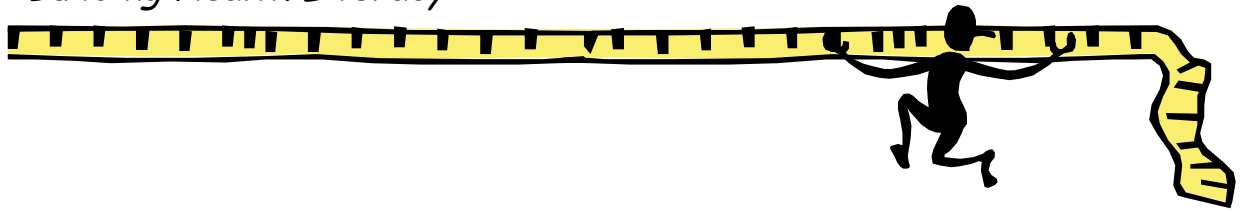
In 1997, the State of Wisconsin adopted a set of health education standards that reflected the national health education standards. The seven standards are as follows:

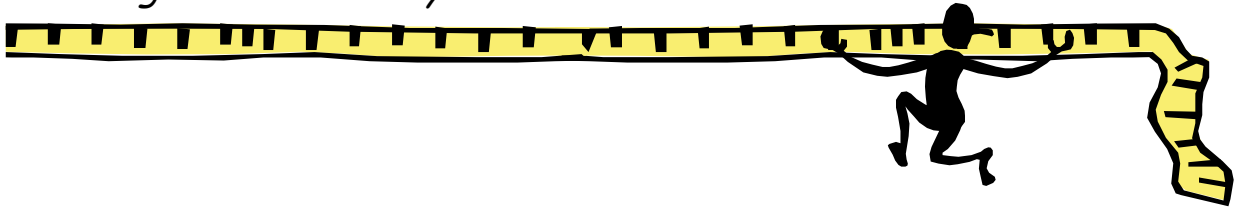
- A. Students in Wisconsin will understand concepts related to personal health promotion and disease prevention. (**Disease prevention and health promotion.**)
- B. Students in Wisconsin will practice behaviors to promote health, prevent disease, and reduce health risks. (**Health behavior.**)
- C. Students in Wisconsin will demonstrate the ability to use goal-setting and decision-making skills to enhance health. (**Goal setting and decision-making.**)
- D. Students in Wisconsin will demonstrate the ability to access valid health information and services. (**Accessing accurate information.**)
- E. Students in Wisconsin will analyze the impact of culture, media, technology, and other factors on health. (**Impact of culture and media.**)
- F. Students in Wisconsin will demonstrate the ability to use effective interpersonal communication skills to enhance health. (**Communication skills.**)
- G. Students in Wisconsin will demonstrate the ability to advocate for personal, family, school, and community health. (**Advocacy.**)

In the teacher's instructions section, we have now added the brief description of the seven standards above and bold those standards that are covered in the lesson. We hope this will help you map out your units of instruction to include as many standards as possible.



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## Special Note

This unit of instruction was developed with extensive input from community educators from domestic violence and sexual assault centers across Wisconsin. Instruction on this topic can be enhanced when school-based and community-based educators partner in its delivery. For information on how to contact the domestic violence and sexual assault center in your area, check your local telephone book or you can contact:

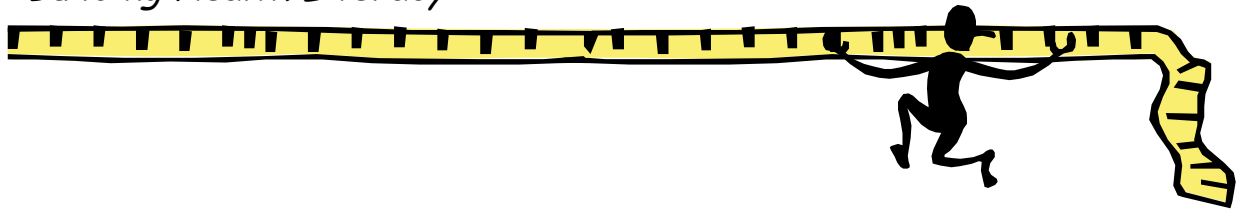
Wisconsin Coalition Against Domestic Violence (WCADV)  
307 South Paterson Street  
Madison, Wisconsin 53703  
(608) 255-0539  
<http://www.wcadv.org/>

Or

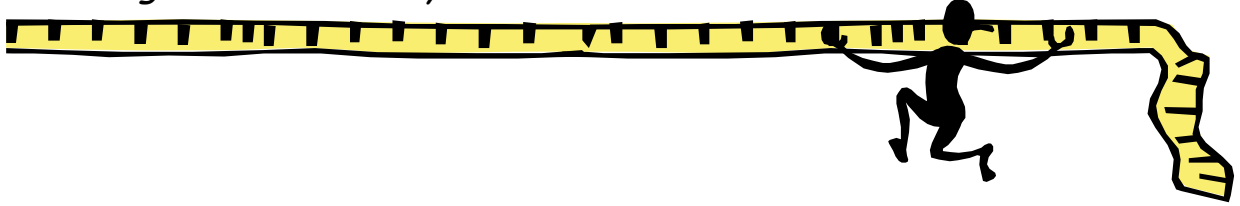
Wisconsin Coalition Against Sexual Assault (WCASA)  
600 Williamson Street, Suite N-2  
Madison, Wisconsin 53703  
Phone/TTY (608) 257-1516  
Fax (608) 257-2150  
[wcasa@wcasa.org](mailto:wcasa@wcasa.org)  
<http://www.wcasa.org/index.html>



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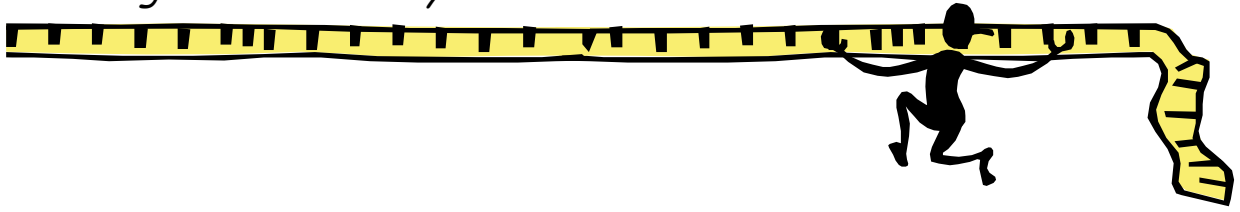
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# Middle School or High School

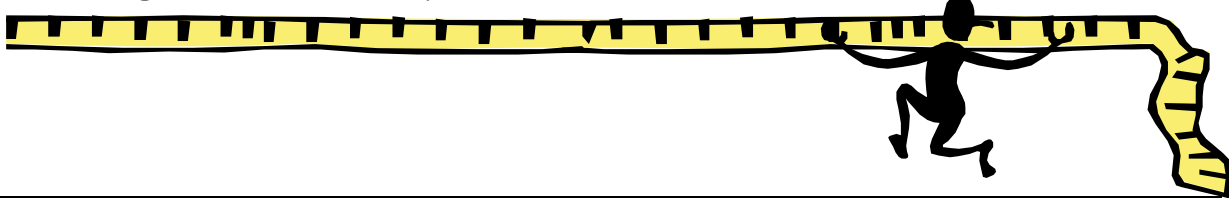
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## *Building Health Literacy*



Content Area: **DATING VIOLENCE PREVENTION**

Performance Task: **“Building Your Own Class Norms on Dating Violence”**

Educational Level: **Middle or High School**

### **Teacher Information**

#### Curriculum Connections

Family and Consumer Education, Social Studies

#### Overview

This activity is designed to help students understand the prevalence of physical and sexual violence within teen relationships in their class.

#### Requirements

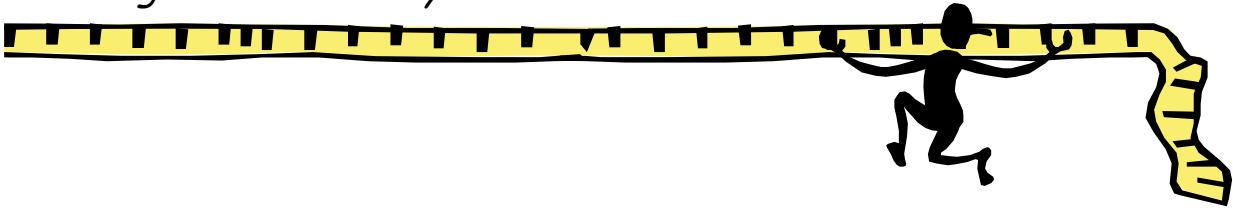
There are three phases to this activity:

1. Students respond to the survey questions individually.
2. The results are compiled by gender.
3. The students provide a written response to the questions after the findings are compiled.

The teacher then facilitates a discussion to help the class understand their class norms and compare it to the three examples in this section.



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### Time

This activity is designed to be completed in one class period.

### Materials

Copy of norms survey for each student

### Instruction

Compile positive answers to each of the questions by gender and determine the percentage by dividing the total number into the number of positive responses in male or female.

#### *Example*

Grade 8      120 students (64 male, 56 female)

43 positive male responses      ( $43/64 = .67$  percent)

22 positive female responses ( $22/56 = .39$  percent)

This lesson will help teens understand the prevalence of dating violence within teen relationships based upon class perception. In addition, these norms can be compared to a sample college class, a sample high school class, and a sample middle school class. A very surprising statistic is that a higher percentage of males reported having been physically abused by a partner than females on the 2007 Wisconsin Youth Risk Behavior Survey (YRBS).

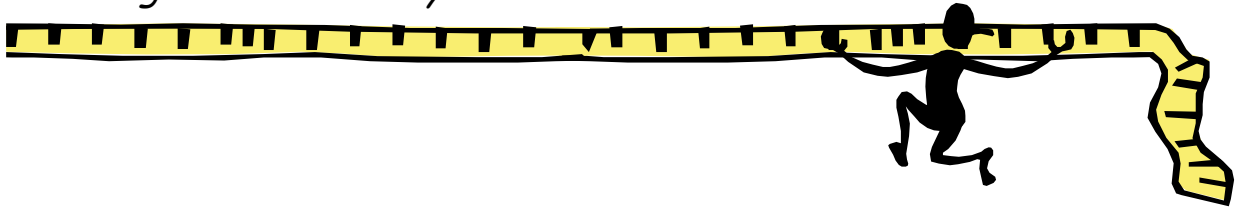
### Assessment Criteria

Students will be scored on the following:

1. How well the students demonstrate a thoughtful response to the normative information they gathered in their class.

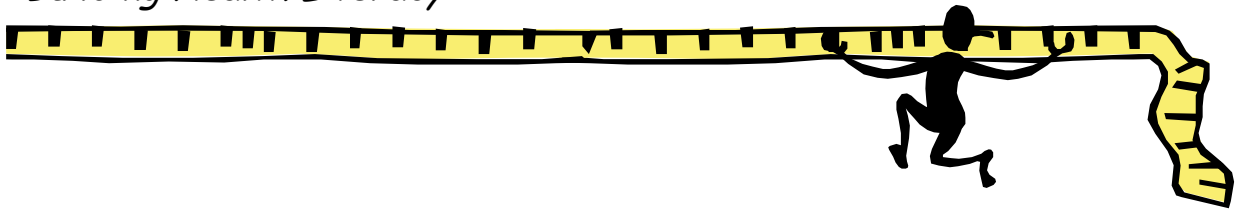


## *Building Health Literacy*



<b>Wisconsin Health Education Standards</b>	
A	Disease prevention and health promotion
B	Health behavior—self-management
C	Goal setting and decision-making - yes
D	Accessing accurate information - yes
E	Impact of culture and media
F	Communication skills - yes
G	Advocacy





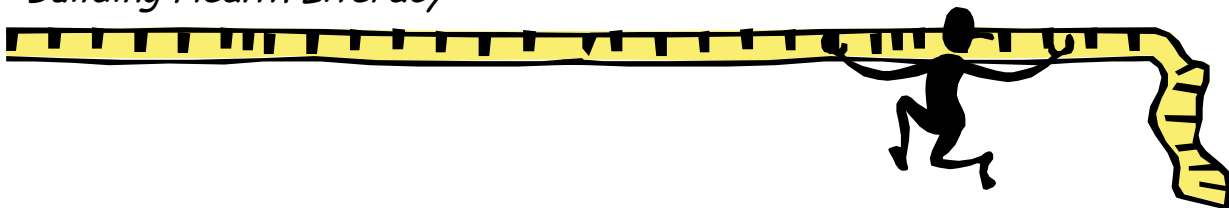
Sample Response

**Perceptions and Class Norms on Dating Violence  
8<sup>th</sup> Grade Health Classes—Baraboo**

Figures reflect positive response to the question.

Question	Males N=59	Females N=51
1. Do you know someone who has been hit, slapped, or physically hurt by their boyfriend or girlfriend on purpose?	22%	39%
2. Do you know someone who has been repeatedly “put down” by their girlfriend or boyfriend?	28%	47%
3. Do you know someone who has been “threatened” by their girlfriend or boyfriend?	19%	32%
4. Do you know someone who has openly said that “he/she should put out if I spend a lot of money on a date”?	10%	18%
5. Do you know someone whose boyfriend or girlfriend tried to control who they spend their time with, how they dress or what they do?	36%	64%
6. Do you know someone whose boyfriend or girlfriend forced or pressured him or her to take part in some kind of sexual activity?	12%	52%
7. Do you know someone who has slapped or physically hurt their boyfriend or girlfriend on purpose?	17%	28%
8. Do you think friends can help friends who are being hurt or controlled by their boyfriend or girlfriend?	84%	96%
9. Do you think friends can help friends who are hurting or controlling their boyfriend or girlfriend?	76%	86%
10. Do you think dating violence incidents are more likely to occur to females?	67%	68%



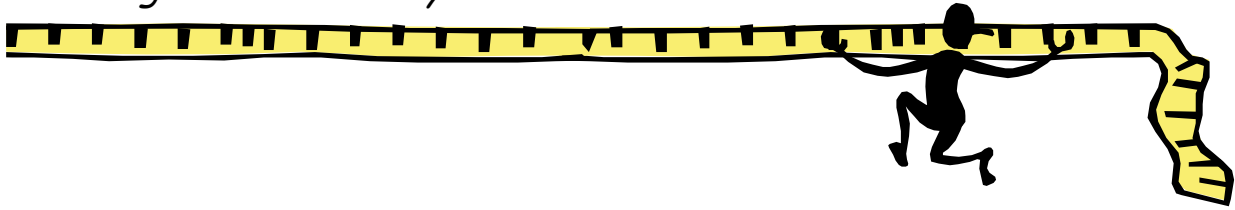


**Perceptions and Class Norms on Dating Violence  
10<sup>th</sup> Grade Health Classes—Pardeeville**

Figures reflect positive response to the question.

Question	Males N=15	Females N=19
1. Do you know someone who has been hit, slapped, or physically hurt by their boyfriend or girlfriend on purpose?	33%	39%
2. Do you know someone who has been repeatedly “put down” by their girlfriend or boyfriend?	26%	72%
3. Do you know someone who has been “threatened” by their girlfriend or boyfriend?	40%	33%
4. Do you know someone who has openly said that “he/she should put out if I spend a lot of money on a date”?	40%	28%
5. Do you know someone whose boyfriend or girlfriend tried to control who they spend their time with, how they dress or what they do?	67%	56%
6. Do you know someone whose boyfriend or girlfriend forced or pressured him or her to take part in some kind of sexual activity?	13%	33%
7. Do you know someone who has slapped or physically hurt their boyfriend or girlfriend on purpose?	20%	33%
8. Do you think friends can help friends who are being hurt or controlled by their boyfriend or girlfriend?	74%	83%
9. Do you think friends can help friends who are hurting or controlling their boyfriend or girlfriend?	87%	77%
10. Do you think dating violence incidents are more likely to occur to females?	67%	100%





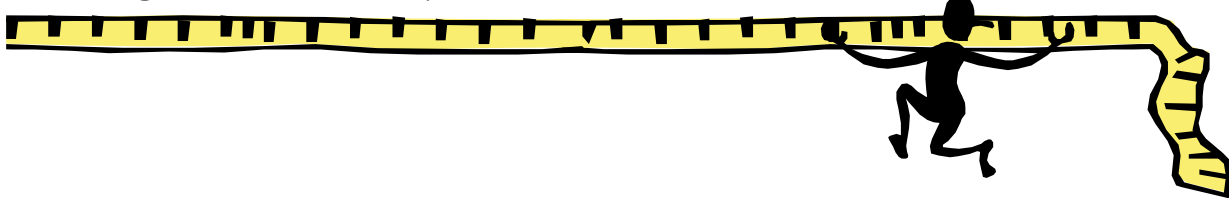
**Perceptions and Class Norms on Dating Violence  
Students in University of Wisconsin—Madison C and I 501**

Figures reflect positive response to the question.

Question	Males N=6	Females N=58
1. Do you know someone who has been hit, slapped, or physically hurt by their boyfriend or girlfriend on purpose?	66%	29%
2. Do you know someone who has been repeatedly “put down” by their girlfriend or boyfriend?	83%	60%
3. Do you know someone who has been “threatened” by their girlfriend or boyfriend?	66%	22%
4. Do you know someone who has openly said that “he/she should put out if I spend a lot of money on a date”?	33%	29%
5. Do you know someone whose boyfriend or girlfriend tried to control who they spend their time with, how they dress or what they do?	50%	75%
6. Do you know someone whose boyfriend or girlfriend forced or pressured him or her to take part in some kind of sexual activity?	53%	36%
7. Do you know someone who has slapped or physically hurt their boyfriend or girlfriend on purpose?	66%	24%
8. Do you think friends can help friends who are being hurt or controlled by their boyfriend or girlfriend?	83%	95%
9. Do you think friends can help friends who are hurting or controlling their boyfriend or girlfriend?	83%	90%
10. Do you think dating violence incidents are more likely to occur to females?	100%	95%



## *Building Health Literacy*



Content Area: **DATING VIOLENCE PREVENTION**

Performance Event: "Building Your Own Class Norms on Dating Violence"

Educational Level: Middle or High School

### **Student Instructions**

In this introductory lesson, we will build our own class set of norms on dating violence. There is a list of ten questions that you will answer. The class's task is to compile the results and then provide a written response to the following questions. Be prepared to discuss your response.

1. Were there any results that surprised you, and why?
2. How would the scores change if we gave this to the following:
  - a. Different age groups, including college students.
  - b. Different grade levels within the school.
  - c. Different areas of the state.
3. Are there any questions that were not asked that you would like to ask?

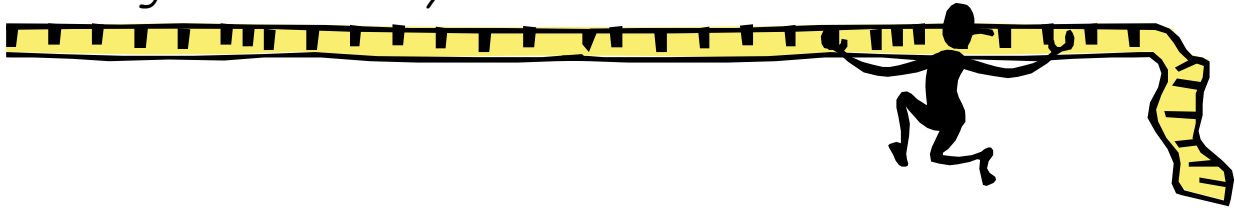
### **Assessment Criteria**

Your response will be scored on the following:

1. How well you demonstrate a thoughtful response to the normative information you gathered in your class.



## *Building Health Literacy*



### Building Your Own Class Norms on Dating Violence

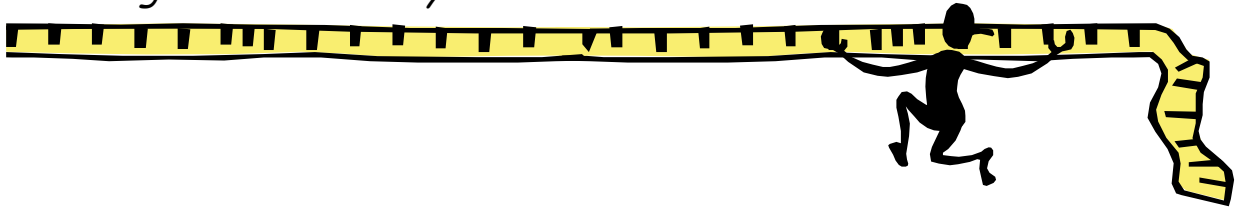
In this exercise, we will explore this class's normative experiences with respect to dating violence. Simply answer these questions anonymously by gender. The questions should be answered looking at your peer group only (middle, high school, or college students).

