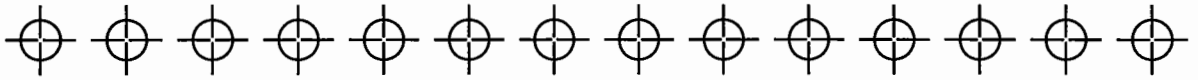


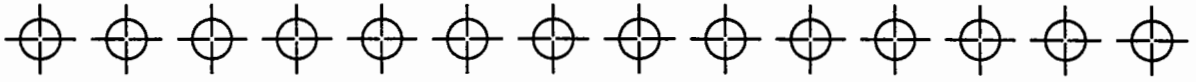
# **DANGEROUS RELATIONSHIPS**

# Credits



Executive Producer	Anson W. Schloat
Producer/Director	Angelique LaCour
Camera	Wade Hanks Jerry Jacob
Sound	Kenny Delbert
Editing	Sherri Korhonen
On-Line Editor	Larry Delbert
Art Director	Grayson Willis
Music	Larry Sieberth
Teacher's Resource Book	Ruth Austin Donna Giachetti

# Table of Contents



## Teacher's Resources:

Introduction	1
Learning Objectives	4
Program Summary	5
Note to the Teacher: How to Use the Student Worksheets	10
Class Discussion Questions	11
Teacher's Sheet for Research Project	12
Teacher's Sheet for Write a Letter	13
Teacher's Sheet for Role-Play Scenarios	14
Teacher's Sheet for Personal Assessments	15

## Student Sheets:

Role Play 1: The Possessive Boyfriend	17
Role Play 2: The Domineering Girlfriend	19
Role Play 3: The Violent Quarrel	21
Role Play 4: A Game Gone Wrong	23
Role Play 5: Apologies Accepted?	25
Role Play 6: Beyond the Limit	27
How Do We Define a Relationship?	29
Charting a Dangerous Relationship	31
Research Project	33
Write a Letter	35
Personal Assessment 1	37
Personal Assessment 2	39
Personal Pledge	41
Resources	43
Suggested Reading List for Students	45
Suggested Reading List for Advanced Study	47

# Introduction

Any relationship will naturally have both a good and a bad side. DANGEROUS RELATIONSHIPS focuses on dating situations in which the bad outweighs the good so vastly that it becomes unhealthy for both partners. This video takes a hard look at the escalating steps—from control to manipulation to isolation and beyond—which can ultimately lead to dating violence. The goal of DANGEROUS RELATIONSHIPS is to help young people identify the early signs of a potentially dangerous relationship. If they can recognize the warning signals early, they will have a better chance of avoiding such unhealthy relationships.

Falling into the trap of another person's need to be in total control can be a devastating experience. Emotional scars remain long after the relationship has ended—damage to self-esteem, an enduring difficulty in letting oneself trust new partners, and a sense of doubt about one's ability to judge others accurately. These risks are magnified for teens, who are just beginning to explore their own personal power at the same time that they are edging toward an adult world of romance and intense feelings.

The video and Teacher's Resource Book will help your students examine how they view their own relationships. What should they expect from their dating partner? What behaviors will they refuse to tolerate? It is important that young people be able to set these limits for themselves before they find themselves in a potentially dangerous relationship.

# Introduction

*continued*

DANGEROUS RELATIONSHIPS features a series of dramatizations showing the dating relationship between Matt and Tanya, a young couple whose relationship shows signs of unhealthy, manipulative and potentially violent behavior. As the couple's story unfolds, your students will have a chance to think about their own relationships: what they want (and don't want) from their present or next dating experience.

DANGEROUS RELATIONSHIPS also gives your students a chance to hear from their own peers on this topic. Each Matt-and-Tanya segment is punctuated by the candid comments of a small group of students who respond to what they have just seen. This technique of mixing dramatic scenarios with student discussions provides teen viewers with two helpful ways to examine their plans and expectations.

We have included this "peer-teaching" technique because we believe that young people can often be the most effective persuaders of their peers. Indeed, there is great honesty and a powerful human element as the student speakers reveal what they have learned from their own dating experiences.

What do we mean when we speak of a dangerous relationship? A couple in which one partner attempts to manipulate, control, or dominate the other. In a nutshell, a bond that is based on forced inequality.

