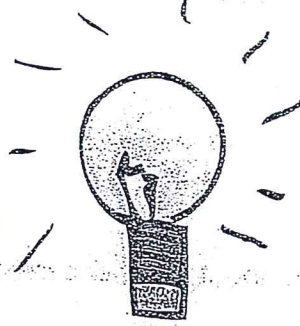


# What it's about



Expectations are ideas that develop from experience and direct the choices people make. Everyone has them, but most people don't know where the ideas have come from. Knowing about yourself is as important as knowing about the other person before deciding to go out with them. This exercise will help you define your own dating expectations.

## Setting Your Baseline:

YES

NO

1. A person should date a good friend. \_\_\_\_\_
2. It's best to go out with a group of friends first. \_\_\_\_\_
3. It's OK to spend time alone in the house with someone you are dating when parents are not at home. \_\_\_\_\_
4. Going out with someone means that you spend most of your free time with him/her. \_\_\_\_\_
5. It's important for your friends to like the person you are dating. \_\_\_\_\_
6. You should continue seeing someone secretly even though his/her parents don't want you to or don't know about it. \_\_\_\_\_
7. It's OK to date someone who is much older than you. \_\_\_\_\_
8. If someone isn't dating it means there is probably something wrong with that person. \_\_\_\_\_
9. You should have a steady boyfriend/girlfriend in high school. \_\_\_\_\_
10. When someone is nice to another person it means he/she likes that person. \_\_\_\_\_
11. Dating costs a lot of money. \_\_\_\_\_
12. Quiet or shy people are boring. \_\_\_\_\_
13. Dating someone means being physically intimate with him/her. \_\_\_\_\_
14. A person should act or dress in a certain way to be noticed by someone he/she hopes to attract. \_\_\_\_\_

	YES	NO
15. You can assume a lot about another person based on his/her reputation.	_____	_____
16. Spending money on someone on a date means that person owes you something.	_____	_____
17. Going to parties is a good way to meet people.	_____	_____
18. Having fun on a date should include using alcohol/drugs.	_____	_____
19. The role of your dating partner is to make you happy.	_____	_____
20. One of the dating partners should control the relationship.	_____	_____

**Clarify Your Thinking:**

1. How old should someone be in order to start dating seriously? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. What should you know about someone before you go out with him/her? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What should he/she know about you? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Should parents know where you are and whom you are with? Why or why not? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Would you feel safe being alone with the person you are interested in dating? Why is this important? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## SESSION 2

### Defining Dating Abuse

#### Description

Through the discussion of scenarios and the review of statistics, students clearly define what dating abuse is.

#### Learner Outcomes

By the end of this session, students will be able to

- identify harmful dating behaviors
- define physically and emotionally abusive behaviors
- identify physical and emotional abuse in dating relationships
- be more likely to identify abusive behaviors as abusive
- be more aware of their susceptibility to dating abuse
- be more likely to reject abuse as normal in dating relationships

#### SESSION 2 AT A GLANCE

Total Time: 50 minutes

*Part 1: (5 minutes)*

Ground Rules and  
Homework

*Part 2: (6 minutes)*

Identifying Harmful  
Behaviors

*Part 3: (25 minutes)*

What Is Abuse?

*Part 4: (7 minutes)*

Defining Abusive Dating  
Relationships

*Part 5: (5 minutes)*




Facts about Dating  
Abuse

*Part 6: (2 minutes)*

Conclusion



### Materials Needed

- ground rules poster (from session 1)
- optional*: student journals (if students didn't keep them)
- masking tape
- chalkboard, dry-eraseboard, or flipchart
- chalk and/or markers
- Typical Harmful Dating Behaviors  Handout 5
- Defining Dating Abuse Scenarios  Handout 6
- Facts about Dating Abuse  Handout 7
- scissors
- pens or pencils

### Preparation Needed

1. Read this session's background information.
2. Post the ground rules, if they aren't still up.
3. Obtain local or state statistics on dating abuse from your community's domestic violence crisis center, county mental health service, or local university. If you can't find local or state statistics, use the national statistics provided in this lesson.
4. Print and photocopy handouts 5–7 (one for each student).

### Background Information

Almost everyone holds an opinion on the sensitive issues of violence and abuse in dating relationships. Sometimes a discussion about dating abuse will affect people at a very personal level. Be aware of this fact. To facilitate this second session, you'll need to be willing to hear things with which you disagree. The primary goal of the session is to stimulate a good discussion that airs many different sides of the issue.