\_\_\_\_\_ Male      \_\_\_\_\_ Female

1. Do you know someone who has been hit, slapped, or physically hurt by their boyfriend or girlfriend on purpose? YES NO
2. Do you know someone who has been repeatedly "put down" by their girlfriend or boyfriend? YES NO
3. Do you know someone who has been "threatened" by their girlfriend or boyfriend? YES NO
4. Do you know someone who has openly said his/her date should "put out" if he/she spends a lot of money on the date? YES NO
5. Do you know someone whose boyfriend or girlfriend tried to control who they spend their time with, how they dress, or what they do? YES NO
6. Do you know someone whose boyfriend or girlfriend forced or pressured him or her to take part in some kind of sexual activity? YES NO
7. Do you know someone who has slapped or physically hurt their boyfriend or girlfriend on purpose? YES NO
8. Do you think friends can help friends who are being hurt or controlled by their boyfriend or girlfriend? YES NO



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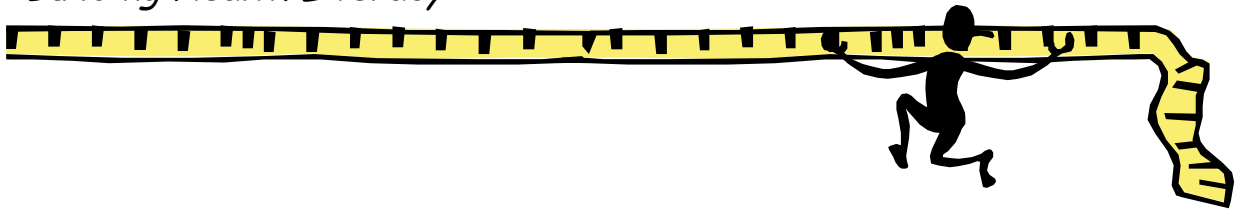


9. Do you think friends can help friends who are hurting or controlling their boyfriend or girlfriend?    YES    NO

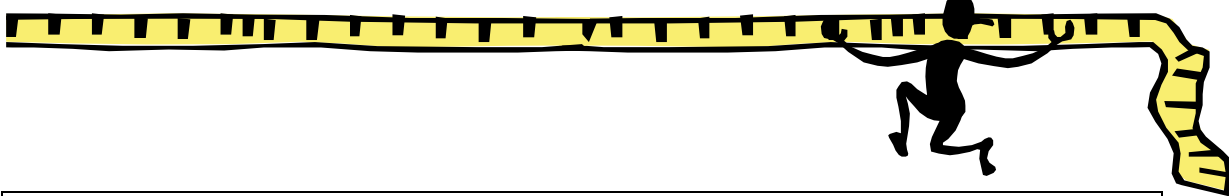
10. Do you think dating violence is more likely to occur to females?    YES    NO



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## *Building Health Literacy*



Content Area:	DATING VIOLENCE PREVENTION
Performance Task:	“Dating Violence: What are the Facts?”
Educational Level:	Middle or High School

### Teacher Information

#### Curriculum Connections

Family and Consumer Education, Social Studies

#### Overview

This activity is designed to help students understand the prevalence of physical and sexual violence within teen relationships. This lesson utilizes small group, large group, and teacher-facilitated discussion to help students identify what critical information teens need to know.

#### Requirements

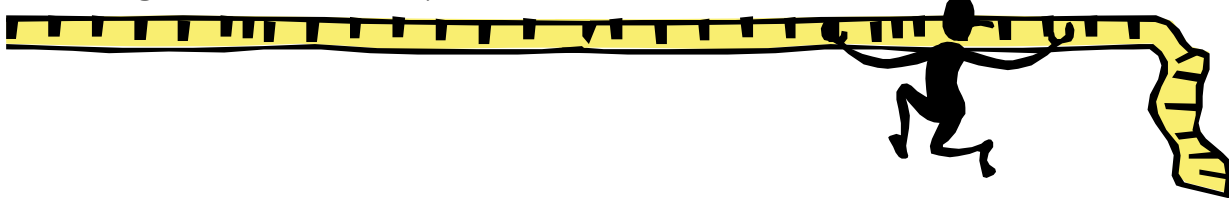
There are 3 phases to this activity:

1. Students respond to quiz in small groups.
2. One representative from each group records her/his group’s answers on the board.
3. Teacher shares correct answers, noting patterns and differences related to gender and grade.

You then facilitate a discussion to help the class identify what facts related to dating violence teens need to know. Alternate strategy: have students return to their small groups and perform this activity autonomously.



## *Building Health Literacy*



### Time

This activity is designed to be completed in one class period.

### Materials

Copy of Facts Quiz for each student.

A representation of each question and the four choices for answers students will use to record their responses, should be placed upon the board.

### Instruction

This lesson will help teens to understand the prevalence of dating violence within teen relationships based upon current statistics from the Wisconsin Youth Risk Behavior Survey (YRBS) and other sources. Instructors should note that two of the three “incorrect” answers to each of the YRBS-related questions reflect the responses of two of the four grades, i.e., the lowest and highest percentages. This information can be used by the instructor to help students examine the differences between the grades. A very surprising statistic is that a higher percentage of males reported having been physically abused by a partner than females on the 2007 YRBS.

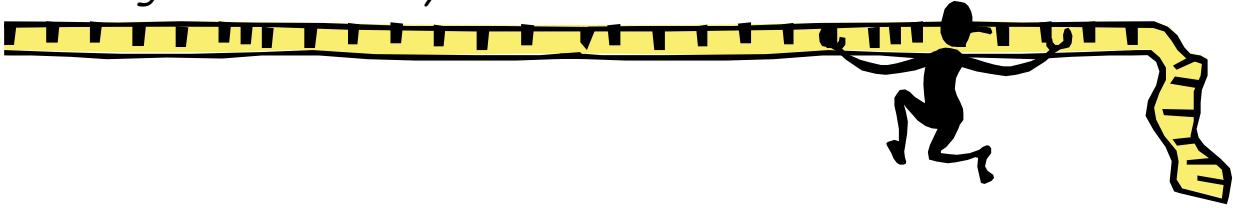
### Assessment Criteria

Students will be scored on the following:

1. The demonstration of logical thinking in response to the Fact Quiz.
2. How effectively each group works together.
3. The quality of the rationale used by students to identify which facts are most important for teens to know.



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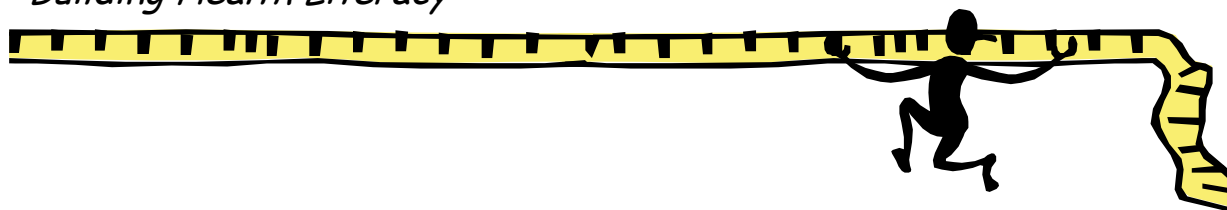
Wisconsin Health Education Standards	
A	Disease prevention and health promotion
B	Health behavior—Self-management
C	Goal setting and decision-making - yes
D	Accessing accurate information - yes
E	Impact of culture and media
F	Communication skills - yes
G	Advocacy

### Sample Response

*Students will identify common misinformation (as determined by their responses to the Facts Quiz) about teen dating violence.*



## *Building Health Literacy*

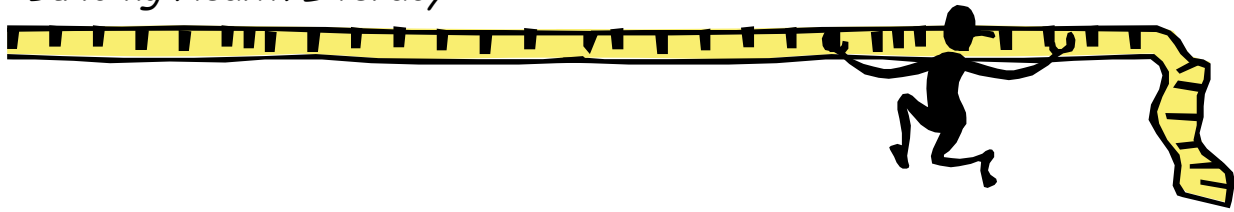


### Dating Violence—What are the Facts?

1. In a 2007 survey of Wisconsin public high school students, what percentage of females reported having been forced (verbally or physically) to take part in sexual activity?
  - a. 14.9% (this is the % for grade 12)
  - b. 14.8% (correct answer for grades 9-12)
  - c. 36.7%
  - d. 14.6% (this is the % for grade 9)
  
2. In a 2007 survey of Wisconsin public high school students, what percentage of males reported having been forced (verbally or physically) to take part in sexual activity?
  - a. 4.6% (correct answer for grades 9-12)
  - b. 6.5% (this is the % for grade 10)
  - c. 11.9%
  - d. 3.5% (this is the % for grade 9)
  
3. In a 2007 survey of Wisconsin public high school students, what percentage of females reported having been hit, slapped, or physically hurt by their boyfriend or girlfriend on purpose?
  - a. 9.1% (this is the % for grade 9)
  - b. 8.8% (correct answer for grades 9-12)
  - c. 7.1 % (this is the % for grade 11)
  - d. 13.7%



## Building Health Literacy



4. In a 2007 survey of Wisconsin public high school students, what percentage of males reported having been hit, slapped, or physically hurt by their boyfriend or girlfriend on purpose?
  - a. 13.6% (this is the % for grade 12)
  - b. 7.0% (this is the % for grade 9)
  - c. 19.0%
  - d. 9.0 % (correct answer for grades 9-12)
  
5. Of females victimized by date rape, what percentage are between the ages of 14 and 17 years old?
  - a. 61%
  - b. 43%
  - c. 24%
  - d. 38%

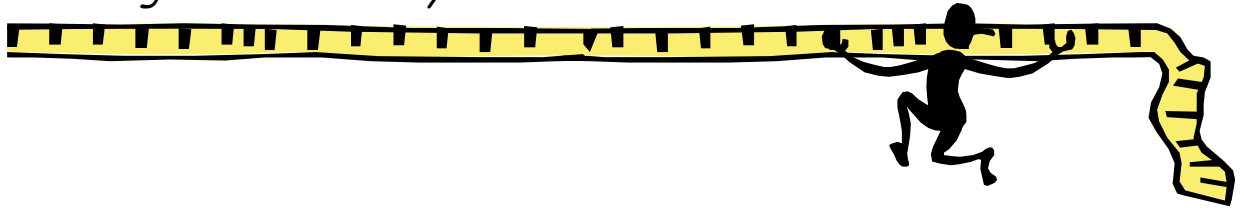
### Sources

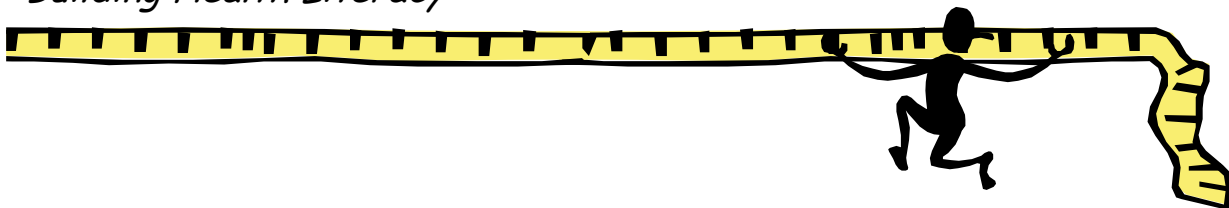
Questions 1-4: 2007 Wisconsin Youth Risk Behavior Survey

Question 5: Robin Warsaw, *I Never Called It Rape: The MS. Report on Recognizing, Fighting and Surviving Date and Acquaintance Rape* (New York: Harper and Row, 1988)



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Content Area:	<b>DATING VIOLENCE PREVENTION</b>
Performance Task:	<b>“Dating Violence: What are the Facts?”</b>
Educational Level:	Middle or High School

### **Student Instructions**

1. Form groups of three to five students.
2. Each member of the group is to take a turn reading a question out loud to the group. The group is to discuss which answer they believe is correct. Repeat this process for each question. The group should record their answers and provide a rationale for each. Try to use consensus to determine your answers.
3. Appoint a spokesperson for your group. This person will share your group’s answers with the rest of the class, including your justification for each answer.

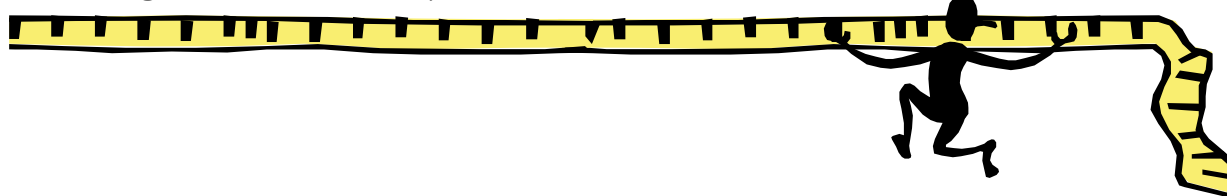
### **Assessment Criteria**

Your response will be scored on the following:

1. The demonstration of logical thinking in response to the Fact Quiz.



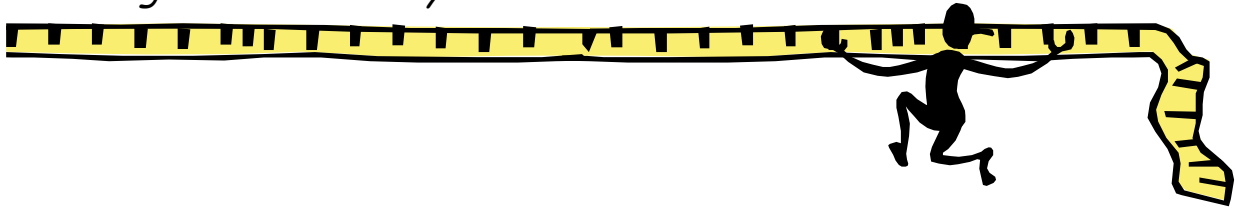
## *Building Health Literacy*



2. In a 2007 survey of Wisconsin public high school students, what percentage of females reported having been forced (verbally or physically) to take part in sexual activity?
  - a. 14.9%
  - b. 14.8%
  - c. 36.7%
  - d. 14.6%
  
3. In a 2007 survey of Wisconsin public high school students, what percentage of males reported having been forced (verbally or physically) to take part in sexual activity?
  - a. 4.6%
  - b. 6.5
  - c. 11.9%
  - d. 3.5%
  
4. In a 2007 survey of Wisconsin public high school students, what percentage of females reported having been hit, slapped, or physically hurt by their boyfriend or girlfriend on purpose?
  - a. 9.1%
  - b. 8.8%
  - c. 7.1%
  - d. 13.7%
  
5. In a 2007 survey of Wisconsin public high school students, what percentage of males reported having been hit, slapped, or physically hurt by their boyfriend or girlfriend on purpose?
  - a. 13.6%
  - b. 7.0%
  - c. 19.0%
  - d. 9.0



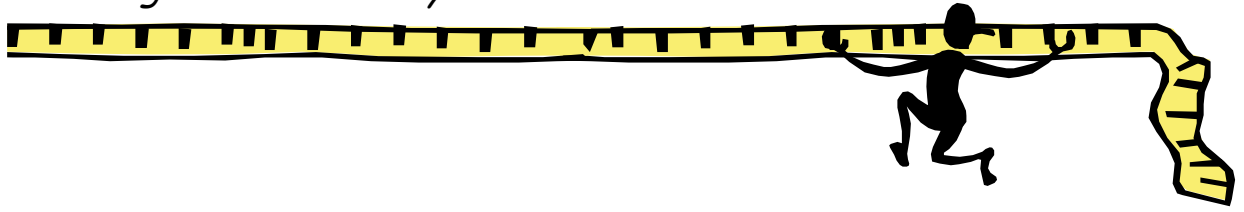
## *Building Health Literacy*



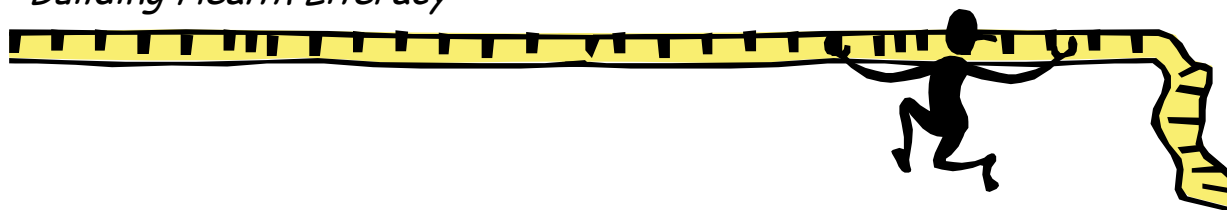
5. Of females victimized by date rape, what percentage are between the ages of 14 and 17 years old?
- a. 61%
  - b. 43%
  - c. 24%
  - d. 38%



*Building Health Literacy*



## Building Health Literacy



Content Area: **DATING VIOLENCE PREVENTION**

Performance Task: **“Dating Violence and Abuse: Video and Discussion”**

Educational Level: Middle or High School

### Teacher Information

#### Curriculum Connections

Family and Consumer Education, Social Studies, Peer Mediation

#### Overview

This assessment could be used as an introductory or culminating activity. The student will view the *Dating Violence and Abuse* video and answer the questions on the worksheet as well as the further discussion question provided to the teacher. You may want to have them jot down ideas while watching a vignette, stop the video when the vignette is complete, and have students write down their answers.

#### Requirements

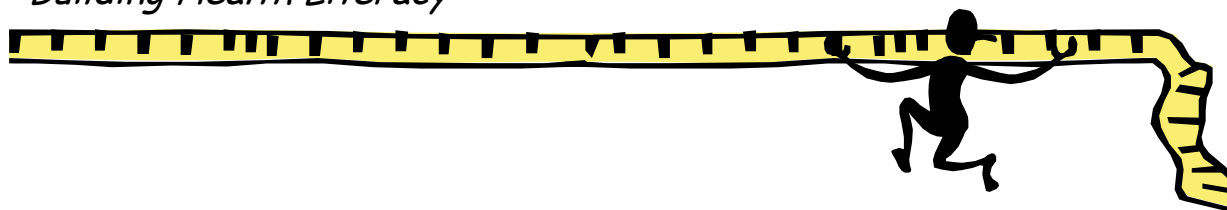
The following situations from the video entitled, *Dating Violence and Abuse*, describe several teen dating relationships. The students’ task is to answer the following questions on the worksheet, discuss their answers with a partner, and be ready to discuss their answers with the class.

#### Time

This will take one to two class periods.



## Building Health Literacy



### Materials

The video entitled, *Student Workshop: Dating Violence and Abuse*, can be ordered from:

Sunburst Visual Media  
2 Skyline Drive Ste 101  
Hawthorne, NY 10532-9922  
Phone: 1-800-431-1934  
[www.sunburstvm.com](http://www.sunburstvm.com)

Student worksheet, and teacher worksheet

### Instruction

This activity could be used as pre- or post-activity.

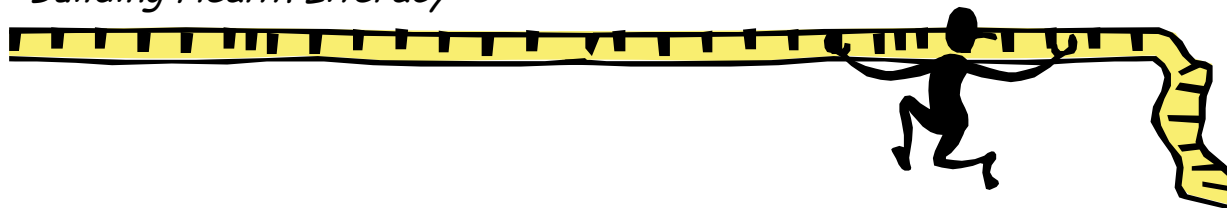
### Assessment Criteria

Responses will be scored on the following:

1. How completely and correctly the students demonstrate an understanding of the dynamics of unhealthy relationships as related to dating violence prevention. This will include recognizing different forms of abuse in teen relationships, recognizing warning signs of an abusive relationship, and identifying resources for teens involved in abusive relationships.
2. How well the students effectively communicate their answer.

Wisconsin Health Education Standards	
A	Disease prevention and health promotion
B	Health behavior—Self-management
C	Goal setting and decision-making
D	Accessing accurate information
E	Impact of culture and media
F	Communication skills
G	Advocacy





### Sample Response

The responses need to include the different types of abuse (not just physical), warning signs that the relationship is abusive, and resources for the characters in the scenarios. Answers will vary, but certain answers should be covered. These are on the teacher's worksheet.