# Introduction

continued

What are some of the common fallacies about dangerous relationships? That the manipulator is male, violent, and—implicitly—something of a social misfit. Instead, the reality is that a relationship can be dangerous even if it doesn't include physical or sexual abuse. The dominant partner can be a successful, well-liked individual. Nor is the risk the exclusive domain of young women. Males as well as females can find themselves locked into an unhealthy relationship.

The last fallacy is perhaps the most important: that people can break off these dangerous relationships at any point. In reality, it can be terribly difficult to extract oneself from such a tight bond: the dating couple shares a sense of commitment or loyalty even while the mistreatment continues to occur.

Evidence suggests that the frequency of these troubling relationships—or at least the reporting of them—is on the rise. Indeed, the national average for violence in dating relationships today is 30%. Whether a relationship becomes physically violent or is abusive in other ways, the common denominator of dangerous relationships is an expressed desire of one dating partner to control the other dating partner's actions or behavior. After viewing DANGEROUS RELATIONSHIPS and working on the assignments in this Teacher's Resource Book, your students will learn more about this sensitive but crucial topic.

# Learning Objectives

After viewing the video DANGEROUS RELATIONSHIPS and sharing in the class discussion and activities outlined in this Teacher's Resource Book, your students will:

- ⊕ Be able to recognize the warning signs and symptoms of a potentially dangerous relationship.
- ⊕ Understand that if aggression or violence exists in a relationship, it generally follows a pattern or cycle of occurrence.
- ⊕ Be able to distinguish between simply playful and potentially manipulative behaviors.
- ⊕ Understand that in a dangerous relationship, the use of control is the determining factor in how one person treats the other.
- ⊕ Be able to recognize that common, mutual respect is an essential foundation to any relationship.
- ⊕ Understand the difference between loyalty that is freely given and loyalty which is coerced.

# Program Summary

DANGEROUS RELATIONSHIPS opens with a group of students answering the question: What makes a relationship unhealthy? As one student puts it, "There's always a control factor." Another student responds, "Insecurity. People who need to have power over another person are insecure." Someone else says that "a relationship is like an addiction—it goes in much the same cycle as a drug." A young woman talks openly about her own experience in an unhealthy relationship. "I thought it was normal. I thought that any man I would be with would call me a slut."

Viewers are introduced to Matt and Tanya, a fictional couple whose relationship shows increasing signs of turning dangerous. In the first dramatic vignette, Matt is unhappy that Tanya has made plans to go shopping with her friend. He tries to pressure her into breaking her date in order to spend time with him. "Do it for us," he urges.

The students watching this dramatization identify Matt's remark as a typical manipulation tactic: he is insinuating that the future of their relationship depends on Tanya agreeing to do what he wants. As one student puts it, "If it's really love, going to the mall shouldn't be a problem or threat." Another student agrees, but acknowledges this paradox: "Even if behind the door he's treating you like a dog, it doesn't matter because for appearance's sake you look good." In other words, for many young women and men, the social stigma of not having a partner is worse than the private pain endured in a dangerous relationship.

# Program Summary

continued

Maggie Tidwell is educational coordinator of Denver's Project PAVE (Providing Alternatives to Violence Through Education). She discusses an important point about dangerous relationships: the power of this kind of personality. Sometimes, she explains, "we overlook just how exciting, charming, unpredictable and magnetic dangerous people can be." The unpredictability is part of the addiction: you grow accustomed to living life "with never a dull moment."

The video returns to a scene of Tanya discussing Matt with her friend Cammie, who tells her, "Tanya, he's a jerk." But Tanya only shrugs. "He's intense, that's all. You just don't understand him." When Cammie confronts her best friend with signs of Matt's physical abuse, Tanya becomes defensive. "He's good to me," she insists. "He buys me things, he takes me to nice restaurants. He loves me!"

At this point the students discuss the question: Can friends help one another avoid or resolve a dangerous relationship? The students are not certain that friends can do much while the relationship is blossoming. According to their own experiences, being involved in a relationship usually means that you are willing to believe your partner over anyone else. Interference from friends, no matter how well-intentioned, is often mistakenly seen as jealousy or competition. The result? You lose friends at a time when you need them most. The students all agree that it is vital for friends to be there for support after the relationship has ended.

# Program Summary

continued

The story of Matt and Tanya continues as we hear Cammie describe how Tanya has become, essentially, Matt's "possession." As Cammie puts it, "He drives her to school, at lunch they sit off at a table by themselves, he drives her home from school... He even makes her carry a beeper!"