Session 2 begins by asking the students to list harmful behaviors. Starting with harmful instead of abusive behaviors makes two subtle points: First, the meaning of the word "harmful" implies the consequences

of actions. Second, the students are likely to think of behaviors that are painful but not necessarily abusive. This list will help you later differentiate between normal conflict in a relationship and abuse.

Throughout the session's discussions, many controversial issues may arise. Although it may feel uncomfortable not to personally address each issue, your role as facilitator is to bring out all opinions around the definition of abuse and to explain the definition used in the *Safe Dates* program (see part 4). There are bound to be loose ends at the end of the session when covering such a complicated topic in only fifty minutes.



SESSION 2 OUTLINE

**PART 1**

5 minutes

► **Ground Rules and Homework**

The purpose of part 1 is to review the ground rules and to briefly talk about the homework assignment from session 1.

1. Explain:

**To start out the session, we're going to review our ground rules and talk about your homework assignment from session 1.**

2. Ask one of the students to read the ground rules (they should be posted in your classroom).

3. Ask:

**Does anyone have any ground rules to add today?**

Add any suggested ground rules to the list.

4. Briefly explain your policy on reporting dating abuse or other violence being done by or to students. State this policy up front so students don't feel set up or betrayed if they reveal abusive situations to you.

5. Explain:

**Your homework assignment was to think about how you want to treat a dating partner.**

If you have time, ask:

**Would anyone like to share how he or she wants to treat a dating partner?**

Allow a few students to share.

6. Explain:

**Remember, even if you are not yet dating, *Safe Dates* can help you prevent and recognize dating abuse when you do start dating. What you learn here will definitely help you in the future.**

**Teacher's Tip** ✓

If students share negative ideas to get attention, don't make a big deal of it. Just say, "That's too bad" and move on to the next student.

7. *Optional:* Check off whether students completed their homework.

## **PART 2**

6 minutes

### ► **Identifying Harmful Behaviors**

The purpose of part 2 is to acknowledge a broad spectrum of harmful behaviors that occur in dating relationships.

1. Explain:

**In the last session, we talked about qualities we want in all caring relationships, particularly dating relationships. Today, we'll be talking about characteristics of harmful dating relationships.**

2. Write "Harmful Behaviors" on the chalkboard, dry-erase board, or flipchart. Then draw two columns. Label one column "Physical Harm" and the other column "Emotional Harm."

3. Ask the students to name things that people do in dating relationships that are harmful. Write each student's response in the appropriate column.

4. Sometimes adolescents can easily list physically harmful behaviors but neglect emotionally harmful behaviors. If the class is coming up with only physical behaviors (such as hitting, pushing, shoving, spitting, pulling hair), probe them by asking the following questions:

- **What about threatening or spreading rumors about a dating partner?**
- **What about making fun of a dating partner in front of his or her friends?**
- **What other behaviors are emotionally or psychologically harmful?**

Develop as extensive a list as possible with the students.

There are no right or wrong answers in this exercise, so write down everything the students mention. A list of harmful behaviors typically mentioned by students can be found on the next page.

### **Teacher's Tip** ✓

If the students have a hard time thinking of harmful dating behaviors, encourage them to think about dating relationships they've seen on television or have heard about.



 **Handout 5**

5. Distribute handout 5, Typical Harmful Dating Behaviors, and encourage students to refer to this list as they date others.

6. Ask:

**What are some ways that technology such as cell phones, e-mail, IM, text messaging, chat rooms, blogs, and social networking sites like MySpace or Facebook can be used to abuse dating partners?**

(Possible answers include sending insults, showing private and embarrassing pictures of dating partners to others, monitoring the activities of dating partners, spreading rumors about dating partners, and frightening or threatening dating partners.)

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**PART 3**

25 minutes

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► **What Is Abuse?**

The purpose of part 3 is to allow students to debate what abuse is and to begin to define what it means for the class.

1. Explain:

**Some behaviors seem obviously abusive, while it's difficult to decide about other behaviors, depending on what else is going on.**

 **Handout 6**

**Teacher's Tip** ✓

If the scenarios in handout 6 do not reflect the culture of your classroom, you can modify the scenarios by changing names and including activities representative of your students.

2. Pass out a copy of handout 6, Defining Dating Abuse Scenarios, to all students. Select four students. Assign each of the four students to read one of the scenarios.

3. One at a time, have the students read their scenarios to the class. After each scenario, ask students the question(s) that follow each scenario in this manual. Reinforce that there are no right or wrong answers in this activity.

