DATING VIOLENCE OBJECTIVES

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**Sub-Unit 1: Defining Caring and Abusive relationships**

* Students will be able to identify characteristics of caring dating behaviors. (Knowledge)
* Students will be able to identify characteristics of physically and emotionally abusive relationships. (Knowledge)
* Students will describe how they want to be treated by a dating partner, and how they wouldn’t want to be treated by a dating partner. (Application)
* When given a set of questions, students will be able to determine if their current dating relationship is healthy. (Application/Analysis)
* Students will be able to begin to create a concept of a healthy dating relationship and understand that they can and should choose how to be treated. (Synthesis)
* Students will begin to understand the complex issues related to abuse including whom, why and where.(Evaluation)

**Sub-Unit 2: Causes and Consequences**

* Students will be able to identify and describe controlling and manipulative functions of dating violence. (Knowledge)
* Given examples and scenarios students will identify abusive behaviors as abusive. (Comprehension)
* Students will begin to understand that dating violence is not just physical, but emotional and verbal as well. (Comprehension)
* Students will evaluate short videos depicting the different aspects of abuse in dating relationships. In small groups students will analyze these videos to better understand that abuse can happen to anyone regardless of age, race or sexual orientation. (Analysis/application)
* Students will use role play to recognize and understand behaviors such as jealousy, peer pressure, exclusion, intimidation, and control in dating relationships. (Synthesis)

**Sub-Unit 3: Help and Intervention**

* Students will understand the complexity of making a decision to leave an abusive relationship and will be able to apply problem solving skills in order to identify alternative solutions and consequences to those solutions. (Comprehension)
* Students will identify, evaluate and practice conflict management skills. (Knowledge/application)
* Students will learn the rules for fighting fair using a set of effective communication skills. (Application)
* Students will demonstrate the use of these communication skills through role play and demonstration. (Application)
* Students will describe non-violent alternatives when disagreeing with a boyfriend or girlfriend, and be able to apply those alternatives to different scenarios presented. (Knowledge)
* Students will identify situations that trigger anger, and the physical and psychological cues that occur when getting angry. (Knowledge)
* In small groups, students will brainstorm anger management skills and present those skills in a useful and creative way to the rest of the class. (Analysis)
* Students will identify that everyone gets angry; therefore we have a responsibility to control that anger so that others are not hurt. (Comprehension)

**Sub-Unit 4: Support and Prevention**

* Students will identify a set of “red flags” that indicate that their friend may be a victim or perpetrator of dating abuse. (Knowledge/Comprehension)
* Students will understand their responsibility in identifying and reporting a friend who may be a victim or perpetrator of dating abuse. (Comprehension)
* Students will gain skills needed in order to confront a friend who may be abusing his or her girlfriend or boyfriend. (Application)
* Students will be able to identify school and community resources for victims and perpetrators. (Knowledge)