This isolation phase is very typical of a dangerous relationship. This is the point where the controlling partner's treatment "makes you feel less than human." As one of the young women says, "The first time you get hit is the point where they have completely isolated you, and have taken you away from all the people who could possibly help you."

In the next segment, Tanya and Matt are having a romantic dinner when suddenly Matt begins to treat Tanya with disdain and growing fury. "What's wrong?" she keeps asking, but Matt doesn't bother to explain. He makes fun of her, imitates her, insults her friends. He even throws food at her before storming out of the restaurant, leaving Tanya behind, stunned and humiliated.

Viewers hear from Joseph Lorenzo, a detective with the New Orleans Police Department. He offers viewers a peek inside the mind of a typical abuser like Matt: "He perceives any disagreement as a threat to his control. If she disagrees, he thinks that she's trying to control him—and he is not going to stand for that. If it continues, he is going to do something to stop it. And that something is violence."

# Program Summary

continued

Tanya's friend Cammie is angry when she tells viewers how Matt smoothed over his behavior in the restaurant. He begged Tanya to forgive him, sent her flowers, and promised that it would never happen again. Cammie is solemn when she predicts, "It will happen again."

One student raises another important question: "Wouldn't most people have enough common sense to leave a relationship after someone has hit them?" Another student retorts, "Why should I have to control him? He's the one with the problem." The answer comes from another member of the group: "He's the problem, but he doesn't know it—you have to be the solution." Maggie Tidwell's remark leaves viewers with something to consider: that in her experience the girls who say "I would never put up with that stuff" are often the same ones who come back to say "I never thought it would happen to me." Why is it so hard to let go of an abusive relationship? Like Tanya, the victimized one often makes excuses for his or her partner's behavior. They present a false reality to themselves and to the people around them. "Just because he [she] hurts me doesn't mean he [she] doesn't love me."

At this point in the video, the students discuss the warning signs of a dangerous relationship. These include: using verbally-abusive language, competing for control, wanting to spend every minute together, losing one's temper easily, and showing anger through physical violence.

# Program Summary

continued

As the students discuss these warning signs, some helpful tips are offered for dealing with a dangerous relationship. For example: pay attention to how your partner acts with other people in his or her life; be aware of your own self-esteem, and whether it begins to diminish; always have a network of support, such as a friend, a parent, or sibling. If you have a friend who you suspect is in a dangerous relationship, don't give up even if your friend seems not to want your help.

Officer Lorenzo agrees with the student who calls an abusive relationship "the loneliest place in the world." As he says, "a lot of people don't even think of calling the police. But they need someone to talk to, someone who can help them get out of the relationship. If no one else, call a battered women's shelter." The point is clear: people enmeshed in dangerous relationships need help getting away.

As the video concludes, viewers also hear some excellent advice from people who have been there. These include:

- ⊕ You're the only one who can break yourself out of a dangerous relationship.
- ⊕ No matter what happens, you'll always still have yourself.
- ⊕ It's not love when someone is trying to control you.
- ⊕ Take care of yourself first. Always make the decisions that are best for you.

# NOTE TO THE TEACHER

## How to Use the Student Worksheets

The format of DANGEROUS RELATIONSHIPS is meant to offer you the greatest flexibility for use in your classroom. The video can be viewed in its entirety, or you may decide to return to it episodically, stopping the tape after each video class "session" in order to give your class an opportunity to continue talking about the issues raised by the students in the video.

Regardless of how you decide to present the videotaped material, we encourage you to spend time in class discussing the topic with students. Obviously, this is an open-ended subject with many facets: self-esteem, issues of control and abuse, mistaken assumptions about gender and the social pressure towards "couplehood."

Above all, students should spend time examining three simple points:

- ⊕ What do you consider to be the aspects of a healthy relationship?
- ⊕ What do you want to aim for in your own relationship?
- ⊕ What are you unwilling to accept in any relationship?

# Class Discussion Questions

The following questions will assist you in a classroom discussion of DANGEROUS RELATIONSHIPS. Be sure to remind students to answer without identifying any people in their class, family, or community.