### **Dating Violence and Abuse Video - Teacher Discussion Sheet**

(After some questions will be responses to look for in italics. If students do not bring these critical points up, then the teacher can ask additional questions or prompt the students to talk about these components.)

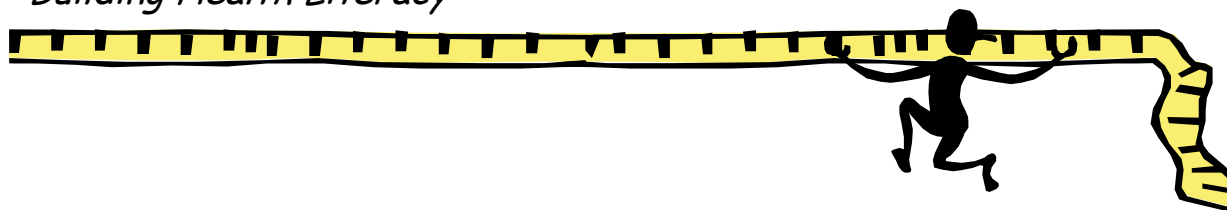
#### **Vignette 1**

#### **Brian and Dana**

1. What do you think about Brian's assertion that he becomes violent because Dana makes him angry?
  - a. Does Dana have the ability to make Brian angry? (*No, even though it is natural to feel angry, Dana cannot make Brian angry. Brian also has choices regarding how he will behave when he feels angry.*) What does Brian think Dana does to "make" him angry?
  - b. Does Dana's behavior justify Brian's actions? Does feeling jealous give Brian the right to control Dana? (*Oftentimes someone may use jealousy to justify their actions, but nothing gives a person the right to control another person.*)
  - c. If you took out the physical abuse, would their relationship be healthy? (*There are still many aspects of the relationship that are unhealthy and even emotionally abusive such as telling her what to wear, what to eat, and embarrassing her in public.*)



## Building Health Literacy



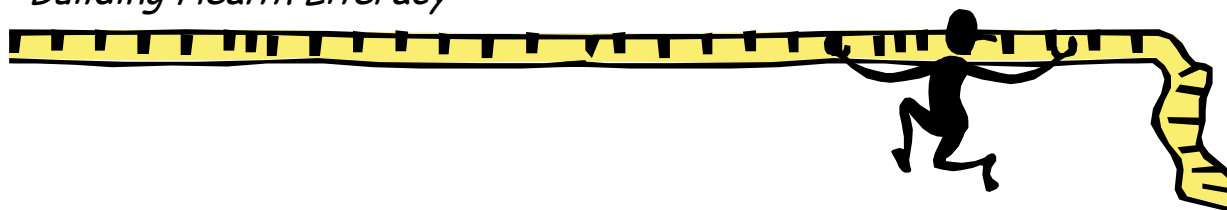
2. Why do you think Dana does what Brian wants? *(He has brainwashed her into believing he really cares for her and that it is her fault when he gets angry. Dana may also feel pressured to stay with Brian because her friends are in relationships. She also hints that in the beginning Brian was nice and may hope he will be that way again.)* How does he get her to comply? *(Making her feel guilty about talking to other guys, not listening to what she wants, telling her she needs more discipline.)*
3. How is the relationship between Liana and Carlos different than Brian and Dana? What makes it a healthy relationship? *(Liana and Carlos encourage and support each other to be independent and do things with other people. They do not give each other a guilt trip if they have other plans. There is no physical or emotional abuse.)*

### Vignette 2

#### Derek and Sharisse

1. Discuss whether you think Derek's behavior at the party was justified and why.
  - a. Is Derek abusive? *(Yes.)* How is his behavior similar or different from Brian's in the first vignette? *(Even though Derek isn't physically abusive to Sharisse, he does make her feel guilty about not being with him as well as puts her down to get her to do what he wants which is similar to Brian. Over time, Derek may also become physically abusive to gain more control over Sharisse.)*
  - b. Do you feel Sharisse should spend all of her free time with Derek? *(It is important for people to have other friends and activities outside of their dating relationship.)*
  - c. Why do you think Derek brought Sharisse a gift? *(He knew Sharisse was upset with him and wanted her to believe that he was sorry and would not do it again. He used it as way to keep her in the relationship.)* Was his apology sincere?





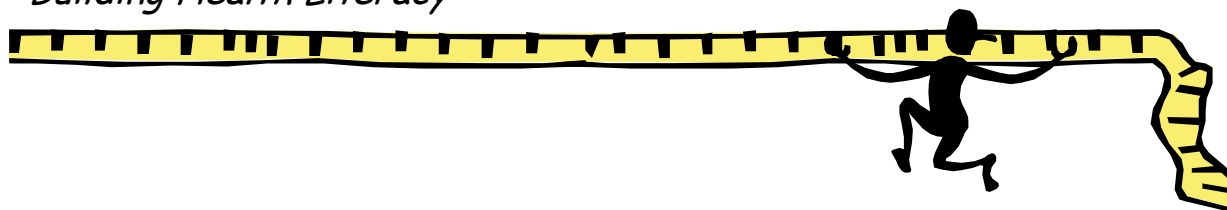
2. How do you think Derek's put-downs affect Sharisse?
  - a. Why is he doing this? *(By making her feel bad about herself, she may feel that no one else cares about her besides Derek. She may also feel that she is not good enough to be in a healthy relationship.)*
3. How do you think Derek's threats to break up affect Sharisse?
  - a. Why did he do this? *(Since the other things weren't working Derek used this as the final straw to get Sharisse to stay with him and he can control her.)* What did Sharisse do after the threat?

### **Vignette 3**

#### **Mark and Jillian**

1. Discuss whether Jillian's behavior towards Mark is abusive and why. *(Remember that abuse is used as a way to control someone else. Jillian's behaviors were ways to control Mark and were emotionally abusive.)*
  - a. Give some specific examples of ways Jillian gets Mark to do what she wants. *(Flirting with an ex-boyfriend, yelling at him, threatening suicide, showing up at places he is at, not allowing him to voice his opinion without getting angry.)*
  - b. Why do you think Jillian keeps showing up where Mark is?
  - c. How did Mark's friends react when Jillian showed up at the bowling alley and prevented him from going on his camping trip? What is this doing to Mark's friendships? Do you think this is what Jillian wants? Why? *(Yes. Eventually Mark will be isolated from his friends and Jillian will be able to hang out with Mark all the time.)*
2. What should Mark do about Jillian's suicide threat even if he thinks she was just being manipulative? *(It is important to take all threats seriously. Mark can follow the A.C.T. process.)*

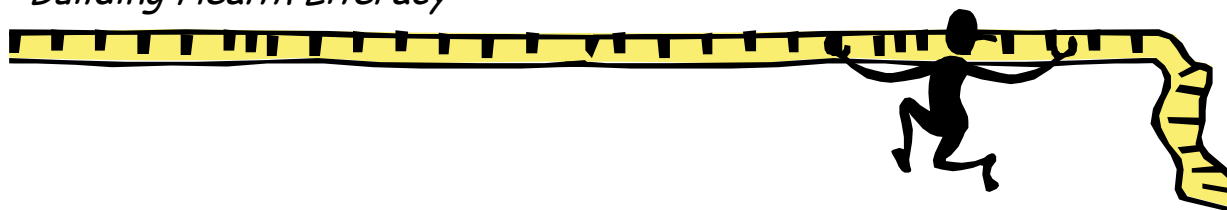




**Vignette 4**  
**April and Peter**

1. Does Peter have a right to expect sex from April?
  - a. Does he have the right to expect anything from her since he paid for the date and is taking her out? *(Even though Peter has paid for everything he still needs to consider what April wants when making decisions. He chose to pay for the date and that does not give him the right to expect anything.)*
  - b. Why does Peter assume April will have sex with him? *(She has had sex before, this is prom, she is wearing a nice dress, she got back in the car, she has been drinking.)* Does he have the right to assume this? *(No.)*
  - c. Do you feel April led Peter to believe she would have sex with him?
2. What role does alcohol play in this scenario?
  - a. Do you think this situation would have still happened if alcohol weren't involved? What were some signs you saw in the vignette that this would have still happened? *(Peter obviously had this planned and expected he deserved to have sex with April since he was taking her out. He was pressuring her even before he gave her alcohol, etc.)*
  - b. Do you think Peter believes he sexually assaulted April? Why or why not?
  - c. What are April's options now? *(She can go to the doctor to be examined and tested for STDs and pregnancy. She can make a report to the police. She can seek counseling.)*





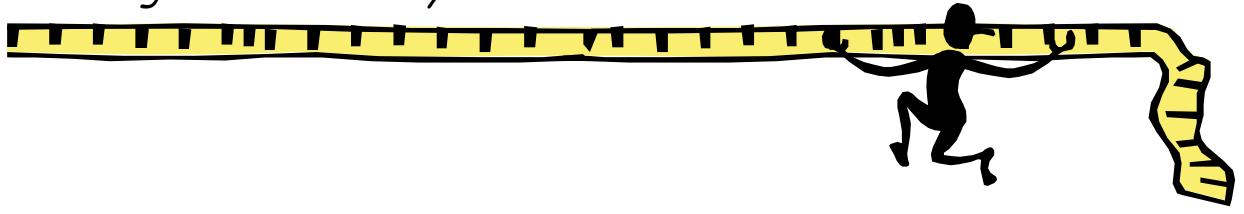
**Vignette 5**

**Brian and Dana, continued**

1. Why do you think the characters in these scenes stay with their abusive partners? *(Various reasons. Leads to more pointed discussion.)*
2. What can friends do to help when someone they know is being abused? *(Let their friend know that they are concerned. Offer to go with their friend to tell an adult or get counseling. Tell a trusted adult. Just be there to listen but not force them to get out of the relationship.)*
  - a. Why is important to believe a person if they say they are in an abusive relationship? *(Abuse may happen in private and you may not see the abuse or evidence of it but it may still be happening.)*
  - b. What can friends do if someone they know is being abusive to their partner? *(Confront them and ask them why they are doing it. Tell a trusted adult. Encourage the friend or go with the friend for counseling.)*
  - c. What can a person do if they are being abused? *(Tell a trusted adult. Try to break it off over the phone or in public. Recognize that the abuse is not their fault and they didn't do anything to deserve it. Recognize they cannot change their abuser's behavior.)*
  - d. What can a person do if they recognize they are abusive? *(Talk to a trusted adult to get help. Recognize they do not have the right to hurt someone else. Find healthy ways to deal with their anger.)*



*Building Health Literacy*



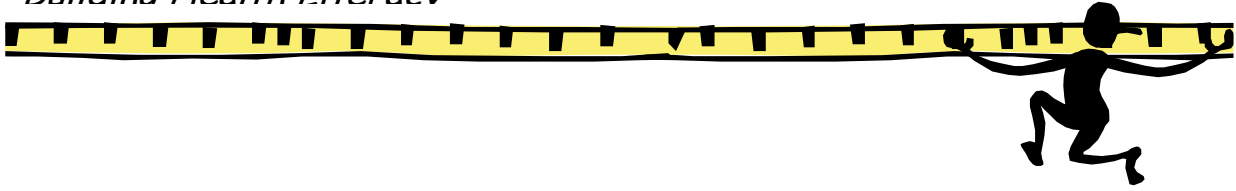
## PERFORMANCE ASSESSMENT RUBRIC FOR COOPERATIVE LEARNING GROUPS

**Group Members:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

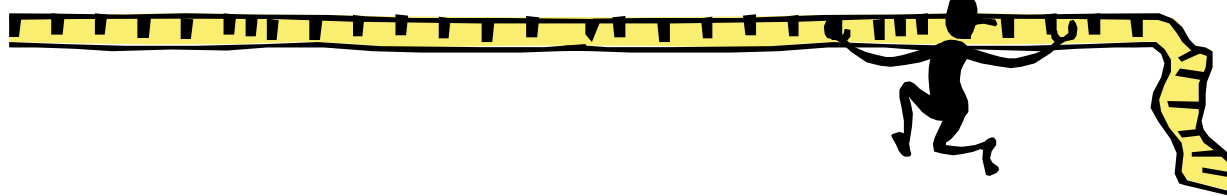
**Date:** \_\_\_\_\_  
**Block/Hour:** \_\_\_\_\_

Criteria	Performance Levels			Rating	Weight	Total
	1 = Unsatisfactory	2 = Satisfactory	3 = Exemplary	1, 2 or 3	Total = 100	
<b>1. Diction</b>	The speaker cannot be heard and understood.	The speaker can be heard and understood most of the time.	The speaker can be heard and understood by everyone in the cooperative learning group.			
<b>2. Collaboration</b>	Participant makes no eye contact with the group, does not acknowledge the presence of others, and shows no give or take quality in taking turns.	Participant makes some eye contact with the group, sometimes acknowledges the presence of other group members and at times takes turns with others to share ideas.	Participant makes eye contact frequently with the group, regularly acknowledges the presence of other group members, and takes turns with others to share ideas on a regular basis.			
<b>3. Relationship of Participant to Cooperative Learning Group</b>	Participant does not show consideration for what people say (verbal and non-verbal), does not restate others' points and does not demonstrate serious consideration of others' arguments by respectfully challenging them or disagreeing in a positive fashion.	Participant at times shows consideration for what people say (verbal and non-verbal), sometimes restates others' points and demonstrates some consideration for others' arguments by politely challenging them or disagreeing in a positive fashion.	Participant frequently shows consideration for what people say (verbal and non-verbal), usually restates others' points and demonstrates some consideration for others' arguments by politely challenging them or disagreeing in a positive fashion.			
<b>4. Communication</b>	Communication does not deepen the understanding of the subject matter and does not encourage student thinking, nor does it spark interest in further learning.	Communication somewhat deepens the understanding of the subject matter, encourages student thinking, and sparks some interest.	Communication deepens understanding of subject matter, sharpens student thinking, and sparks the exploration of new ideas.			
<b>5. Understanding Concepts w/Higher Level Thinking</b>	Participant does not remain on task regarding subject matter. No evidence of high level thinking skills utilized to formulate arguments to clarify information.	Participant sometimes remains on task regarding subject matter. Some evidence of higher level thinking skills utilized to formulate arguments to clarify their information.	Participant frequently remains on task regarding subject matter. Regularly shows evidence of higher level thinking skills to formulate arguments to clarify their information.			
Total Score (out of 300):						
Final Grade (total score ÷ 3):						

*Building Health Literacy*



## Building Health Literacy



Content Area:	DATING VIOLENCE PREVENTION
Performance Task:	“Dating Violence and Abuse: Video and Discussion”
Educational Level:	Middle or High School

### Student Instructions

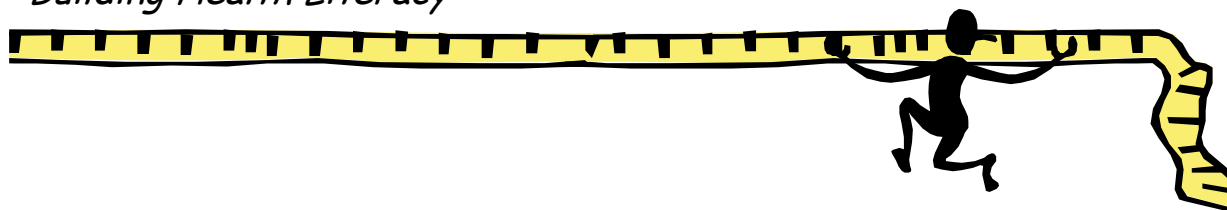
The following situations from the *Dating Violence and Abuse* video describe several teen dating relationships. Your task is to answer the following questions on the worksheet, discuss your answer with a partner, and be ready to discuss your answer with the class.

### Assessment Criteria

Your response will be scored on the following:

1. How completely and correctly you demonstrate an understanding of the dynamics of unhealthy relationships as related to dating violence prevention. This will include recognizing different forms of abuse in teen relationships, recognizing warning signs of an abusive relationship, and identifying resources for teens involved in abusive relationships.
2. How well you effectively communicate your answer. You can use the power and control wheels to fill in the behaviors you observed in the video.





**Dating Violence and Abuse Video—Discussion Questions**

**Vignette 1**

**Brian and Dana**

2. What do you think about Brian's assertion that he becomes violent because Dana makes him angry?
3. Why do think Dana does what Brian wants? How does he get her to comply?

**Vignette 2**

**Derek and Sharisse**

2. Discuss whether you think Derek's behavior at the party was justified and why.
3. How do you think Derek's put downs affect Sharisse? How do you think Derek's threats to break up affect Sharisse?

**Vignette 3**

**Mark and Jillian**

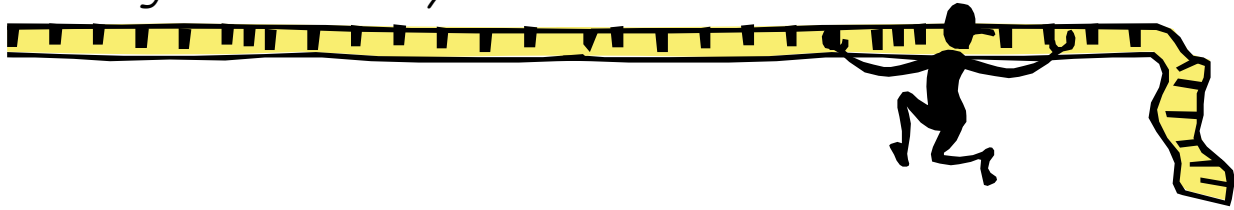
2. Discuss whether Jillian's behavior towards Mark is abusive and why.
3. What should Mark do about Jillian's suicide threat even if he thinks she is just being manipulative?

**Vignette 4**

**April and Peter**

3. Does Peter have a right to expect sex from April?
4. What role does alcohol play in this scenario?





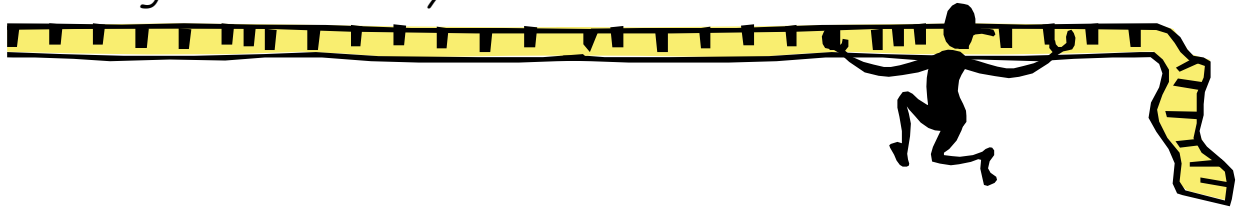
**Vignette 5**  
**Brian and Dana continued**

2. Why do you think the characters in these scenes stay with their abusive partners?
3. What can friends do to help when someone they know is being abused?

Not all abusive relationships follow this cycle. Some abusers never have a honeymoon period, apologize, or show remorse for their actions. For those who do, it may be just another strategy to manipulate their partners. Some use violence rarely or never because they are able to control their partners without resorting to physical abuse. Also, many victims of dating abuse become skilled at responding to their abusers' behaviors in ways that may postpone a violent episode. The cycle of violence is a useful way to illustrate that abusers vary their tactics in ways that make these relationships very complicated for victims. You might want to use the wheel to help you identify behaviors commonly used by abusers and behaviors commonly used in equal relationships.