4. Write all of the students' answers to the "Why?" questions on a chalkboard, dry-eraseboard, or flipchart. These answers will help students form their own definition of dating abuse.



### SCENARIO 1: JASON AND MEGAN

Jason invited several of his friends and his girlfriend, Megan, to his house to watch movies on Friday night. Jason asked Megan if she would put out some chips and drinks for everyone. She said that she didn't mind. When Jason's friends arrived, they all sat down to watch movies.

**Teacher's Tip** ✓

This scenario may be used to point out both physical and emotional abuse.

When someone finished a drink or when the bowl of chips was empty, Jason would tell Megan to go to the kitchen for refills. When this happened for the third time, Megan said that she wouldn't be their waitress. She wanted to watch the movie, and they could help themselves to the food in the kitchen if they wanted it.

Jason got angry. He ordered Megan to get his friends' drinks. When she refused, Jason hit her across the face and pulled her into the kitchen. Jason's friends had seen Jason and Megan fight like this many times.

*Scenario 1 Questions:*

**a. Is Jason abusive? Why or why not?**

Write the students' responses on the board.

**b. What if this scenario had not ended with Jason hitting Megan? Instead, Jason got angry and ordered her to get his friends' drinks. When she refused, he "got in her face" and said, "What did you say?" Megan responded by withdrawing and being quiet. Is that still abuse?**

**c. If this was the first time Jason and Megan had fought, would it still be abuse?**

**Note:** This scenario can also be used to encourage students to think about the difference (if there is any) between violence that happens one time and recurring violence.

## SCENARIO 2: CHRISTINA AND JUAN

Christina and Juan have been dating for a few weeks. Juan likes Christina, but he isn't in love with her. He wants to date another girl in his health class. When he tells Christina that he wants to break up, she gets angry. Then she starts crying. Juan is uncomfortable. He doesn't know what to say, but he doesn't want to be in a relationship with Christina anymore.

**Teacher's Tip** ✓

This scenario can be used to point out that not all harmful behaviors and conflicts are necessarily abusive.

*Scenario 2 Question:***a. Is Juan abusive? Why or why not?**

Write the students' responses on the board.

**Note:** Dating may involve difficult and painful experiences, but those experiences aren't always abusive. Misunderstandings and thoughtlessness may make a person feel bad, but such conflicts can be resolved in a way that allows both people to express themselves.

## SCENARIO 3: TYRONE AND NICOLE

Tyrone bought Nicole an iTunes gift card for her birthday so she could buy new music for her iPod. Nicole opened the gift card and at first she seemed to love the gift. Then, however, she asked where the rest of her gifts were. When Tyrone said that he just got the iTunes gift card for her birthday present, Nicole got angry. She started screaming at him. She said that she expected more than a stupid gift card for her birthday, and she threw the gift card across the room.

**Teacher's Tip** ✓

This scenario can be used to point out that guys can be hurt by their girlfriends' abusive behaviors too.

*Scenario 3 Question:***a. Is Nicole abusive? Why or why not?**

Write the students' responses on the board.

**Note:** You could read the scenario again, switching Tyrone's and Nicole's names, and ask the students how they feel when the roles are changed.

You may want to add at this point that all kinds of people suffer from abuse in dating relationships: girls and boys; whites, African Americans, Native Americans, Hispanics, and Asians; students born in rich neighborhoods and students born in poor neighborhoods; people who come from abusive homes and people who do not; people who have dated a lot and people who have just begun dating.

SCENARIO 4: TAU AND LU

**Teacher’s Tip** ✓

This scenario can be used to show that not all controlling behaviors are violent or obvious. By making Tau feel guilty, Lu is isolating her from her friends. However, his tactics may make him *seem* “sweet.” And it may *seem* as if the problem is with Tau.

Tau has a group of very close girlfriends. She enjoys going to movies and the mall with them. When she met Lu and they fell in love, the couple began spending every spare minute together—that was three months ago. All of Tau’s friends like Lu, but they miss being able to spend time with Tau. Tau would like to go out with them as well. But every time she tells Lu that she’s going out with her girlfriends, Lu tells her how much he misses her when she’s gone, that he always wants her by his side. And when Tau does go out with her friends, Lu constantly calls and texts her. If she doesn’t answer her cell or her texts from Lu, he gets angry and accuses Tau of wanting to be with her friends more than him. Tau loves Lu and she never wants to hurt him. As a result, though, she feels too guilty to leave Lu even for a few hours to spend time with her old friends.

*Scenario 4 Questions:*

**a. Is Lu abusive? Why or why not?**

Write the students’ responses on the board.