1. Have you ever seen couples—at school, in a public place, or in your neighborhood—behave in a way that might fit the definition of “dangerous behavior?”
2. Have you ever tried to stop someone from being emotionally or physically hurtful to another person?
3. If you saw your friend being humiliated by his/her dating partner, would you say anything to your friend?
4. What does a healthy relationship look like on the outside and feel like on the inside?
5. Think about the dating relationships in which you have been involved. Was there ever any behavior that you can now recognize as fitting the description of “dangerous” behavior?
6. Did you ever question whether your dating partner was treating you with respect?
7. If so, what were some of your partner’s questionable behaviors?
8. Can you explain the motive behind those behaviors?
9. What was your response to the behavior?
10. What do you wish you would have done differently or better?
11. What does jealousy feel like?
12. What might be an underlying emotion behind jealousy?
13. Do you think there are effective ways to deal with jealousy?
14. Have you ever felt jealous of your dating partner?
15. Has your dating partner ever felt jealous of you?

# TEACHER'S SHEET for Research Project

Copy and distribute to students the Research Project worksheet on page 33.

This activity will provide your students with the chance to examine the subject of dangerous relationships from a legal, social or political perspective. It will also serve to remind them that the way we treat one another as individuals has repercussions throughout our society.

Your role is to make sure that your students have the necessary library skills to locate useful information. It may be helpful to arrange a library tour before they begin their Research Project.

If needed, you may suggest a general outline for the research project. For example:

1. Introduction: Define the problem
  - a) Whom and what does it affect?
2. Explanation: What is being done about the problem currently?
  - a) What agencies (judicial, educational, social, etc.) would like to help solve the problem?
  - b) What agencies or systems have been most instrumental in solving the problem?
3. Conclusion: What would you do differently to solve the problem?
  - a) What agencies, if any, would you ask for assistance in your attempt to solve the problem?

# TEACHER'S SHEET for Write a Letter

Copy and distribute to students the Write a Letter sheet on page 35.

This exercise is intended to provide a way for your students to establish closure on possible troubling events in their past. For example, if a student has hurt someone in the past and, for whatever reason, is unable to approach the person whom they hurt, this exercise could help them rethink the outcome of the event. They could write about making amends if that is appropriate. The same is true for students who have been hurt in their past. They can direct their written comments to the individuals who have hurt them, again without actual contact with the person.

You may need to emphasize whose feelings each individual student is responsible for creating. This could be a reminder to take responsibility for their own feelings.

Let the students read the instructions and then write their letters. Given the private nature of their writing, this assignment should be done voluntarily.

# TEACHER'S SHEET for Role Play Scenarios

The role-playing scenarios in this Teacher's Resource Book are situations in which your students could one day find themselves. Copy and distribute to your class the following sheets (pages 17-27):

Role Play 1: The Possessive Boyfriend

Role Play 2: The Domineering Girlfriend

Role Play 3: The Violent Quarrel

Role Play 4: A Game Gone Wrong

Role Play 5: Apologies Accepted?

Role Play 6: Beyond the Limit

1. Read the scenarios aloud to your students.
2. Select the appropriate number of actors for the scenario.
3. Let the actors perform the scenario.
4. We do not recommend that actual physical contact is made between role-playing students. Any references to violent and/or sexual action can be depicted verbally by role-playing students.

You may want to make recommendations for alternative actions and therefore different outcomes and allow the actors to re-act their scenario or select new actors so that they can have the opportunity to do their interpretation of the scenario.

A guided discussion should follow each role play exercise in order to answer any lingering questions. Each student should be given a chance to talk because broad participation is desired.

## As an extension to this activity:

Ask students to write an essay on their experience with the role play. Each role play sheet has a list of questions for students to answer.

# TEACHER'S SHEET for Personal Assessments

The Personal Assessment worksheets on pages 37 and 39 are intended to allow students to perform a personal inventory on themselves and to help them isolate any problems (real or potential) they may have in their dating relationships. If time permits, these worksheets provide an opening for classroom discussion on tolerable and intolerable behavior in a dating relationship.

These worksheets are intended to provoke thought in students—not to identify any individual as a potential victim or offender.

Copy and distribute to each student both sheets: Personal Assessment 1 and Personal Assessment 2. Please remember to tell students that these sheets are entirely private, for their own use only.