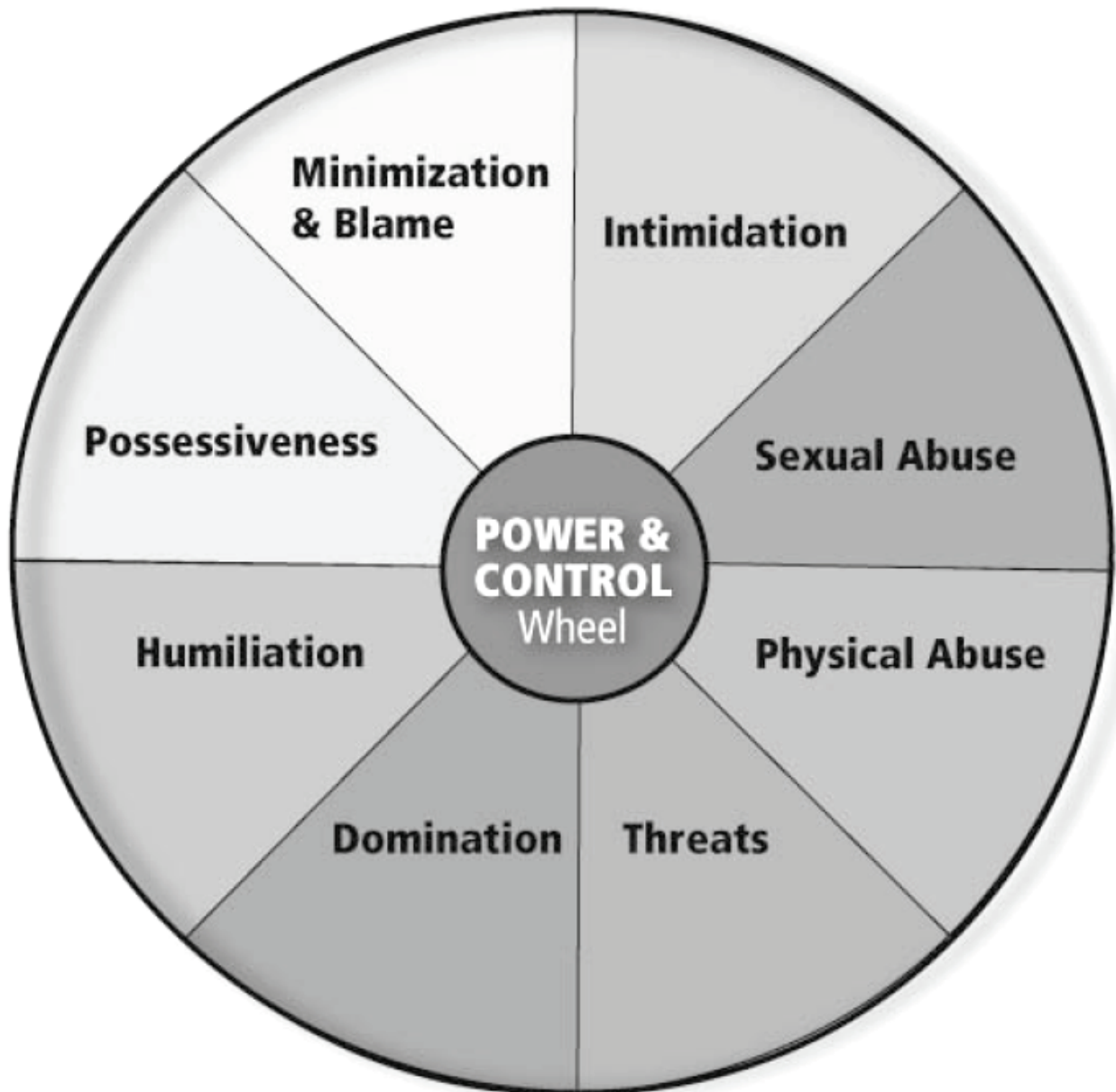


*Building Health Literacy*



## **POWER & CONTROL** in Dating Relationships

When one person in a relationship repeatedly scares, hurts or puts down the other person, it is abuse. The Power & Control Wheel lists examples of each form of abuse. Remember, abuse is much more than slapping or grabbing someone.

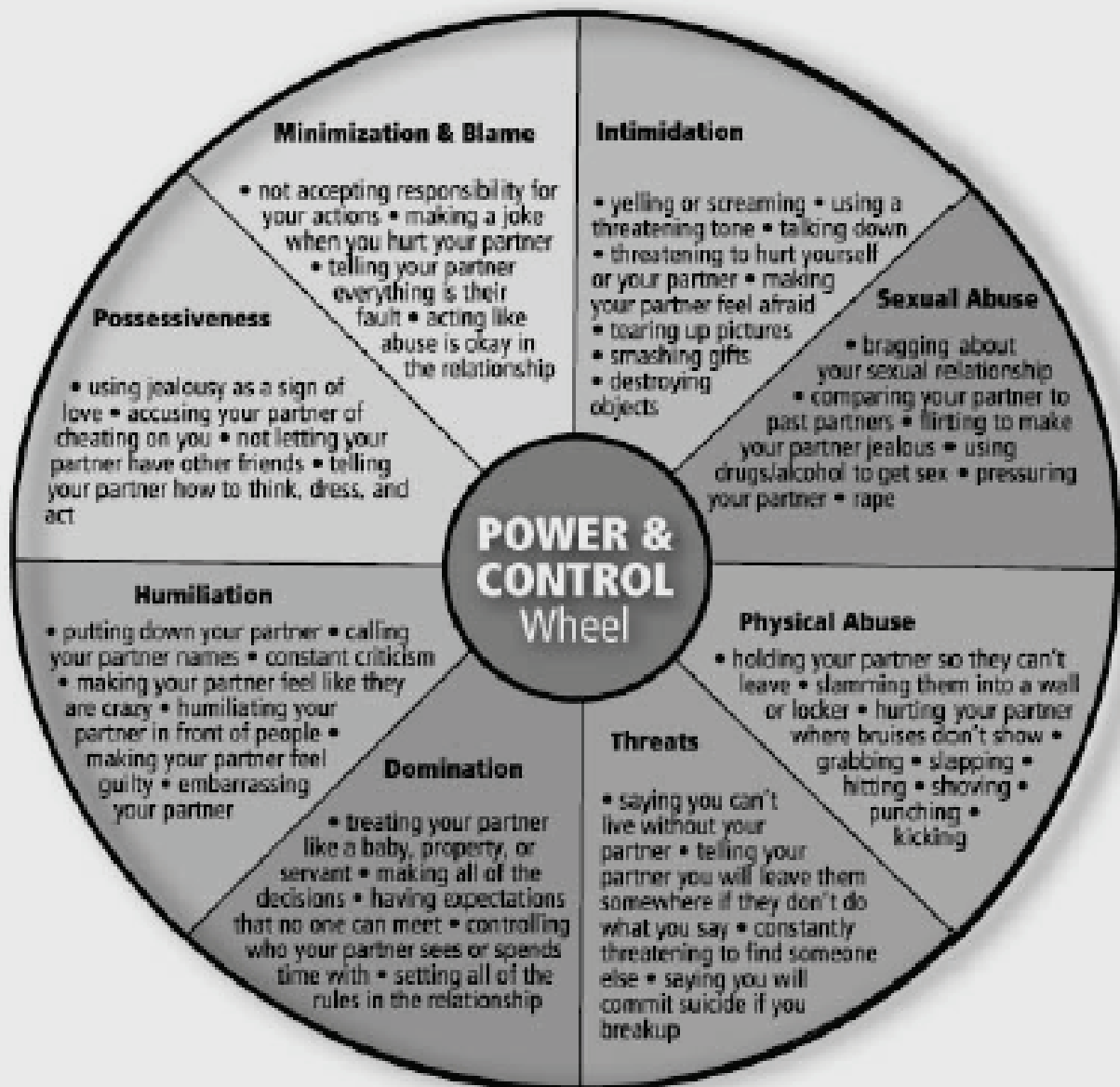


A relationship full of control is really out of control.



# POWER & CONTROL in Dating Relationships

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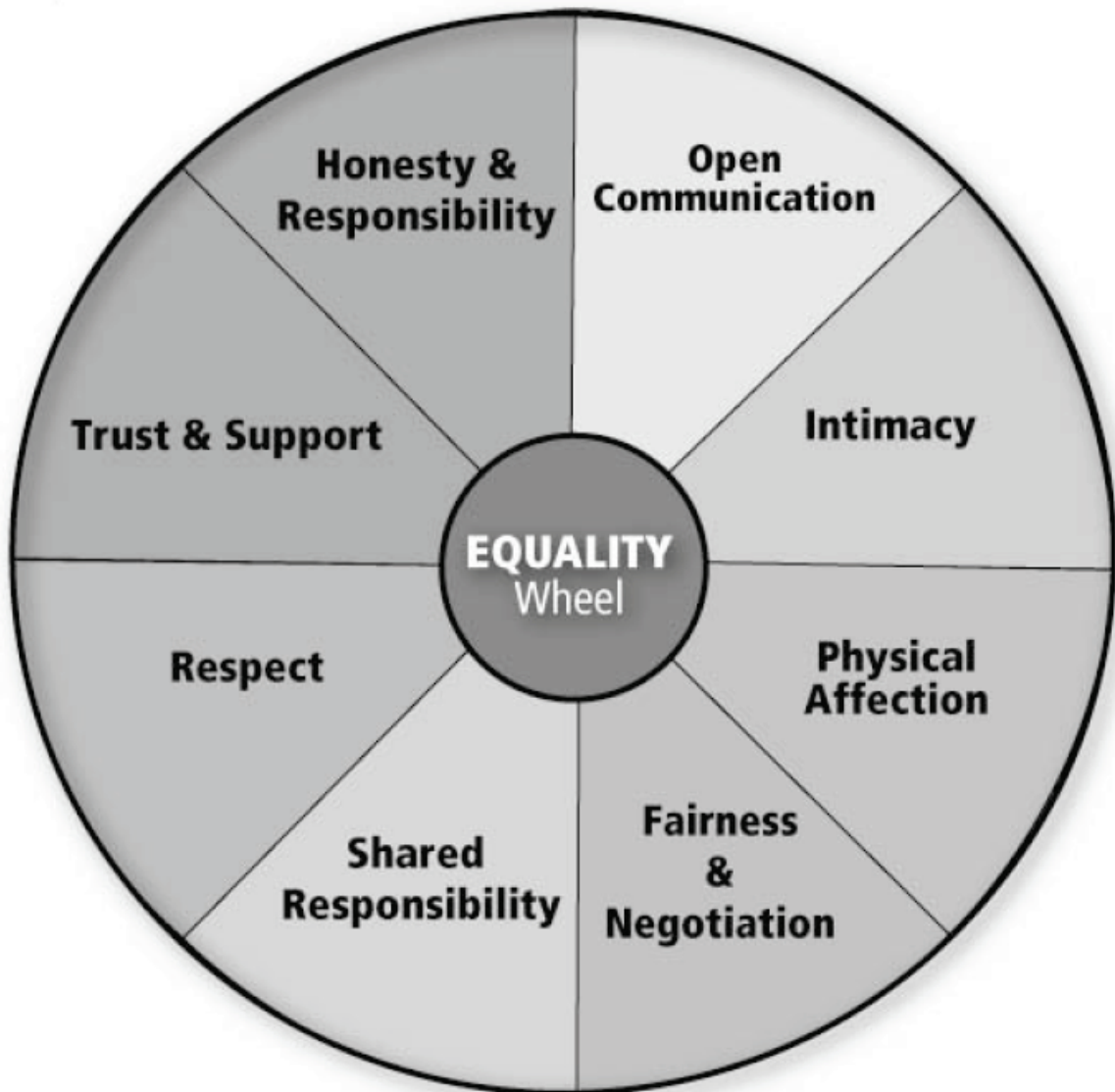


A relationship full of control is really out of control.



# **EQUALITY** in Dating Relationships

A strong dating relationship is based on **EQUALITY** and **RESPECT**, not power and control. Think about how you treat – and want to be treated by – someone you care about. Compare the examples of an equality based relationship listed below with those on the Power & Control Wheel.



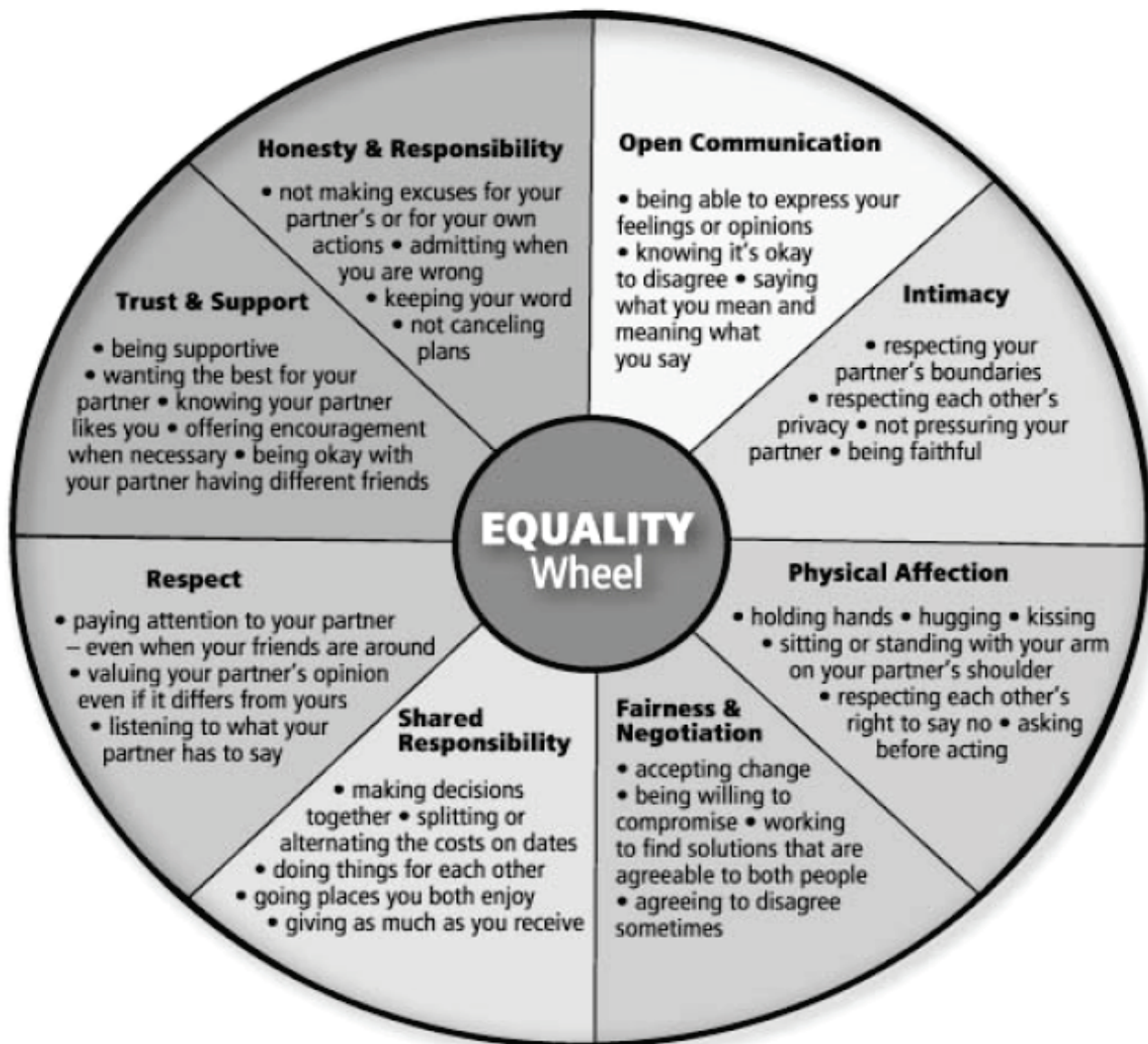
In the strongest relationships, respect can't be beat.



# EQUALITY

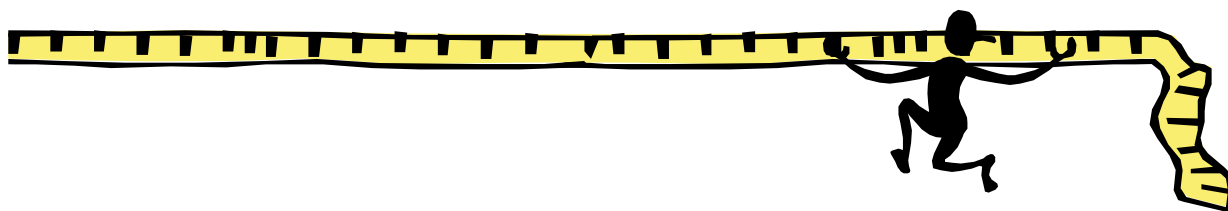
## in Dating Relationships

A strong dating relationship is based on EQUALITY and RESPECT, not power and control. Think about how you treat – and want to be treated by – someone you care about. Compare the examples of an equality based relationship listed below with those on the Power & Control Wheel.



In the strongest relationships, respect can't be beat.





Content Area:	DATING VIOLENCE PREVENTION
Performance Task:	“Signs, Signs, Everywhere are Signs”
Educational Level:	Middle or High School

### Teacher Information

#### Curriculum Connections

Family and Consumer Education, Social Studies, At-risk Groups.

#### Overview

The students will apply information from the different behaviors lists to the supplied situations.

#### Requirements

This is the third lesson in the dating violence unit. The students will analyze the two scenarios using the two supplied charts on behaviors.

#### Time

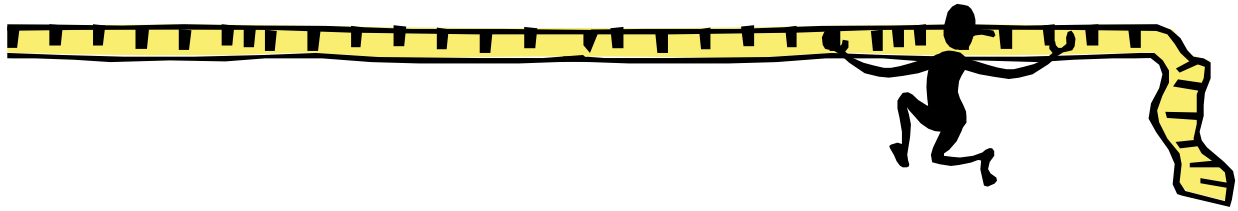
This assessment will take one class period.

#### Materials

“Signs of Negative or Destructive Behaviors” and “Signs of Positive/Supportive Behaviors” charts, and the two scenarios



## Building Health Literacy



### Instructions

Before this lesson students will have previous instruction on normative behaviors surrounding dating violence and sexual assault. In that instruction, you will address the warning signs of negative or destructive relationships and the signs of positive or supportive relationships.

### Assessment Criteria

Responses will be scored on the following:

Students will be assessed on their ability to accurately identify behaviors that are negative or destructive and behaviors that are positive or supportive.

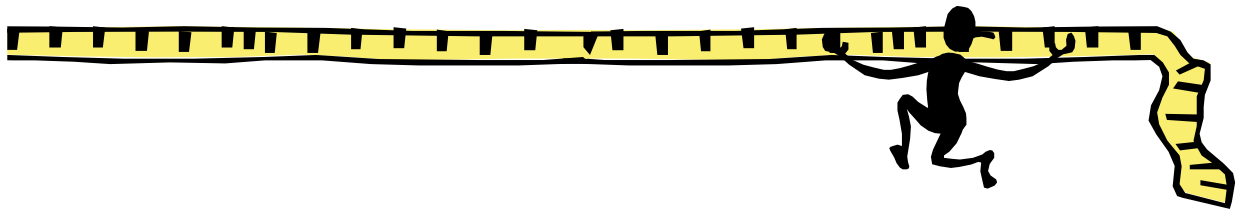
Wisconsin Health Education Standards	
A	Disease prevention and health promotion
B	Health behavior—Self-management
C	Goal setting and decision-making
D	Accessing accurate information
E	Impact of culture and media
F	Communication skills
G	Advocacy

### Sample Response

#### ***Identifying behaviors: supportive/positive, and negative/destructive***

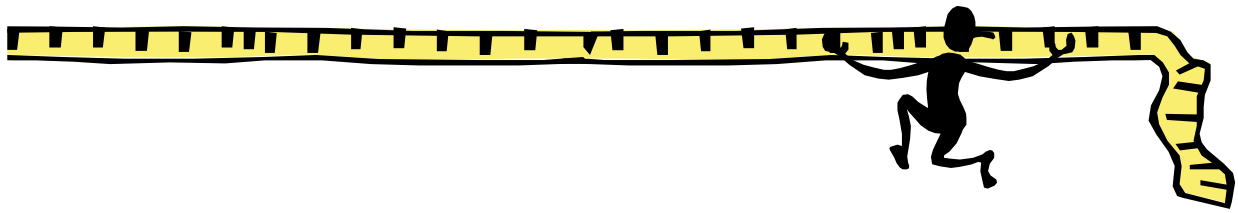
*In small groups of two to four students, you will analyze two scenarios of a dating relationship. Given two lists, “Signs of Positive/Supportive Behaviors” and “Signs of Negative or Destructive Behaviors,” your group will identify those signs in the scenarios depicted. In Scenario 1, underline the positive/supportive behaviors and use the appropriate letter from the list to identify each behavior. In Scenario 2, underline the negative or destructive behaviors and use the appropriate number or letter from the list to represent the behavior of the controlling person or that of the person being controlled.*





<b>Signs of Negative or Destructive Behaviors</b>	
<b>Controlling Person</b>	<b>Person Being Controlled</b>
1. Being jealous of partner's relationships with other people.	a. Socially isolating himself/herself.
2. Makes decisions for his/her partner (i.e. where s/he goes, what s/he wears, who s/he talks to, etc.)	b. May seem scattered in his/her thoughts.
3. May expect the relationship to be perfect.	c. May seem overly moody.
	d. S/he may suddenly dress differently.
4. May try to cut partner off from friends.	e. May begin skipping classes or grades might slip.
5. May demonstrate sudden mood changes. (Dr. Jekyll and Mr. Hyde personality)	f. May need to "check in" with partner before making decisions.
6. Breaking or throwing objects or threatening to harm people/pets during arguments.	g. May say that partner gets angry easily.
7. Sexually involved with people younger than himself/herself.	h. May be very concerned about angering partner.
8. Public displays of anger or ridicule.	i. S/he tells you that something happened. (People don't really make this up)
9. Gets in fights with people.	j. Begins using alcohol or other drugs or their use increases dramatically.
10. High level of beliefs in myths about dating violence and sexual assault.	k. May seem overly concerned with being perfect.