**b. Is Tau abusive? Why or why not?**

Write the students’ responses on the board.

**Note:** You may also point out that dating abuse situations aren’t typically “cut and dry.” The person may be wonderful, supportive, and romantic most of the time, but in just one or two situations she or he is controlling or manipulative.

**PART 4**  
7 minutes

► **Defining Abusive Dating Relationships**

The purpose of part 4 is to distinguish when harmful behaviors are abusive.

1. Explain:

**Based on what we just talked about in these four scenarios, I’d like to define “dating abuse.”**



Summarize the key points from your discussion, including the following:

- Harmful behaviors are abusive when . . .
  - a. they're used to *manipulate*
  - b. they're used to *gain control*
  - c. they're used to *gain power over* someone
  - d. they make you *feel bad* about yourself or other people you're close to (friends, family, and so on)
  - e. they make you *afraid* of your dating partner
- An abusive dating partner can use physical or emotional attacks.
- Emotional, sexual, and physical dating abuse are all serious.

### Teacher's Tip ✓

Use current events to discuss dating abuse. Take the time to discuss media stories about celebrities or people in your community who have been involved with dating abuse. It's helpful for students to know that dating abuse can happen to/with anybody.

2. Bring the students' attention back to the list of harmful behaviors they created at the beginning of this session.

3. Explain:

**When emotional abuse (such as behaving jealously, making someone feel guilty, or insulting someone) happens once, it may not be abusive. It becomes a problem when these actions happen more than once and when they're used to manipulate, control, gain power over someone, or make a person feel bad. Any use of physical or sexual violence, however, is abusive, even if it's done only once.**

## PART 5

5 minutes

### ► Facts about Dating Abuse

The purpose of part 5 is to give students factual information about dating abuse. This information contradicts common perceptions about abuse in dating relationships and portrays dating abuse as a serious and pervasive problem in our society.

### Handout 7

1. Distribute handout 7, Facts about Dating Abuse. The following national statistics are also on the handout. Encourage students to take turns reading these statistics aloud.

- **In the United States, about 12 percent of high school students report having been physically victimized by a dating partner in the previous year.<sup>1</sup> In some areas of the country, this is as high as 40 percent.<sup>2</sup>**
- **About one in four high school students report having been psychologically abused by a dating partner in the previous year.<sup>3</sup>**
- **Gay male and female adolescents are victims of physical and psychological dating abuse about as often as heterosexual adolescents.**
- **Dating abuse is beginning as early as the sixth grade.<sup>4</sup>**
- **Adults who use violence with their dating partners often begin doing so during adolescence, with the first episode typically occurring by age fifteen.<sup>5</sup>**
- **Young women between the ages of fourteen and seventeen represent 38 percent of those victimized by date rape.<sup>6</sup>**
- **Many research studies show that, by far, the majority of adolescents believe that being abusive to dates is wrong and should not be done.**

2. Share any local statistics you can find on dating abuse. Local statistics may have a greater impact on students than national statistics. The state-specific Youth Risk Behavior Surveys, conducted by the Centers for Disease Control and Prevention, include questions on dating abuse. Check the CDC Web site to determine if that survey was conducted in your state.

3. Also share the following key concepts:

- **Both girls and boys are victims of dating abuse, though girls receive more severe injuries from dating abuse than boys.**
- **Both girls and boys are perpetrators of dating abuse, though girls tend to use less severe forms of dating abuse than boys.**

- Teenagers from all neighborhoods, income levels, and ethnic groups experience abuse in dating relationships.
- Dating abuse can happen to anyone in any relationship.
- Abuse almost always recurs in a relationship. It doesn't just go away.
- Most abuse gets more severe over time.

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## **PART 6**

2 minutes

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### ► **Conclusion**

#### 1. Explain:

Everyone needs to know how to deal with dating abuse for two primary reasons: (1) in case they end up in an abusive relationship themselves; and (2) in case a friend in an abusive relationship turns to them for help.

Knowing how you want to be treated will help you determine whether you're in an abusive relationship. Use your own list of harmful behaviors as warning signs for abuse. If you aren't being treated the way you want to be, then you have some choices to make about the relationship.

- #### 2. *Optional:*
- Have students add all session 2 handouts to their journals. Remind them to bring their journals to the next session (if you don't collect them).

### **Notes**

1. Centers for Disease Control and Prevention, "Youth Risk Behavior Surveillance—United States, 2007," *Surveillance Summaries, MMWR 2008*; 57 (No. SS-4).