Explain to students:

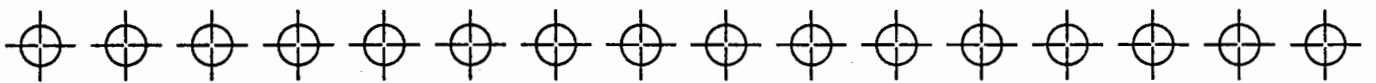
**When we are in a dating relationship, we often assume that feelings like happiness or love are the best yardsticks to determine if that relationship is healthy. With these worksheets, you can look at one behavior at a time and get a better idea of whether your opinions about your dating relationship—or your plans for any future dating relationship—are really positive and healthy.**

Scoring should be done privately by the students themselves. After the worksheets have been filled out, please explain to the class:

**The highest possible score on each Personal Assessment is 50 points. Scoring is done by adding up all the numbers on the right column of the Assessment sheet.**

**If your score totals 30 or more, take a look at any answers you marked with a 4 or 5. These might indicate aspects of your relationship that you need to think about. For instance, is your dating partner acting respectfully and appropriately towards you? Are your expectations of your partner fair?**

# Student Sheets



# Role Play 1: The Possessive Boyfriend

Last night you told your girlfriend that it pleases you when she wears shorts because you love looking at her legs. When you pick her up for your date tonight, you see that she is wearing shorts. She looks great. Together, you head out to a party at a friend's house.

The only problem is that all the other guys at the party won't stop staring at her. To top it off, she seems to enjoy all the attention. Throughout the evening you stick close to her and try to keep her from talking to other guys, but she keeps talking to everybody in sight. Finally, you make a rude remark to her.

When you drive her home, you decide to tell her how you feel about her wearing shorts to parties. But she is upset and doesn't want to listen to you. You both end up yelling at each other.

- ⊕ *What is your character afraid of?*
- ⊕ *How does each character feel?*
- ⊕ *What are we willing to show—or hide—about our own sexuality?*
- ⊕ *What do we expect others to show—or hide—about their sexuality?*
- ⊕ *What other endings could this scenario have?*
- ⊕ *What kind of conversation should these two characters have the next day?*

## Role Play 2: The Domineering Girlfriend

Your best friend is dating a girl who is almost two years older than he is. She's teaching him how to drive. Tonight she has agreed to let him drive her car on the way home from a movie. You are in the back seat, and she's in the front passenger seat. Your friend begins to drive the car out of the parking lot. You know that although he is nervous, he wants to impress his girlfriend.

Everything is fine until he gets to the first intersection. He turns a bit too fast, making the tires squeal. His girlfriend starts screaming at him. He gets flustered and starts driving really slowly. That makes her even angrier. She keeps calling him names. Finally, your friend freezes and stops the car in the middle of the road. Now they are both yelling at each other outside the car.

Meanwhile, you are in the back seat, not sure what to do. The girlfriend is so furious, she's swatting at him with her handbag. You don't understand why your friend is letting her attack him this way. What do you do?

- ⊕ *What is each character afraid of?*
- ⊕ *How does each character feel on the trip back home?*
- ⊕ *What could you have done during the fight?*
- ⊕ *Should you talk with your friend about the incident?*

## Role Play 3: The Violent Quarrel

You are walking home from school. About a block from your house, you see a girl you know sitting on a bench with a guy—her boyfriend, you suppose. You plan to say hello to her, but as you approach you can see that she is crying. You are confused, and figure the best thing to do is to keep walking. You try not to look at them as you walk closer. But just as you are a few steps away, her boyfriend slaps her in the face. (Remember, this is play acting.)

The sound of his hand slapping her face stops you in your tracks for a moment. You don't know what to do. You can't help looking again at the couple. The girl is staring at you angrily. She knows that you have seen what happened. You hurry past, embarrassed.

You decide to talk to her the next day. Her response to you is that you should stay out of her business and besides, they were only talking. You ask her about the slight hint of a bruise under her eye. Although you don't know her very well, you are concerned for her safety. How would you continue this dialogue?

- ⊕ Rewrite this scenario so that you call the police when you get home. How do you think the girl would respond to the police coming over to break up the argument between her and her boyfriend?
- ⊕ Would you have acted any differently if the girl hadn't seen you turning back to look?
- ⊕ What would you have done if she had asked you for help?

## Role Play 4: A Game Gone Wrong

Your best friend and her family are on vacation. Her parents have asked you to tend their garden while they're away. There are plants everywhere—rose bushes in the yard, marigolds on the porch, hanging baskets in all the bedrooms! The first day, you think about how great it is to have a house all to yourself. The only problem is, it's a little boring.