## Sample Responses

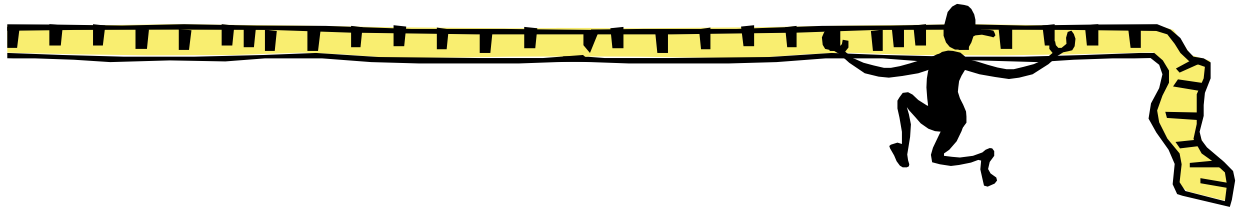
### **Is It Love?**

#### **Sam and Carmen Hook-Up**

Sam has had his eye on Carmen for over a year. He would always try to get Carmen's attention by clowning around. It started to work as Carmen started to talk to Sam at a big spring party. They found out by talking that they had a lot in common; basketball, walks in the woods and hip hop music. Sam finally asked Carmen out and was very pleased when she said yes. They had a great time hangin' out at the movies and grabbing a burger at a local restaurant. They soon became a couple. Sam would call everyday to see how she was doing. This was fine with Carmen until the day she went shopping with her mom and *found 13 calls by Sam on her family's answering machine. (1)* All the messages questioned *where she was and why she hadn't called back. (2)* The tone of voice gradually changed to a *more angry tone*. When they met in the hall the next day they had a confrontation that ended with Sam apologizing because he thought she was in trouble and *he did not like not knowing where she was at that time of night. (1)*



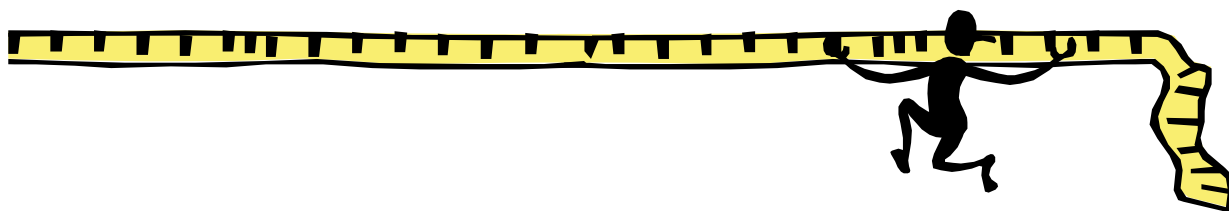
## *Building Health Literacy*



### **Control or NOT**

Carmen was in the math room next to Sam's social studies class after 3<sup>rd</sup> hour. They always met to give a daily hug and talk about their day. One day Carmen did not show because she was planning an upcoming school dance with friends. Sam saw her and ran down the hall *yelling and screaming at her. (6)* Carmen became nervous **(c)** about this because Sam had been yelling at her more about such things such as her clothing choices, her recent haircut, and particularly, her recent assignment working on a history project with Mike, the star of the basketball team. **(2,d)** This drove Sam crazy and he would constantly bring this issue up. Carmen recently became scared **(c)** when in a discussion Sam threatened her about what would happen if she didn't keep her distance from Mike. **(5)** Carmen would tell her friends that she didn't want to upset Sam **(6)** so Sam came along whenever she worked on the history project with Mike. **(5)**

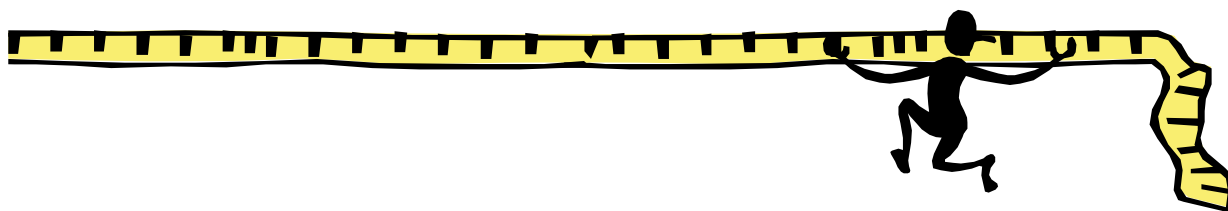




### **The Danger Zone**

Sam picked up Carmen for the end of the year dance and jumped out of the car when he saw the skirt Carmen was wearing, "*I never want to see you wearing anything like this again! What are you trying to find someone else? You're my girl.*" (3) Later at the dance, Carmen talks to Mike about the game the night before. Sam observed this and waited until Mike walked away. *Sam grabbed Carmen and forcibly took her outside.* (8) *He slapped her* (8, 9) for the first time ever. Some of Carmen's friends were shocked when they saw *the large bruise on her face.* (9,i) Carmen said that Sam had never done anything like this before and *promised not to do this again.* "*He felt terrible*", said Carmen, "*besides he was right; I should haven't worn that outfit.*" (9)

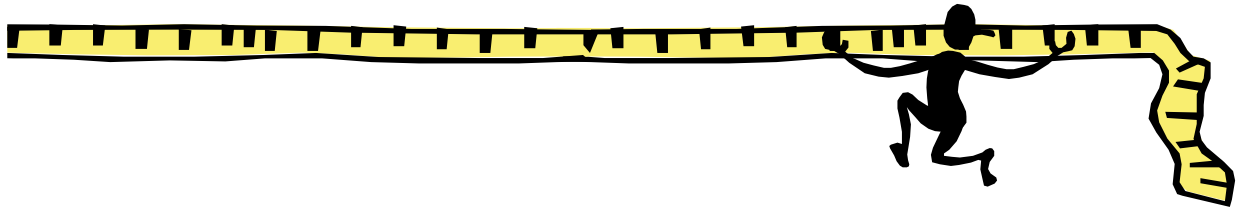




**Identifying positive or supportive behaviors.**

<b>Signs of Positive or Supportive Behaviors</b>
A. When having a conflict no one uses or threatens any type of violence.
B. No one acts as the “boss” of the relationship.
C. Neither partner gets jealous of other relationships.
D. Neither person uses insults or put-downs.
E. Neither person feels the need to lie in fear of what the other person might say or do.
F. Both people trust what the other person says.
G. Relationship helps both people grow.
H. Both people feel respected and appreciated.
I. Both people apologize when appropriate.
J. Both people understand that the other person has other important relationships in his/her life.
K. Both support each other’s goals and opinions, even when they are different from their own.





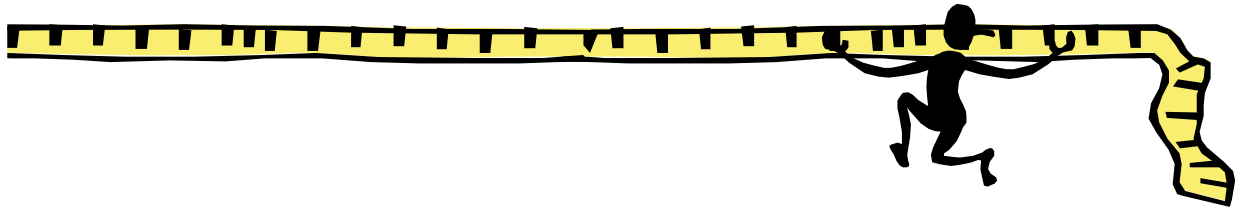
### Is It Love?

#### **Sam and Carmen Hook-Up**

Sam has had his eye on Carmen for over a year. He would always try to get Carmen's attention by clowning around. It started to work as Carmen started to talk to Sam at a big spring party. They found out by talking that they had a lot in common: basketball, walks in the woods and hip hop music. Sam finally asked Carmen out and was very pleased when she said yes. They had a great time hangin' out at the movies and grabbing a burger at a local restaurant. They soon became a couple. Sam would call everyday to see how she was doing. This was fine with Carmen until the day she went shopping with her mom and found several calls by Sam on her family's answering machine. All the messages questioned where she was and why she hadn't called back. When they met in the hall the next day, *Sam apologized for calling so much (C)* but he had free tickets to a concert for that night and wanted to see if she could go. When Carmen told him that she had gone shopping with her mom he said, *"I thought you would have liked the concert, but I'm glad you were able to go shopping. By the way that's a great outfit."* (F)



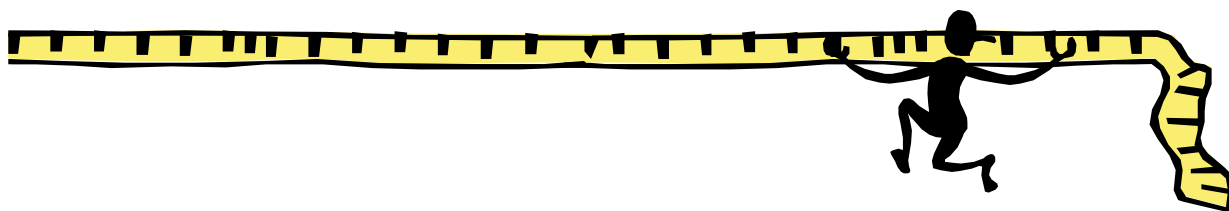
## *Building Health Literacy*



### **Control or NOT?**

Carmen was in the math room next to Sam's social studies class after third hour. They always met to give a daily hug and talk about their day up to now. One day, Carmen did not show because she was planning an upcoming school dance with friends. Sam saw her and *walked down the hall toward her.* **(J)** He asked her where she was after third hour. She told him that she was planning the dance. *He said he missed her but understood that she can't always be where he thought she would be.* **(J)** Carmen was nervous that he would be mad because she had seen other friends' relationships get tense about things like this. Carmen told Sam that she would have to miss meeting him after 3<sup>rd</sup> hour for a while because she had an assignment working on a history project with Mike, the star of the basketball team. Sam told Carmen, "Mike seems like a cool guy. *Don't worry about it, I'll see you later.*" **(C)** Call you later?" *When they talked later, Sam asked how the project was going and hoped that it was going well.* **(F)**





### **The Danger Zone?**

Sam picked up Carmen for the end of the year dance and jumped out of the car when he saw the skirt Carmen was wearing, “*You look so hot. That outfit looks great. We are gonna look so good together tonight.*” **(G)** Later at the dance, Carmen talked to Mike about the game the night before. Sam observed this and walked up. *Sam said ‘hi’ to Mike and complimented him on the game, then looked at Carmen and **asked** if she wanted to dance.* **(J)** Carmen’s friends all told her later how much they like Sam and that he seemed like he treats her really well; Carmen couldn’t help but agree and said that she wished all her friends could meet guys like Sam.

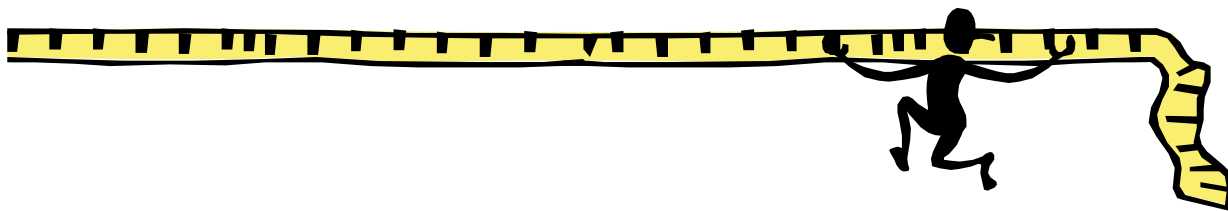


# PERFORMANCE ASSESSMENT RUBRIC FOR COOPERATIVE LEARNING GROUPS

Group Members: \_\_\_\_\_ Date: \_\_\_\_\_  
 Block/Hour: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Criteria	Performance Levels			Rating 1, 2 or 3	Weight Total = 100	Total
	1 = Unsatisfactory	2 = Satisfactory	3 = Exemplary			
<b>1. Diction</b>	The speaker cannot be heard and understood.	The speaker can be heard and understood most of the time.	The speaker can be heard and understood by everyone in the cooperative learning group.			
<b>2 Collaboration</b>	Participant makes no eye contact with the group, does not acknowledge the presence of others, and shows no give or take quality in taking turns.	Participant makes some eye contact with the group, sometimes acknowledges the presence of other group members and at times takes turns with others to share ideas.	Participant makes eye contact frequently with the group, regularly acknowledges the presence of other group members, and takes turns with others to share ideas on a regular basis.			
<b>3. Relationship of Participant to Cooperative Learning Group</b>	Participant does not show consideration for what people say (verbal and non-verbal), does not restate others' points and does not demonstrate serious consideration for others' arguments by respectfully challenging them or disagreeing in a positive fashion.	Participant at times shows consideration for what people say (verbal and non-verbal), sometimes restates others' points and demonstrates some consideration for others' arguments by politely challenging them or disagreeing in a positive fashion.	Participant frequently shows consideration for what people say (verbal and non-verbal), usually restates others' points and demonstrates some consideration for others' arguments by politely challenging them or disagreeing in a positive fashion.			
<b>4. Communication</b>	Communication does not deepen the understanding of the subject matter and does not encourage student thinking, nor does it spark interest in further learning.	Communication somewhat deepens the understanding of the subject matter, encourages student thinking, and sparks some interest.	Communication deepens understanding of subject matter, sharpens student thinking, and sparks the exploration of new ideas.			
<b>5. Understanding Concepts w/Higher Level Thinking</b>	Participant does not remain on task regarding subject matter. No evidence of high level thinking skills utilized to formulate arguments to clarify information.	Participant sometimes remains on task regarding subject matter. Some evidence of higher level thinking skills utilized to formulate arguments to clarify their information.	Participant frequently remains on task regarding subject matter. Regularly shows evidence of higher level thinking skills to formulate arguments to clarify their information.			
				Total Score (out of 300):		
				Final Grade (total score ÷ 3):		





Content Area:	DATING VIOLENCE PREVENTION
Performance Task:	“Signs, Signs, Everywhere are Signs”
Educational Level:	Middle or High School

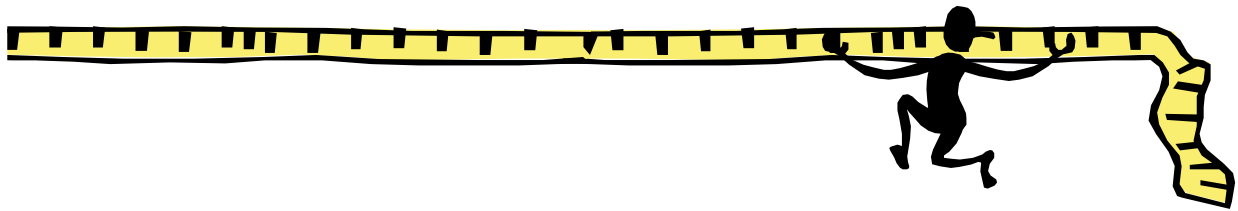
### Student Instructions

#### Identifying Behaviors: Supportive/Positive, and Negative/Destructive

As you know, we have already discussed how negative or destructive behaviors in relationships are often a sign of one person exerting control over another. In small groups of two to four students, you will analyze two scenarios of a dating relationship. Given two lists, “Signs of Positive/Supportive Behaviors” and “Signs of Negative/Destructive Behaviors,” your group will identify those signs in the scenarios depicted. In Scenario 1, underline the positive/supportive behaviors and use the appropriate letter from the list to identify each behavior. In Scenario 2, underline the negative or destructive behaviors and use the appropriate number or letter from the list to represent the behavior of the controlling person or that of the person being controlled.

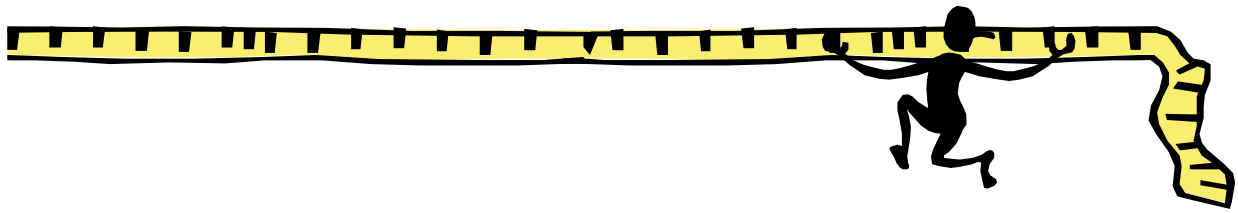
A class discussion of your observations will take place after you complete the analysis of the scenarios.





<b>Signs of Negative/Destructive Behaviors</b>	
<b>Controlling Person</b>	<b>Person Being Controlled</b>
1. Being jealous of partner's relationships with other people.	a. Socially isolating himself/herself.
2. Makes decisions for his/her partner (i.e. where s/he goes, what s/he wears, who s/he talks to, etc.)	b. May seem scattered in his/her thoughts.
3. May expect the relationship to be perfect.	c. May seem overly moody.
	d. S/he may suddenly dress differently.
4. May try to cut partner off from friends.	e. May begin skipping classes or grades might slip.
5. May demonstrate sudden mood changes. (Dr. Jekyll and Mr. Hyde personality.)	f. May need to "check in" with partner before making decisions.
6. Breaking/throwing objects or threatening to harm people/pets during arguments.	g. May say that partner gets angry easily.
7. Sexually involved with people younger than himself/herself.	h. May be very concerned about angering partner.
8. Public displays of anger or ridicule.	i. S/he tells you that something happened. (People don't really make this up)
9. Gets in fights with people.	j. Begins using alcohol or other drugs or their use increases dramatically.
10. High level of beliefs in myths about dating violence and sexual assault.	k. May seem overly concerned with being perfect.





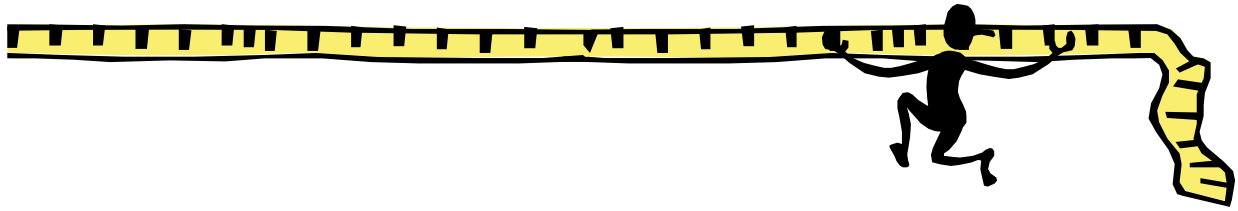
## Is It LOVE?

### **Sam and Carmen Hook-Up**

Sam has had his eye on Carmen for over a year. He would always try to get Carmen's attention by clowning around. It started to work as Carmen started to talk to Sam at a big spring party. They found out by talking that they had a lot in common—basketball, walks in the woods, and hip hop music. Sam finally asked Carmen out and was very pleased when she said yes. They had a great time hangin' out at the movies and grabbing a burger at a local restaurant. They soon became a couple. Sam would call everyday to see how she was doing. This was fine with Carmen until the day she went shopping with her mom and found 13 calls by Sam on her family's answering machine. All the messages questioned where she was and why she hadn't called back. The tone of voice gradually changed to a more angry tone. When they met in the hall the next day, they had a confrontation that ended with Sam apologizing because he thought she was in trouble and he did not like not knowing where she was at that time of night.



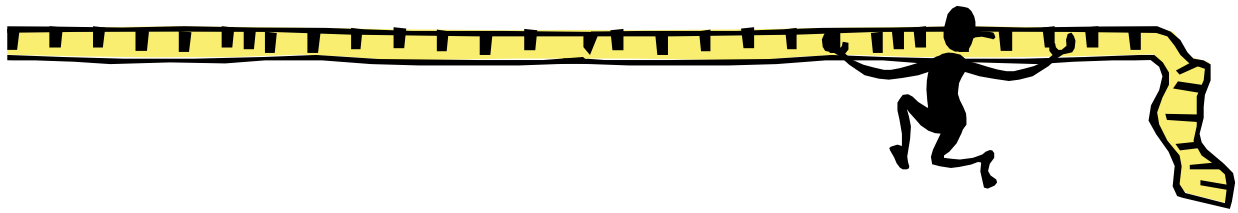
## *Building Health Literacy*



### **Control or NOT**

Carmen was in the math room next to Sam's social studies class after third hour. They always met to give a daily hug and talk about their day. One day Carmen did not show because she was planning an upcoming school dance with friends. Sam saw her and ran down the hall yelling and screaming at her. Carmen became nervous about this because Sam had been yelling at her more about such things as her clothing choices, her recent haircut, and particularly her recent assignment working on a history project with Mike, the star of the basketball team. This drove Sam crazy and he would constantly bring this issue up. Carmen recently became scared when, in a discussion, Sam threatened her about what would happen if she didn't keep her distance from Mike. Carmen would tell her friends that she didn't want to upset Sam so Sam came along whenever she worked on the history project with Mike.