2. V. A. Foshee and R. Matthew, "Adolescent Dating Abuse Perpetration: A Review of Findings, Methodological Limitations, and Suggestions for Future Research," in *The Cambridge Handbook of Violent Behavior and Aggression*, ed. Daniel Flannery, Alexander Vazsonyi, and I. Waldman (New York: Cambridge University Press, 2007).



## Typical Harmful Dating Behaviors

### PHYSICAL HARM

- Hitting
- Scratching
- Pushing
- Threatening
- Pinching
- Choking
- Spitting
- Shaking
- Shoving
- Forcing
- Biting
- Pulling hair
- Using a weapon
- Throwing things
- Keeping a dating partner from leaving
- Molestation
- Rape
- Forcing unwanted sexual actions
- Damaging personal property
- Acting in an intimidating way
- Purposefully injuring an animal

### EMOTIONAL HARM

- Calling a dating partner names
- Criticizing opinions
- Ignoring a dating partner's feelings
- Isolating a dating partner from others
- Behaving jealously
- Telling lies
- Scaring a dating partner
- Cheating on a dating partner
- Making a dating partner feel guilty
- Spreading rumors
- Threatening to hurt a dating partner
- Threatening to hurt oneself
- Using sexually derogatory names
- Criticizing beliefs about sex
- Putting down family and friends
- Driving recklessly to scare a dating partner
- Humiliating a dating partner in public/private
- Insulting a dating partner's beliefs or values
- Displaying inappropriate anger

## Defining Dating Abuse Scenarios

### Scenario 1: Jason & Megan



Jason invited several of his friends and his girlfriend, Megan, to his house to watch movies on Friday night. Jason asked Megan if she would put out some chips and drinks for everyone. She said that she didn't mind. When Jason's friends arrived, they all sat down to watch movies.

When someone finished a drink or when the bowl of chips was empty, Jason would tell Megan to go to the kitchen for refills. When this happened for the third time, Megan said that she wouldn't be their waitress. She wanted to watch the movie, and they could help themselves to the food in the kitchen if they wanted it.

Jason got angry. He ordered Megan to get his friends' drinks. When she refused, Jason hit her across the face and pulled her into the kitchen. Jason's friends had seen Jason and Megan fight like this many times. :-O

### Scenario 2: Christina & Juan

Christina and Juan have been dating for a few weeks. Juan likes Christina, but he isn't in love with her. He wants to date another girl in his health class. When he tells Christina that he wants to break up, she gets angry. Then she starts crying. Juan is uncomfortable. He doesn't know what to say, but he doesn't want to be in a relationship with Christina anymore.



### Scenario 3: Tyrone & Nicole



Tyrone bought Nicole an iTunes gift card for her birthday so she could buy new music for her iPod. Nicole opened the gift card and at first she seemed to love the gift. Then, however, she asked where the rest of her gifts were. When Tyrone said that he just got the iTunes gift card for her birthday present, Nicole got angry. She started screaming at him. She said that she expected more than a stupid gift card for her birthday, and she threw the gift card across the room.

### Scenario 4: Tau & Lu



Tau has a group of very close girlfriends. She enjoys going to movies and the mall with them. When she met Lu and they fell in love, the couple began spending every spare minute together—that was three months ago. All of Tau's friends like Lu, but they miss being able to spend time with Tau. Tau would like to go out with them as well. But every time she tells Lu that she's going out with her girlfriends, Lu tells her how much he misses her when she's gone, that he always wants her by his side. And when Tau does go out with her friends, Lu constantly calls and texts her. If she doesn't answer her cell or her texts from Lu, he gets angry and accuses Tau of wanting to be with her friends more than him. Tau loves Lu and she never wants to hurt him. As a result, though, she feels too guilty to leave Lu even for a few hours to spend time with her old friends.





## Facts about Dating Abuse

In the United States, about 12 percent of high school students report having been physically victimized by a dating partner in the previous year. In some areas of the country, this is as high as 40 percent.

About one in four high school students report having been psychologically abused by a dating partner in the previous year.

Gay male and female adolescents are victims of physical and psychological dating abuse about as often as heterosexual adolescents.

Dating abuse is beginning as early as the sixth grade.

Adults who use violence with their dating partners often begin doing so during adolescence, with the first episode typically occurring by age fifteen.

Young women between the ages of fourteen and seventeen represent 38 percent of those victimized by date rape.

Many research studies show that, by far, the majority of adolescents believe that being abusive to dates is wrong and should not be done.

Citations for these statistics can be found on pages 54–56 of the manual.