***DATING VIOLENCE***

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The sequencing pattern that best fits the dating violence unit is the concept-related design, using the logical prerequisite sequence. The concepts will build on each other and provide a basis for practice throughout.

The first sub-unit, “Defining Caring and Abusive Relationships”, is the most logical place to begin. Students will be provided with a general definition of dating violence and will begin to identify actions associated with the definition. Students will be given a survey that will identify common misconceptions of a healthy relationship verses an unhealthy relationship and will begin to identify the status of their current or past relationships. This unit will focus more on the caring relationship so that students can get a firm understanding of what a healthy relationship looks, feels and sounds like before moving into the more complex concepts of dating violence.

The second sub-unit, “Causes and Consequences”, will build on the previous concepts presented in the survey. Students will begin to understand that dating violence is not just physical, but emotional and verbal as well. Students will view several short videos depicting different aspects of abuse and will begin to conceptualize the cause and effect of dating violence. It is in this unit that students will be introduced to the concept that dating abuse can happen to anyone regardless of their social status, race or sexual orientation. It makes sense to teach this unit next because it will provide an awareness of the depth of the problem and the need for intervention.

The third sub-unit, “Help and Intervention”, is appropriate to teach next because the students are at a point where they recognize that dating violence is a problem. It is a logical sequence to introduce effective communication and anger management skills. It is also important to have students work on problem solving and decision making skills since the decision to leave an abusive relationship can be difficult and complex. At this point the students have gained awareness and empathy necessary to move into the last sub-unit.

The last sub-unit, “Support and Prevention”, is appropriately sequenced last. At this point students are well aware of the concepts related to dating violence. They have identified it as a problem common to one another and possibly even in their own relationship. Now they are ready to use the knowledge to identify “red flags” and the skills to confront friends who may be in an abusive relationship, or be the perpetrator of an abusive relationship. Students will develop an understanding of their responsibility to identify and report someone who may be the victim of dating violence.