**The Danger Zone**

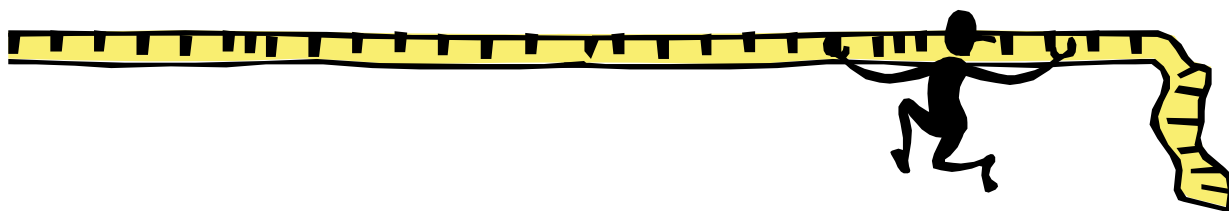
Sam picked up Carmen for the end of the year dance and jumped out of the car when he saw the skirt Carmen was wearing, “I never want to see you wearing anything like this again! Are you trying to find someone else? You’re my girl.” Later, at the dance, Carmen talked to Mike about the game the night before. Sam observed this and waited until Mike walked away. Sam grabbed Carmen and forcibly took her outside. He slapped her for the first time ever. Some of Carmen’s friends were shocked when they saw the large bruise on her face. Carmen said that Sam had never done anything like this before and promised not to do this again. “He felt terrible,” said Carmen, “besides he was right, I shouldn’t have worn that outfit.”

**Identifying positive or supportive behaviors.**

Your task in separate groups of two to four is to take each situation and identify the behaviors from the signs of positive or supportive behaviors list. As you know, we’ve already discussed that often positive relationships are about fairness and equality. Please underline the positive or supportive behavior your group notices and use the letter that represents the positive sign.

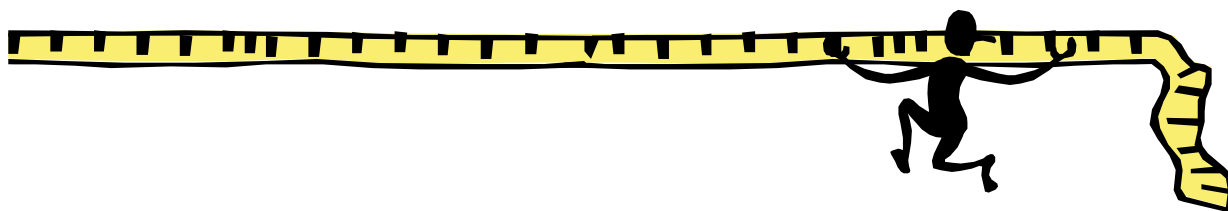


## Building Health Literacy



<b>Signs of Positive/Supportive Behaviors</b>
A. When having a conflict no one uses or threatens any type of violence.
B. No one acts as the “boss” of the relationship.
C. Neither partner gets jealous of other relationships.
D. Neither person uses insults or put-downs.
E. Neither person feels the need to lie in fear of what the other person might say or do.
F. Both people trust what the other person says.
G. Relationship helps both people grow.
H. Both people feel respected and appreciated.
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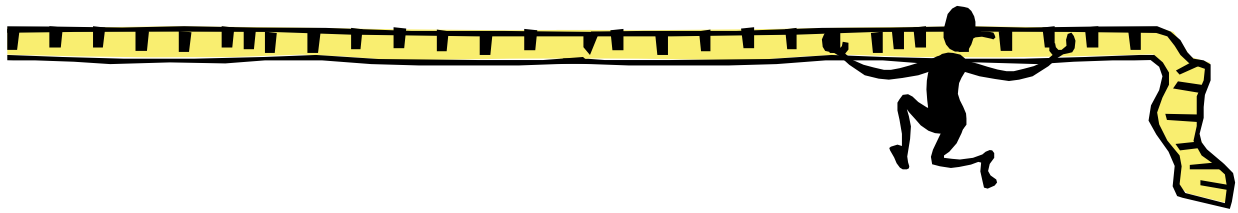
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## *Building Health Literacy*

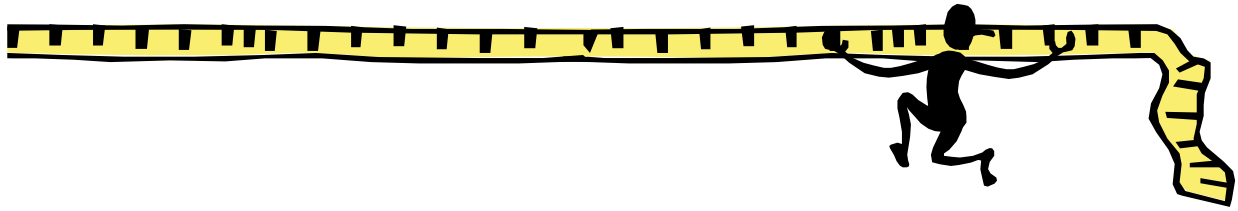


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## *Building Health Literacy*



### **The Danger Zone?**

Sam picked up Carmen for the end of the year dance and jumped out of the car when he saw the skirt Carmen was wearing, “You look so hot. That outfit looks great. We are gonna look so good together tonight.” Later at the dance Carmen talked to Mike about the game the night before. Sam observed this and walked up. Sam said ‘hi’ to Mike and complimented him on the game, then looked at Carmen and asked if she wanted to dance. Carmen’s friends all told her later how much they like Sam and that he seemed like he treats her really well; Carmen couldn’t help but agree and said that she wished all her friends could meet guys like Sam.

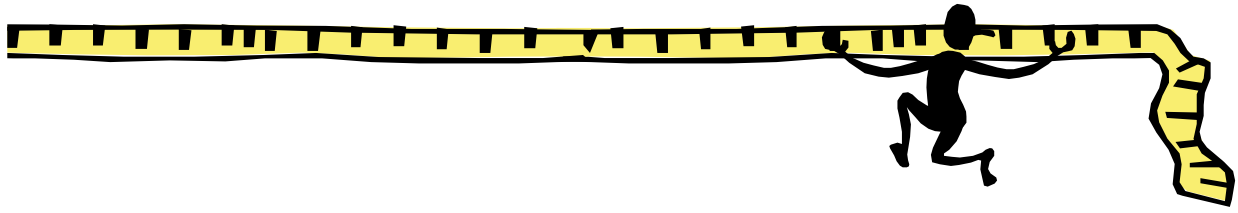
### **Assessment Criteria**

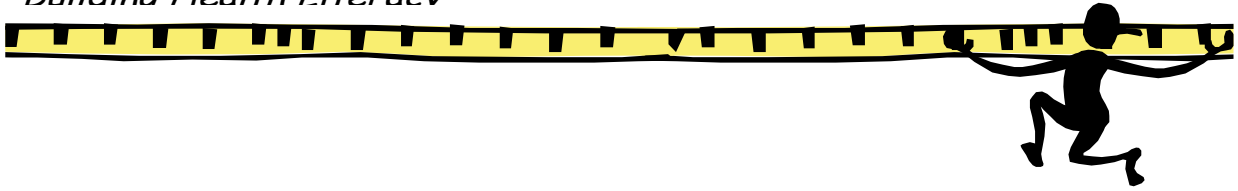
Your response will be scored on the following:

The ability to accurately identify behaviors that are negative or destructive, and behaviors that are positive or supportive.



*Building Health Literacy*





Content Area:	<b>DATING VIOLENCE PREVENTION</b>
Performance Task:	<b>“A Broken Wing”</b>
Educational Level:	Middle or High School

### Teacher Information

#### Curriculum Connections

Music, Reading, and Writing

#### Overview

The students will apply the ACT strategy to a song and practice identifying destructive and negative behaviors.

#### Requirements

This is the sixth lesson in the dating violence unit. The class will analyze one or two songs. The students will write a statement about the woman or man in the song, the emotions expressed, apply the ACT strategy, and identify negative/destructive behaviors.

#### Time

This assessment will take one class period.

#### Materials

Songs such as “Face Down” or “Every Breath You Take”

Overhead with lyrics

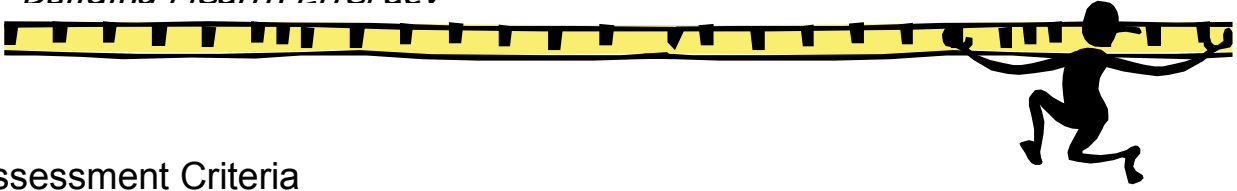
Handout for students with lyrics

These can be found on the internet.

#### Instruction

Discuss with your students some of the messages that could appear in music related to relationships—attraction, caring, dancing with, and commitment, are examples. In the case of destructive relationships, it would address power, control, abuse, and fixation. The student will listen to the song(s) and underline the lyrics that have a destructive message.





**Assessment Criteria**

Responses will be scored on the following:

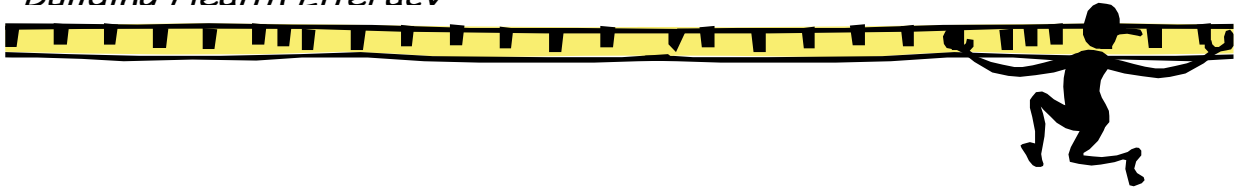
The student will demonstrate the ability to determine behaviors destructive in a relationship.

<b>Wisconsin Health Education Standards</b>	
A	Disease prevention and health promotion
B	Health behavior—Self-management
C	Goal setting and decision-making
D	Accessing accurate information
E	Impact of culture and media
F	Communication skills
G	Advocacy

**Sample Response**

In the Red Jump Suit song, the reference to feeling like a man when you physically push a woman around, is a strong message expressing feelings of anger and power. It signals a violent, destructive relationship. It shows the negative beliefs some males have; they believe can and should physically control women.





Content Area:	<b>DATING VIOLENCE PREVENTION</b>
Performance Task:	<b>“A Broken Wing”</b>
Educational Level:	Middle or High School

### **Student Instructions**

You will be listening to and following along with the lyrics of one or two songs. Your task is to underline the statements that could be related to a violent or questionable relationship. Write a brief statement about the people in the song or songs describing the emotions expressed and identifying the negative or destructive behaviors. Apply the ACT strategy in creating the statement. We will discuss your findings after the songs are completed.

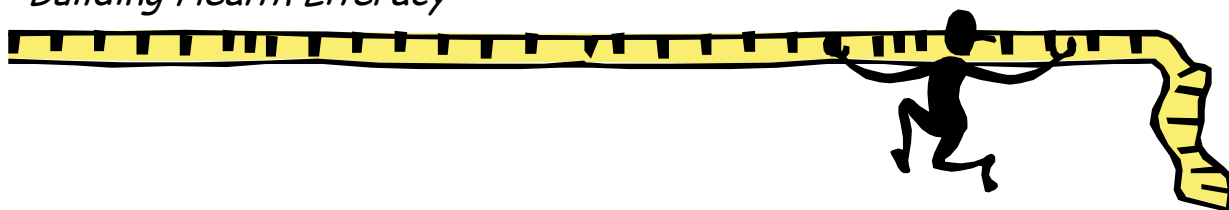
#### **Assessment Criteria**

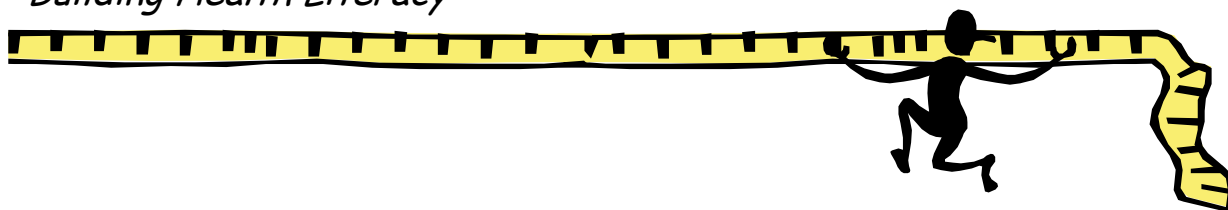
Your response will be scored on the following:

1. The ability to accurately identify behaviors that are negative or destructive.



*Building Health Literacy*





Content Area:	<b>DATING VIOLENCE PREVENTION</b>
Performance Task:	<b>“The Play’s the Thing”</b>
Educational Level:	Middle or High School

### Teacher Information

#### Curriculum Connections

Language Arts, Peer Mediation, Family and Consumer Education, At-risk groups or classes

#### Overview

It is not always easy to see that we are in an unhealthy relationship even when it escalates to dating violence. Our friends and our peers may have an easier time recognizing warning signs because they are not in the relationship. However, there are times when friends try to help but we may feel attacked. Through this activity, we will practice helpful and unhelpful ways to talk to our friends and peers about violence in dating relationships.

You will receive one of five scripted situations. Working in groups of three, your mission is to develop a three-minute skit that displays helpful and unhelpful ways to talk to a friend or peer who is in an unhealthy dating relationship.

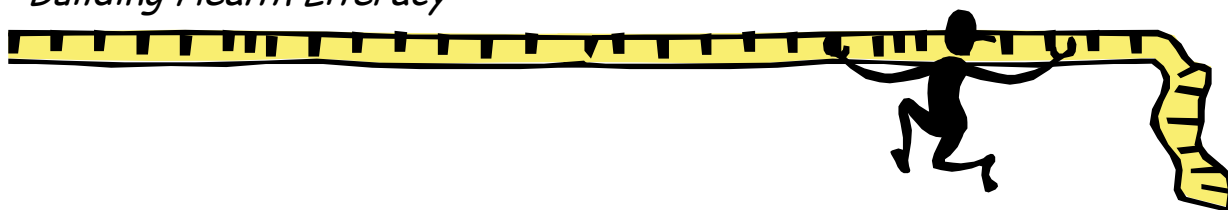
#### Requirements

Lead-up activities that focus on warning signs and blaming and non-blaming statements for perpetrators and victims of dating violence.

#### Time

This assessment activity should take one class period.





## Materials

Scenarios printed on laminated cards, paper, props (optional)

## Instruction

Students will receive one of five scripted situations. Working in groups of three, students will develop a three-minute skit that displays helpful and unhelpful ways to talk to a friend or peer who is in an unhealthy dating relationship. Lead-up instruction should include discussion of reflective listening as a helpful skill and the components and examples listed below as well as negative statements that can shut down communication.

Issues to consider in building positive communication in a friend or peer's relationship

Use one of the following starters to engage positive reflective listening in your script:

*"It seems you're ...."*

*"You must be ...."*

*"You wish than ...."*

*"It sounds like you're ...."*

Issues to consider that will have a negative impact in a friend or peers relationship

Make negative statements like

*"You'll regret it if you do it."*

*"You better do it this way or else."*

*"I would suggest that ...."*

*"You are so out of it."*

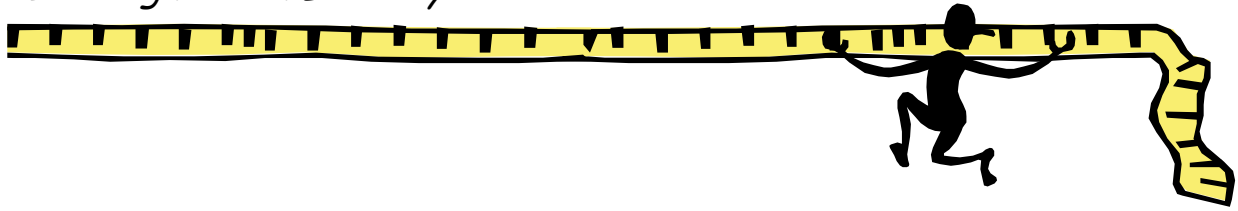
*"All people have this happen to them."*

*"You're so wrong."*

*"We need to analyze the facts."*



## Building Health Literacy



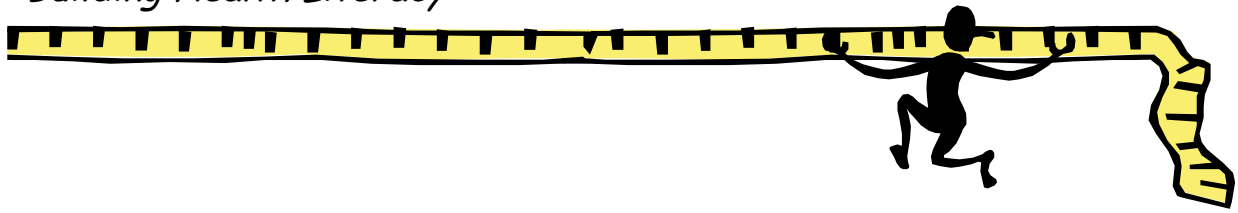
### Assessment Criteria

Responses will be scored on the following:

1. How well the student can identify helpful and unhelpful ways to intervene with a friend when there is a suspicion of a dating violence situation.
2. How creatively the student illustrates their answer.

<b>Wisconsin Health Education Standards</b>	
A	Disease prevention and health promotion
B	Health behavior—Self-management
C	Goal setting and decision-making
D	Accessing accurate information
E	Impact of culture and media
F	Communication skills
G	Advocacy





## Sample Response

*Friend: Hey, Kam, we are going over to the gym on Saturday to play a little ball. How about hangin' with us? We haven't been together for a long time."*

*Kam: "I don't think so. Shania wants me to help her wash her car."*

*Friend: "She can't do it herself? What is she? Helpless?"*

*Kam: "She said she hurt her hand and can't do it without my help."*

*Friend: "There seems to be a lot of things she can't do without you. What a controlling ... Oh, forget it. I will pay to have it washed for her. Just come and be with your friends for once."*

*Kam: "You know she'll yell and carry on. I don't want that to happen."*

*Friend: "OK Kam, but there is more to life than her. I am worried how she has got you on a string and can control you. I think you need to think about this relationship and what it has done to you and your basketball career. No woman is worth taking your dreams."*

*Kam: "Just keep out of it."*

*Friend: "I think you need to speak with coach. I am worried about you and you need some help from the one adult who believed in you. I am going to set up a meeting on Monday with him."*

*Kam: "I said, butt out."*

*Friend: "Well, if you don't come, I am going without you. Bye Kam. Have a nice, controlling life."*



# PERFORMANCE ASSESSMENT RUBRIC FOR COOPERATIVE LEARNING GROUPS

Group Members: \_\_\_\_\_

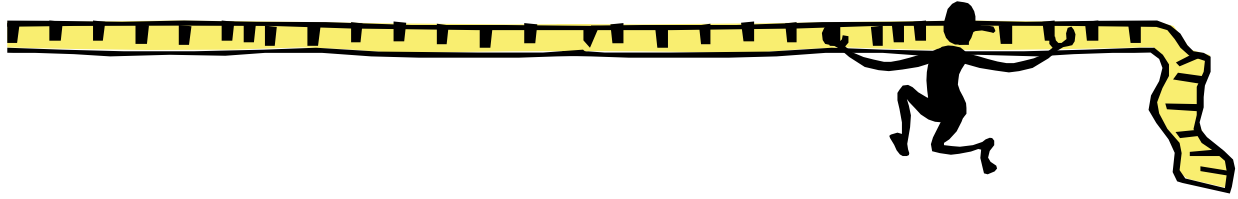
Date: \_\_\_\_\_

Block/Hour: \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Criteria	Performance Levels			Rating 1, 2 or 3	Weight Total = 100	Total
	1 = Unsatisfactory	2 = Satisfactory	3 = Exemplary			
<b>1. Diction</b>	The speaker cannot be heard and understood.	The speaker can be heard and understood most of the time.	The speaker can be heard and understood by everyone in the cooperative learning group.			
<b>2. Collaboration</b>	Participant makes no eye contact with the group, does not acknowledge the presence of others, and shows no give or take quality in taking turns.	Participant makes some eye contact with the group, sometimes acknowledges the presence of other group members and at times takes turns with others to share ideas.	Participant makes eye contact frequently with the group, regularly acknowledges the presence of other group members, and takes turns with others to share ideas on a regular basis.			
<b>3. Relationship of Participant to Cooperative Learning Group</b>	Participant does not show consideration for what people say (verbal and non-verbal), does not restate others' points and does not demonstrate serious consideration of others' arguments by respectfully challenging them or disagreeing in a positive fashion.	Participant at times shows consideration for what people say (verbal and non-verbal), sometimes restates others' points and demonstrates some consideration for others' arguments by politely challenging them or disagreeing in a positive fashion.	Participant frequently shows consideration for what people say (verbal and non-verbal), usually restates others' points and demonstrates some consideration for others' arguments by politely challenging them or disagreeing in a positive fashion.			
<b>4. Communication</b>	Communication does not deepen the understanding of the subject matter and does not encourage student thinking, nor does it spark interest in further learning.	Communication somewhat deepens the understanding of the subject matter, encourages student thinking, and sparks some interest.	Communication deepens understanding of subject matter, sharpens student thinking, and sparks the exploration of new ideas.			
<b>5. Understanding Concepts w/Higher Level Thinking</b>	Participant does not remain on task regarding subject matter. No evidence of high level thinking skills utilized to formulate arguments to clarify information.	Participant sometimes remains on task regarding subject matter. Some evidence of higher level thinking skills utilized to formulate arguments to clarify their information.	Participant frequently remains on task regarding subject matter. Regularly shows evidence of higher level thinking skills to formulate arguments to clarify their information.			
				Total Score (out of 300):		
				Final Grade (total score ÷ 3):		





Content Area:	<b>DATING VIOLENCE PREVENTION</b>
Performance Task:	<b>“The Play’s the Thing”</b>
Educational Level:	Middle or High School

## Student Information

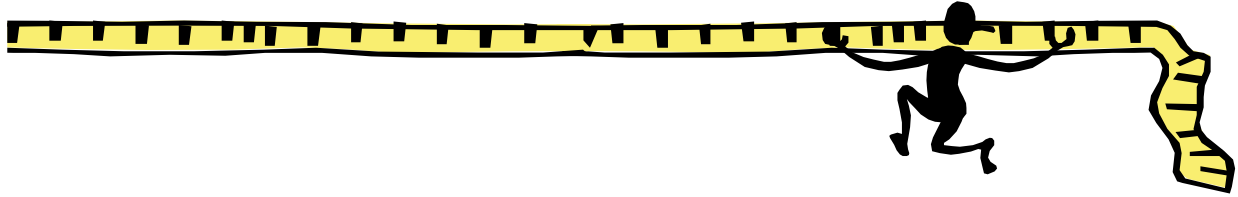
It is not always easy to see that we are in an unhealthy relationship even when it escalates to dating violence. Our friends and our peers may have an easier time recognizing warning signs because they are not in the relationship. However, there are times when friends try to help but may feel attacked. Through this activity, we will practice helpful and unhelpful ways to talk to our friends and peers about violence in dating relationships.

Signs of abuse in dating relationships can take many forms including physical or verbal abuse, becoming isolated from friends and family, feeling pressured into sexual activity and more subtle forms like lowered self-esteem or pressure to change your beliefs and/or values (i.e., getting a college degree, pursuing your dream of studying abroad, moving to the east coast to study music).

You will receive one of five scripted situations. Working in groups of three, you will develop a three-minute skit that displays helpful and unhelpful ways to talk to a friend or peer who is in an unhealthy dating relationship.

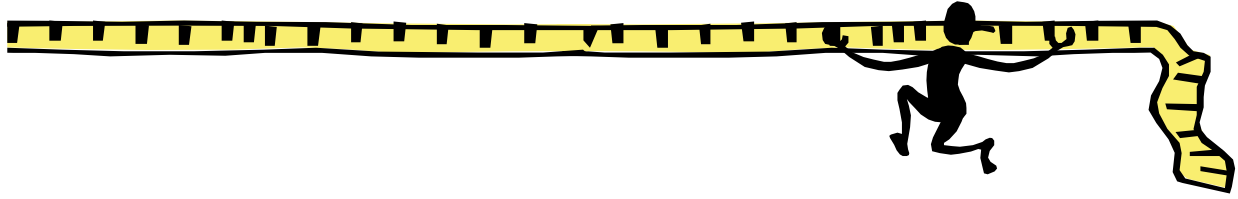
1. Meera and Kim are on the volleyball team together. At practice the other day, Meera noticed some bruises on Kim’s upper arms. Meera suspects that Kim’s bruises came from her partner.
2. While standing by the snacks at the party, you notice Jennifer and Jesse arguing on the couch. The argument seems to be escalating when you overhear Jesse say, “I don’t know why you’re bothering with the ACTs, you’re not smart enough to get into college anyway.”

## *Building Health Literacy*



3. When coming out of the bathroom at the prom, you see Nathan and Payton standing in the hallway talking. As you walk past them to go back into the dance, you overhear Nathan trying to convince Payton to go back to his house because his parents wouldn't be home. You remember Payton saying she was concerned about Nathan's expectations for the evening because of the amount of money he had spent on the evening.
4. You've invited Ashley to a big slumber party and she never showed up because she was waiting for her boyfriend to call her. She missed Hilary's big 16<sup>th</sup> birthday party because she had to help her boyfriend with his homework. Now she has turned down an invitation to do a movie night with the girls because she said her boyfriend won't let her go because he thinks that she is cheating on him. You are concerned about the amount of time she is spending with her boyfriend and the lack of time she is spending with you.
5. Kam is an excellent athlete and already has several college scholarship offers. He recently quit the basketball team and said that he wasn't going to go out for track in the spring. As his friend, you are noticing that he hasn't been showing up for weekend basketball games with the guys. When you ask him where he's been lately, he says that he would rather spend time with his girlfriend than with the guys.

## *Building Health Literacy*



Helpful hints in building your positive and negative skits.

Issues to consider in building positive communication in a friend or peer's relationship

Use one of the following starters to engage positive reflective listening in your script:

*"It seems you're ...."*

*"You must be ...."*

*"You wish that ...."*

*"It sounds like you're ...."*

Issues to consider that will have a negative impact in a friend or peers relationship

Make negative statements like:

*"You'll regret it if you do it."*

*"You better do it this way or else."*

*"I would suggest that ...."*

*"You are so out of it."*

*"All people have this happen to them."*

*"You're so wrong."*

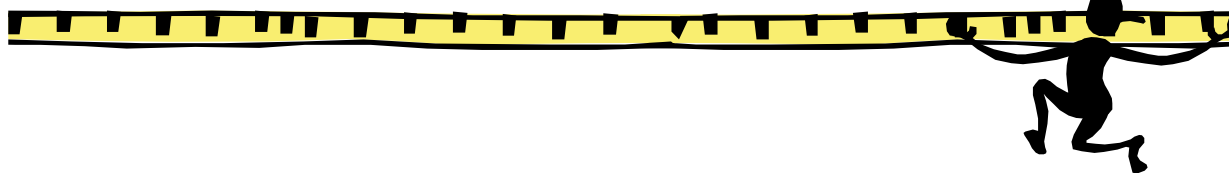
*"We need to analyze the facts."*

### Assessment Criteria

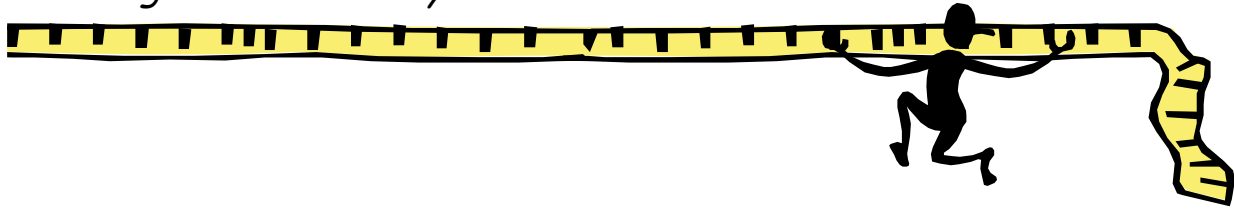
Your response will be scored on the following:

1. How well you can identify helpful and unhelpful ways to intervene with a friend when there is a suspicion of a dating violence situation.
2. How creatively your skit illustrates your response.

*Building Health Literacy*



## *Building Health Literacy*



Content Area: **DATING VIOLENCE PREVENTION**

Performance Task: **Communicating with the Abuser**

Educational Level: **Middle or High School**

### **Teacher Information**

#### Curriculum Connections

Family and Consumer Education, Social Studies

#### Overview

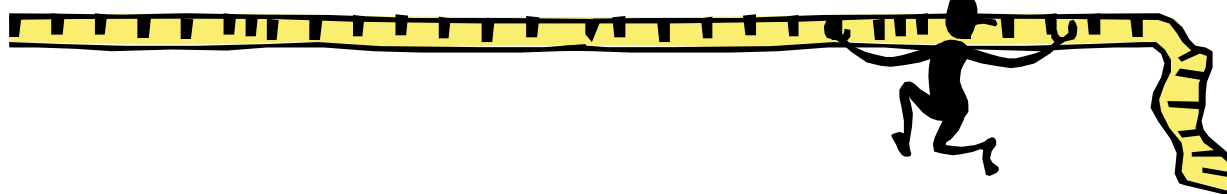
This activity is designed to enable students to develop skills to help a friend who may be abusing their partner physically, emotionally, or sexually. This lesson utilizes small group, large group, and teacher-facilitated discussion to help students identify appropriate questions to ask and comments to make in this situation.

#### Requirements

1. Have students watch Brian and Dana segments (parts 1 and 2)
2. In small groups (three to five people) and using the Guidelines for People Who Are Abusive sheet, have students develop a list of questions Brian's friend could ask him (or comments he could make) that might help Brian begin to examine his behavior.
3. Have each group identify a spokesperson to share the questions and comments they identified as being helpful in this situation.



## *Building Health Literacy*



### Time

One class period

### Materials

Video—*Student Workshop: Dating Violence and Abuse*

Guidelines for Helping People Who Are Abusive

### Instruction

This lesson will enable teens to develop skills to help a friend who may be abusing their partner physically, emotionally or sexually. These skills involve asking questions and making comments that will help the abuser reflect upon his/her behavior in a constructive way.

### Assessment Criteria

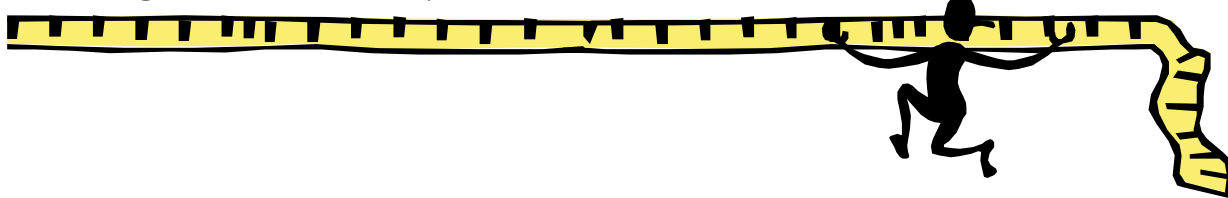
Answers will be scored on the following:

Students will be able to generate appropriate examples of each of the guidelines.

<b>Wisconsin Health Education Standards</b>	
A	Disease prevention and health promotion
B	Health behavior—Self-management
C	Goal setting and decision-making - yes
D	Accessing accurate information
E	Impact of culture and media
F	Communication skills - yes
G	Advocacy - yes



## Building Health Literacy

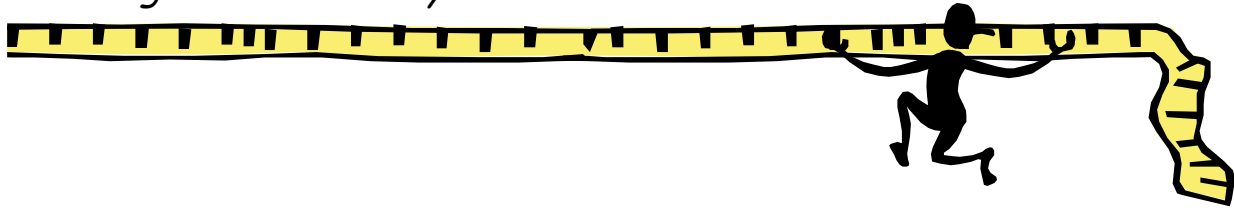


### Sample Response

1. Let them know their behavior is not OK.
  - *We've been friends a long time, but I have to tell you I don't like the way you treat Dana.*
2. Tell them specifically what is abusive. Share the behaviors you observe that reflect an unhealthy relationship.
  - *I don't think you should tell her how to dress or when she can spend time with her friends.*
3. Ask them lots of questions to make them think about their actions. Some examples are:
  - *How do you think Dana felt after you \_\_\_\_\_?*
  - *Do you believe you have the right to decide who Dana's friends are and how she acts around them?*
  - *Do you think Dana is afraid of you?*
  - *Why did she get so quiet after you told her to "shut up?"*
  - *Why does Dana feel like she has to ask you things before she does them now?*
  - *Why do you think Dana told you to cool off?*
  - *Can you think of a more respectful way of handling the situation next time?*



## *Building Health Literacy*



4. Let them know they do have the ability to control their responses to anger, frustration, insecurity, and pain.
  - *I've seen you get really mad at other guys on the court, but you don't hit them.*
5. Help them see what may happen as a result of their abusive behavior.
  - *Their partner may be afraid of them.*
  - *Their partner may not trust them.*
  - *Their partner may break up with them.*
  - *The person could be reported to the police and arrested (if physical violence or intimidation is involved).*
  - *Involvement in the legal system could adversely affect college entrance opportunities and financial aid.*
6. Support the person in getting help and trying to change (use community and personal resources).
  - *Downtown there's a center that helps people who have trouble controlling their temper with their partners. It's open evenings and weekends. I'll go with you.*
7. Find someone the abuser respects to help you talk to the abuser.
  - *Why don't we go talk to Coach about this? He's always been good about listening and not getting down on us when we screw up.*



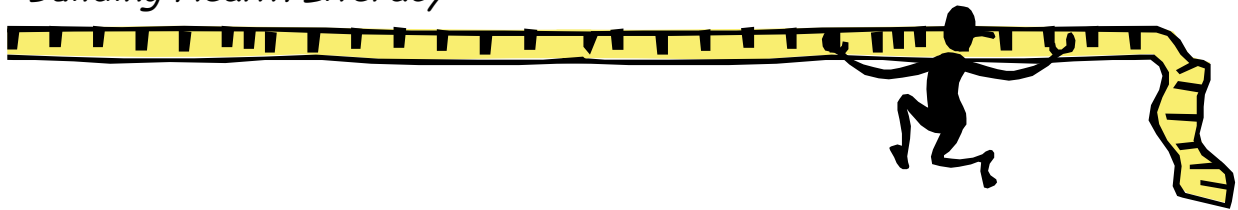
## PERFORMANCE ASSESSMENT RUBRIC FOR COOPERATIVE LEARNING GROUPS

**Group Members:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Date:** \_\_\_\_\_  
**Block/Hour:** \_\_\_\_\_

Criteria	Performance Levels			Rating	Weight	Total
	1 = Unsatisfactory	2 = Satisfactory	3 = Exemplary	1, 2 or 3	Total = 100	
<b>1. Diction</b>	The speaker cannot be heard and understood.	The speaker can be heard and understood most of the time.	The speaker can be heard and understood by everyone in the cooperative learning group.			
<b>2. Collaboration</b>	Participant makes no eye contact with the group, does not acknowledge the presence of others, and shows no give or take quality in taking turns.	Participant makes some eye contact with the group, sometimes acknowledges the presence of other group members and at times takes turns with others to share ideas.	Participant makes eye contact frequently with the group, regularly acknowledges the presence of other group members, and takes turns with others to share ideas on a regular basis.			
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Total Score (out of 300):						
Final Grade (total score ÷ 3):						





Content Area: **DATING VIOLENCE PREVENTION**

Performance Task: **“Communicating with the Abuser”**

Educational Level: Middle or High School

### **Student Instructions**

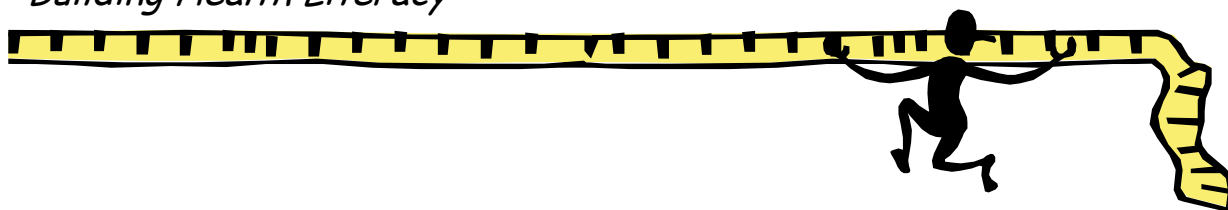
1. Watch Brian and Dana segments (parts 1 and 2)
2. In small groups (three to five people) and using the Guidelines for People Who Are Abusive sheet, develop a list of questions Brian’s friend could ask him (or comments he could make) that might help Brian begin to examine his behavior.
3. Identify a spokesperson for your group to share the questions and comments you identified as being helpful in this situation.

### **Assessment Criteria**

Your response will be scored on the following:

1. Your ability to generate appropriate examples of each of the guidelines.





## **Guidelines for Helping People Who Are Abusive**

(Adapted from *Safe Dates: An Adolescent Dating Abuse Prevention Curriculum*, p. 123, Hazelden Foundation, 2004)

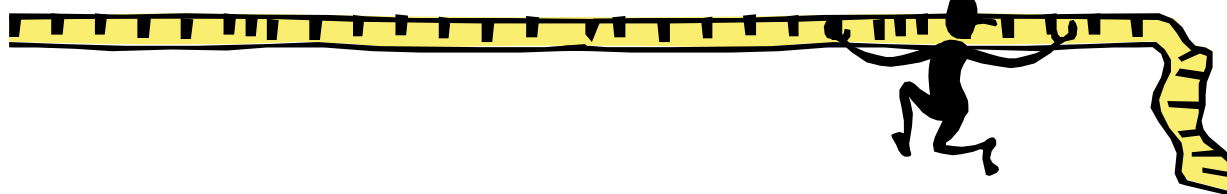
2. Let them know their behavior is not OK.
3. Tell them specifically what is abusive. Share the behaviors you observe that reflect an unhealthy relationship.
4. Ask them lots of questions to make them think about their actions. Some examples are:
  - How do you think Dana felt after you \_\_\_\_\_?
  - Do you believe you have the right to decide who Dana's friends are and how she/he acts around them?
  - Do you think Dana is afraid of you?
  - Why did she get so quiet after you told her to "shut up?"
  - Why does she feel like she has to ask you things before she does them now?
  - Why do you think Dana told you to cool off?
  - Can you think of a more respectful way of handling the situation next time?
5. Let them know they do have the ability to control their responses to anger, frustration, insecurity and pain.
6. Let them see what may happen as a result of their abusive behavior.
  - Their partner may be afraid of them.
  - Their partner may not trust them.
  - Their partner may break up with them.
  - The person could be reported to the police and arrested (if physical violence or intimidation is involved).
  - Involvement in the legal system could adversely affect college entrance opportunities and financial aid.
7. Support the person in getting help and trying to change (use community and personal resources).
8. Find someone the abuser respects to help you talk to the abuser.

### **AVOID:**

1. Physical confrontations, sarcasm, put-downs, or guilt trips. These may further anger the abuser and cause the abuser to further or more seriously abuse their partner.
2. Confrontational body language. It may be helpful to avoid eye contact if the abuser is angry.



## *Building Health Literacy*



Content Area: **DATING VIOLENCE PREVENTION**

Performance Task: **“Dating Violence Scattegories”**

Educational Level: Middle or High School

### **Teacher Information**

#### Curriculum Connections

Family and Consumer Education, Health Education

#### Overview

This activity will be a review of the content and skills covered in the dating violence and sexual assault unit of instruction. Games are an excellent way of practicing important core knowledge and skills. Based on the research of Dr. Bob Marzano.

#### Requirements

Completion of the previous five lessons.

#### Time

One classroom period.

#### Materials

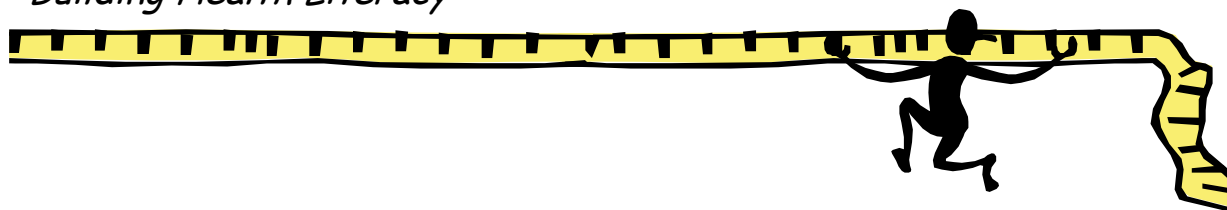
One page Scattegories Handout.

#### Instruction

Completion of the unit of instruction.



## *Building Health Literacy*



This activity is a review game surrounding all of the information the students have been presented on dating violence and sexual assault. They will be split into groups of two-to-three and given six items that relate to the knowledge and skills gained on dating violence and sexual assault. The students must begin their answers with the letter chosen by you at random. They can get double points if the first two words of their answer start with the same letter as the letter chosen by you. If any team's first words are the same no points will be awarded to either group.

Words can be moved around to reflect the same meaning of the answer. Example: (Having similar interests) could be written as (interests both have) if "I" was the chosen letter and they are trying to get double points.

Here are the items for the game:

Students will have three minutes to write an answer for all of these.

1. Write down one example of power and control in a sexually abusive relationship.
2. Give an example of an equal relationship where there is no power and control.
3. Write one warning sign of dating violence or sexual assault.
4. A common statement given by a victim of dating violence or sexual assault.
5. A perpetrator might say this.
6. Something you might say to help a friend.

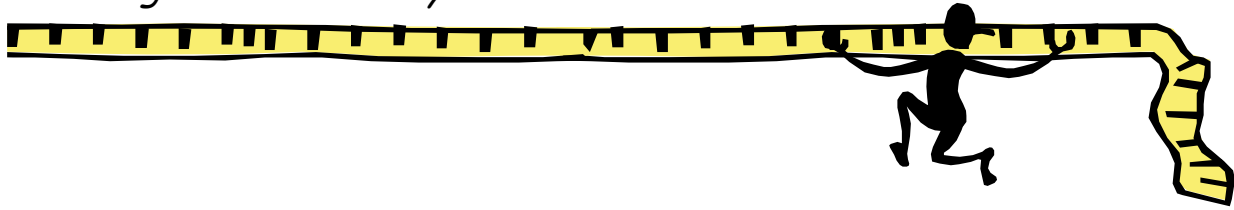
### Assessment Criteria

Responses will be scored on the following:

1. Students' ability to demonstrate knowledge on key information on dating violence.
2. Students' ability to work together in a cooperative and constructive manner.



## *Building Health Literacy*

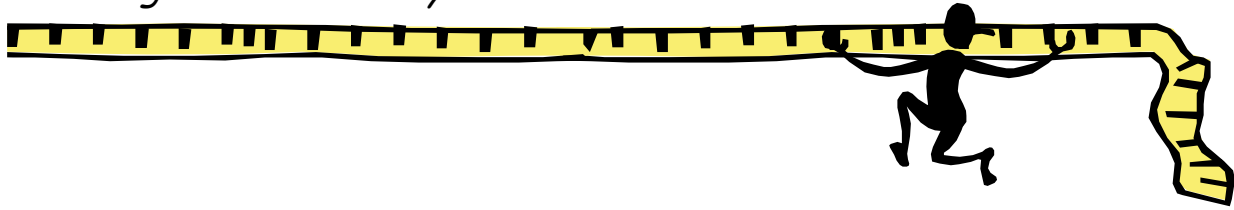


<b>Wisconsin Health Education Standards</b>	
A	Disease prevention and health promotion
B	Health behavior—Self-management
C	Goal setting and decision-making
D	Accessing accurate information
E	Impact of culture and media
F	Communication skills
G	Advocacy

### Sample Response

Answers will vary.





## Scattegories Handout

1. Write down one example of power and control in a sexually abusive relationship.
2. Give an example of an equal relationship where there is no power and control.
3. Write one warning sign of dating violence or sexual assault.
4. A common statement given by a victim of dating violence or sexual assault.
5. A perpetrator might say this.
6. Something you might say to help a friend.



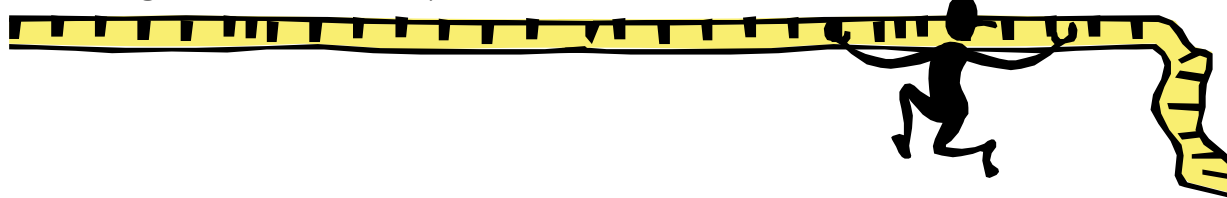
# PERFORMANCE ASSESSMENT RUBRIC FOR COOPERATIVE LEARNING GROUPS

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 \_\_\_\_\_  
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**Date:** \_\_\_\_\_  
**Block/Hour:** \_\_\_\_\_

Criteria	Performance Levels			Rating	Weight	Total
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Total Score (out of 300):						
Final Grade (total score ÷ 3):						





Content Area:	<b>DATING VIOLENCE PREVENTION</b>
Performance Task:	<b>“Dating Violence Scattegories”</b>
Educational Level:	Middle or High School

### **Student Instructions**

This activity is a review game surrounding all of the information you have been presented on dating violence and sexual assault. You will be split into groups of two to three. You will be given six items that relate to the knowledge and skills gained on dating violence and sexual assault. You must begin your answer with the letter chosen by your teacher at random. You can get double points if the first two words of your answer start with the same letter as the letter chosen by your teacher. If your team’s first word is the same as another group’s first word in class no points will be awarded to either group. An answer can only have the first two words starting with the same letter.

Words can be moved around to reflect the same meaning of your answer. Example: (Having similar interests) could be written as (interests both have) if “I” was the chosen letter.

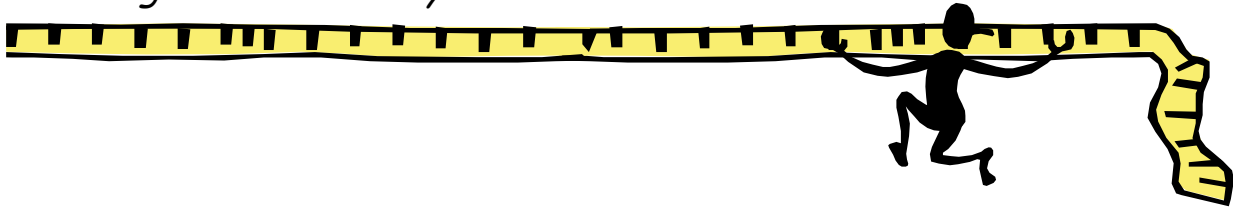
Here are the items for the game:

You will have three minutes to write an answer for each of these. Write down one example of power and control in a sexually abusive relationship.

1. Give an example of an equal relationship where there is no power and control.
2. Write one warning sign of dating violence or sexual assault.



## *Building Health Literacy*



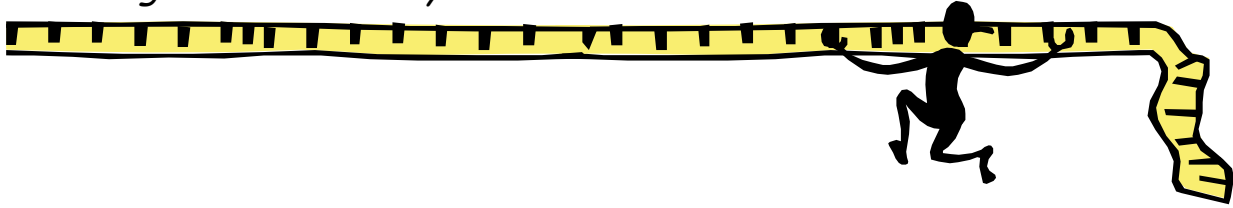
3. A common statement given by a victim of dating violence or sexual assault.
4. A perpetrator might say this.
5. Something you might say to help a friend.

### Assessment Criteria

Your response will be scored on the following:

1. Your demonstration of knowledge of key information on dating violence.
2. Your demonstration of the ability to work together in a cooperative and constructive manner.



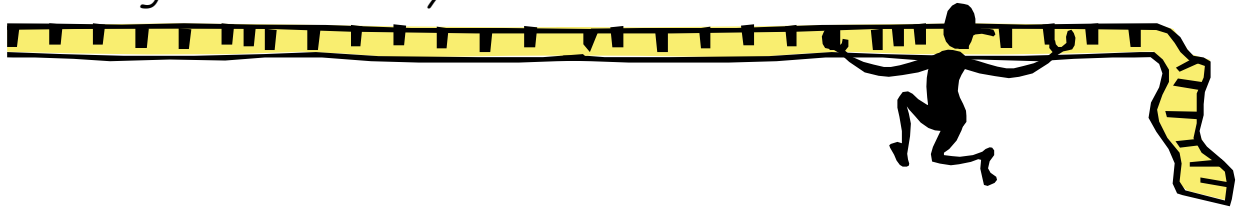


## Scattegories Handout

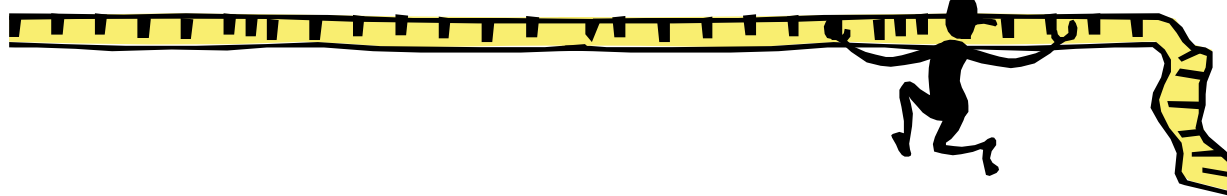
1. Write down one example of power and control in a sexually abusive relationship.
2. Give an example of an equal relationship where there is no power and control.
3. Write one warning sign of dating violence or sexual assault.
4. A common statement given by a victim of dating violence or sexual assault.
5. A perpetrator might say this.
6. Something you might say to help a friend.



*Building Health Literacy*



## *Building Health Literacy*



Content Area: **DATING VIOLENCE PREVENTION**

Performance Task: **“Help!”**

Educational Level: Middle or High School

### **Teacher Information**

#### Curriculum Connections

Language Arts, Family and Consumer Education, Peer Mediation, At-Risk groups or classes

#### Overview

Students are to develop a product that could be used by their peers/school/community that could help someone who may be in a violent dating situation. The product will include warning signs of dating violence, community resource phone numbers, and elements of a safety plan. Students will then present their product to their peers and provide justification for why they chose the information that they included.

#### Requirements

Students are required to include dating violence warning signs, community resource phone numbers, and elements of a safety plan.

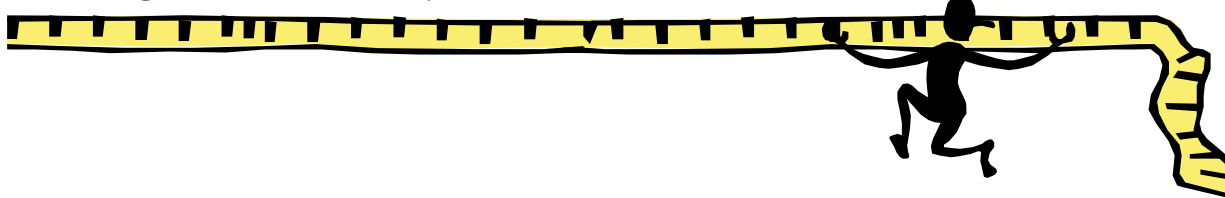
High School Only—one completed phone call to a community resource.

#### Time

This activity will take one to two class periods with some additional time outside of the classroom.



## *Building Health Literacy*



### Materials

White card stock paper, computer (or pen if computers are not available), markers, phone book and/or brochures should be used to access local phone numbers

### Instruction

Classroom instruction should include a discussion of the warning signs of dating violence, how to approach and talk to friends in a non-blaming manner, and elements of a safety plan. In addition, instruction on what makes a telephone source valid should take place (and appropriate questions to ask a community resource when contacting them).

Criteria about what makes a sound resource should be included in the instruction. These could include:

1. Does the resource have specific age appropriate resources for teens?
2. Does the resource have an outreach component, or do you have to go to the agency?
3. Is there a cost for the services?
4. Do you have to have parental notification/permission before the service will be administered?

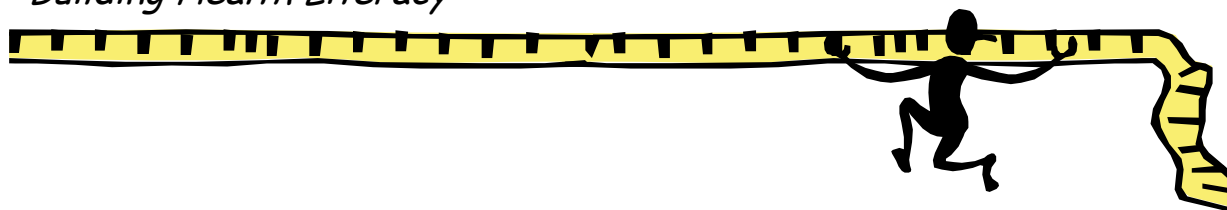
### Assessment Criteria

Responses will be scored on the following:

1. The students' accurate application of appropriate health concepts as they relate to dating violence.
2. How well the student shows how to access information regarding teen dating violence.



## Building Health Literacy



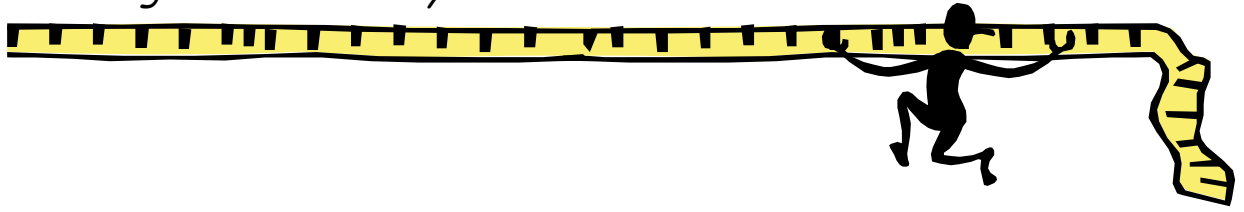
Wisconsin Health Education Standards	
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C	Goal setting and decision-making
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F	Communication skills
G	Advocacy

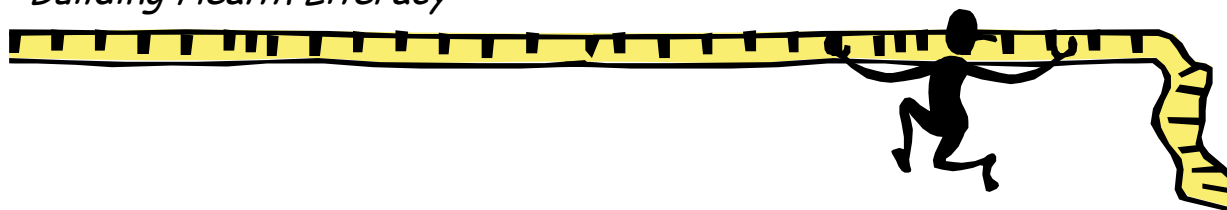
### Sample Response

*I chose to use a lipstick tube for my product. In it I chose our school counselor because she helped me look at my relationship and why it was hurting me. She also helped me write down a couple of important numbers in case he starts to stalk or threatens me when I break up with him. The first one is the local police and second is the sexual assault center.*



*Building Health Literacy*





Content Area:	<b>DATING VIOLENCE PREVENTION</b>
Performance Task:	<b>“Help!”</b>
Educational Level:	Middle or High School

### **Student Instructions**

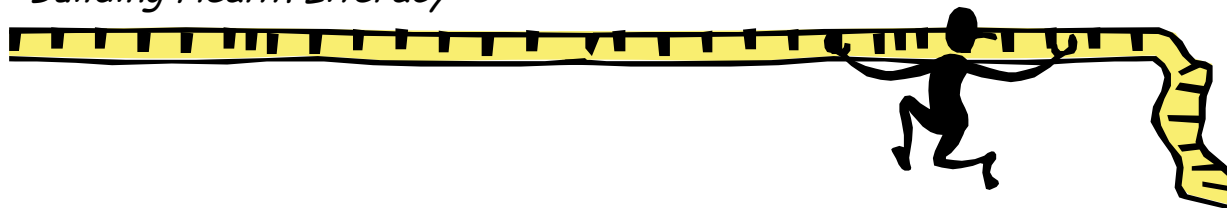
Many young people know that in the efforts of trying to end an unhealthy relationship violence can escalate. During these times and even in a single date situation, knowledge of available support systems can be needed. Your task is to develop a product that can help your peers' access community resources. The product must contain some warning signs of dating violence, phone numbers of community resources that young people could access, and a simple safety plan to stay safe in the event of a violent dating situation.

At the end of this assignment, you are required to share your product with your classmates. You need to address (or discuss) the following questions when presenting your product.

- Why did you choose this particular product?
- What is your reason for choosing the warning signs you described?
- What is your reason for choosing these resources?
- Does the resource have specific assistance for teens?
- Will the resource come to the school, or does everyone have to go to the agency?
- Is there a fee for assistance?
- What are the policies for parental notification and/or permission?
- Why are the steps for your safety plan important?
- How likely is it that one of your peers/school/community will notice or use this product?



## *Building Health Literacy*



Products can include a poster, a rubber wristband with pertinent information written on the inside, a card holder with information written on the inside of the holder with the opposite side being see-through or an insert for an I.D. card holder, school planner with a page on dating violence information, page divider for the planner with dating violence information, Chapstick® container, mirror with dating violence information on the opposite side, lanyard attachment, book accessories such as bookmarks and book covers, something someone could carry in their purse or pocket (i.e., lipstick tube) or any other creative ideas you may have.

*Some agencies have been known to use discreet tools to provide victims with the safety information that they need. An agency took empty lipstick tubes and cleaned them out, placed important safety information on a small piece of paper and then rolled them up and placed them inside of the lipstick tube.*

### Assessment Criteria

Your response will be scored on the following:

1. How well you apply appropriate health concepts as they relate to dating violence.
2. How well you show how to access information regarding teen dating violence.



## Criteria and General Scoring Rubric

Instructors can make appropriate adaptations for their classroom or variations on the task.

Name \_\_\_\_\_

Project Title \_\_\_\_\_

Date \_\_\_\_\_

CRITERIA	PERFORMANCE LEVELS				
<b>Information</b>  <b>Content</b>  <b>Understanding</b>	<ul style="list-style-type: none"> <li>• is accurate and focused</li> <li>• all essential points are included and accurate</li> <li>• shows detailed understanding</li> </ul>	<ul style="list-style-type: none"> <li>• is somewhat accurate and focused</li> <li>• most essential points are included and are largely accurate</li> <li>• shows some understanding</li> </ul>	<ul style="list-style-type: none"> <li>• is not accurate and focused</li> <li>• few essential points are included or are largely inaccurate</li> <li>• shows no understanding</li> </ul>		
<b>Your Score</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Organization</b>  <b>Planning Format</b>	<ul style="list-style-type: none"> <li>• sequence is logical and all information is organized</li> <li>• plan is made and followed</li> </ul>	<ul style="list-style-type: none"> <li>• some logical sequence and organization</li> <li>• plan is made but not followed</li> </ul>	<ul style="list-style-type: none"> <li>• no logical sequence or organization</li> <li>• no plan is made</li> </ul>		
<b>Your Score</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Communication</b>  <b>Clarity</b>  <b>Language</b>	<ul style="list-style-type: none"> <li>• clear and engaging</li> <li>• message consistently reaches intended audience</li> <li>• no major writing errors</li> </ul>	<ul style="list-style-type: none"> <li>• somewhat clear and engaging</li> <li>• message reaches intended audience most of the time</li> <li>• few major writing errors</li> </ul>	<ul style="list-style-type: none"> <li>• not clear or engaging</li> <li>• message does not reach intended audience</li> <li>• numerous writing errors</li> </ul>		
<b>Your Score</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Resources &amp; References</b>  <b>Technology</b>	<ul style="list-style-type: none"> <li>• numerous relevant sources are reported in correct format</li> <li>• skillful use technology for audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>• some relevant sources are used and reported</li> <li>• adequate use of technology for audience or purpose</li> </ul>	<ul style="list-style-type: none"> <li>• no relevant sources are used or reported</li> <li>• does not use technology adequately</li> </ul>		
<b>Your Score</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

**Performance Average** \_\_\_\_\_ **Total Points** \_\_\_\_\_



# APPENDIX