The next time, you invite your boyfriend along. While there, you both enjoy the freedom of having the house to yourselves. You and your boyfriend go up to your friend's bedroom to turn on some music. You start kissing on the bed, but then he starts to undress. (Remember this is play acting.) You tell him to put his shirt back on, but he just laughs. You insist that he cut it out. When you start to walk out of the room, he tries to grab your arms. It scares you. You break out of his hold and run from the house. Behind you, you can hear him cursing and screaming in a rage. When you get outside, you look up and see him at the window of your friend's bedroom, throwing all of her favorite music CDs and tapes down onto the patio.

You feel horrible because of what has happened, and because you are afraid to tell your friend about it. You feel that she will blame you for having invited him over in the first place. What do you do?

- ⊕ Write a response to this scenario discussing responsibility.
- ⊕ Could she have handled the situation differently when he began to undress?
- ⊕ What can she say to the boyfriend? To her friend?

## Role Play 5: Apologies Accepted?

You've been dating your boyfriend for almost three months. He's incredibly sweet, bringing you small gifts on a daily basis. He loves to spend time with you, and sometimes he even neglects his responsibilities just to be with you. Your friends all think he's perfect.

He has been under a lot of pressure lately. You know that he is failing algebra, and has a huge research paper due in his political science class. To top it off, yesterday the basketball coach threatened to kick him off the team if he doesn't make it to practice on time. On your date last night, you tried to encourage him to talk, but he didn't say much.

You decided the best thing to do was to distract him, so you went to the mall together. While there, he suddenly started acting really angry at you. "You're always bossing me around," he said. "You think you own me or something?" You didn't know what he was talking about.

His mood was no better during the walk home. In fact, when you tried to hold his hand, he pushed you away and called you some pretty rude names.

This morning he shows up with a bouquet of flowers to apologize for last night. What do you say to him?

- ⊕ Do you think these characters are involved in a dangerous relationship?
- ⊕ What kinds of future behavior should your character watch for?
- ⊕ What should the boyfriend tell his girlfriend, besides just saying that he's sorry?

## Role Play 6: Beyond the Limit

Your boyfriend just left. You are alone at your parents' house, terrified. Even without looking in the mirror you know that your face and neck are badly bruised. He's gone now, but you can still feel the way his fingers tightened around your throat. He would not let go! You were sure you were going to die.

He has hit you a few other times, but never like this. Never on the face where people would see the marks, and never with such a clear intention to hurt you. The first time it happened, you told yourself that he hit you because he'd been drinking. Another time you thought you deserved it because you said something sarcastic about his sister. You always figured he wouldn't hit you without a reason. You always figured you could behave yourself well enough to keep him from getting angry at you. But this time, you've done nothing to provoke him. And this time, you're not going to be able to keep it a secret.

You go into the bathroom to wash your face. You're afraid to look in the mirror. Soon your parents will be home. The thought of your mother and father seeing you like this is too scary. You have to calm yourself down. You have to think of an excuse to tell them.

Suddenly the phone rings. It might be him. Maybe he's calm now. Maybe he's sorry. Or maybe he's still out of control. What do you do?

- ⊕ *Is she being realistic about her relationship with her boyfriend?*
- ⊕ *How can she get out of this relationship? What are her options?*
- ⊕ *If you were her friend, what advice would you give her?*
- ⊕ *What does her boyfriend expect from her?*

# How Do We Define a Relationship?

Look up the word relationship in a dictionary. You will probably find a definition like this:

**re·la·tion·ship** (ri la' shun ship), *n.*

1. a connection, association, or involvement.
2. connection by blood or marriage.
3. an emotional or other connection between people.

Do you think this is adequate? Would you include dating in this definition? In the space below, write your own definition of a relationship.

---

---

---

---

---

Now write a definition of a healthy relationship.

---

---

---

---

---

Now write a definition of an unhealthy relationship.

---

---

---

---

---

# Charting a Dangerous Relationship

See if you can think of other examples to add to this chart.

## TAKING CONTROL CAN MEAN:

Giving orders  
 Being the boss  
 Making decisions for the two of you without consulting the other person  
 Being possessive, keeping track of where the other person is, who he/she talks to and what he/she does  
 Being constantly critical  
 Spreading rumors about him/her in order to control what others will think  
 Being spiteful when you don't get what you want  
 Not respecting his/her opinion on any subject  
 Thinking he/she is stupid, irrational or too sensitive  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## UNFAIR EXPECTATIONS ARE:

Thinking that he/she owes you sex  
 Believing he/she must agree with everything you say  
 Expecting to never be contradicted in public  
 Expecting him/her to be interested in everything that interests you  
 Thinking you don't need to be interested in what interests him/her  
 Expecting him/her to be available all the time  
 Seeing him/her as an object whose role is to please you, even sexually  
 Expecting all your bad moods to be tolerated  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## VIOLENCE CAN INCLUDE:

Hitting  
 Shoving  
 Pinching  
 Pushing  
 Throwing things  
 Kicking doors  
 Threatening to hurt him/her  
 Threatening to hurt his/her family  
 Destroying his/her personal property  
 Being cruel to his/her pets  
 Forcing him/her into sex  
 Keeping him/her in fear of you  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Adapted from "The Mathematics of Battering" worksheet in the MVP Playbook  
 The MVP Playbook is available from Mentors in Violence Prevention, Northeastern University, 360 Huntington Avenue, Suite 161CP, Boston, MA 02115 (617) 373-4025.

# Research Project

Choosing from one of the topics below, write a research paper in which you explore some of the broader social aspects of dangerous relationships. You may want to include some of these issues in your report:

- ⊕ How does one couple's trouble affect or influence our entire society?
- ⊕ What is our society prepared to do to help people enmeshed in such relationships?
- ⊕ Should laws be passed to protect those who are in dangerous relationships outside of marriage?
- ⊕ What legal options can a person pursue to ensure his/her safety before a relationship turns violent?
- ⊕ Whose duty is it to determine what is socially or legally acceptable within a private relationship?

## TOPIC OPTIONS:

### Alcohol and Relationship Abuse

- ⊕ Is there a connection between use of alcohol and episodes of violence toward a relationship partner?
- ⊕ What research has been done on the connection between alcohol and abuse?

### Physical Violence and the Law

- ⊕ What sort of laws protect dating partners from physical violence?
- ⊕ Do the laws differ for people who are dating versus people who are married? If so, in what ways?

### Stalking

- ⊕ How is stalking legally defined? How many states have passed laws against it?
- ⊕ Legally, what steps can be taken to keep a potentially dangerous person away?



# Personal Assessment 1

On a scale of 1-5, please indicate whether you would be comfortable with each of the following behaviors on a date or in a dating relationship.

1	2	3	4	5
extremely uncomfortable	very uncomfortable	slightly uncomfortable	comfortable	very comfortable

1. Your date compares your body (negatively) to other people's bodies. \_\_\_\_\_
2. Your dating partner makes you change your clothes before you go out with him/her. \_\_\_\_\_
3. Your dating partner uses his/her physical strength to overpower you in a tickling match. \_\_\_\_\_
4. Your dating partner demands that you stay home in order to answer a phone call from him/her. \_\_\_\_\_
5. You were late getting out of class and your dating partner had to wait 20 minutes for you, so he/she slapped your face to teach you a lesson. \_\_\_\_\_
6. Your dating partner saw you and a classmate talking, so he/she interrupts your conversation and pulls you away from your discussion. \_\_\_\_\_
7. You are having trouble remembering where City Hall is, so your dating partner makes fun of your lack of direction in front of his/her friends. \_\_\_\_\_
8. Your dating partner is going out with friends but insists that you stay home and not go out with your friends. \_\_\_\_\_
9. You find out that your dating partner bought a nice gift for an ex-boy/girlfriend, but didn't buy you anything. \_\_\_\_\_
10. Your dating partner insists that you two go out this Friday night to prove that you really love him/her. \_\_\_\_\_

# Personal Assessment 2

On a scale of 1-5, please indicate whether you would be comfortable doing each of the following behaviors in a dating relationship.

1	2	3	4	5
extremely uncomfortable	very uncomfortable	slightly uncomfortable	comfortable	very comfortable

1. You call your dating partner and demand to know what he/she did during the time that you weren't together. \_\_\_\_\_
2. You get mad when your dating partner is a few minutes late to meet you. \_\_\_\_\_
3. You call your dating partner on the telephone at least three times a day to find out what he/she is doing. \_\_\_\_\_
4. You get mad when your dating partner doesn't call you exactly when he/she gets home. \_\_\_\_\_
5. You and your dating partner disagree on where to eat tonight, so you start playing rough with him/her until he/she agrees to go to your selection of restaurant. \_\_\_\_\_
6. Your dating partner says he/she can't go out with you this Friday because he/she is going out with friends. You are very mad and threaten to get a new boy/girlfriend. \_\_\_\_\_
7. You and your dating partner are at a shopping mall. He/she wants to look at a store that doesn't interest you, so you grab his/her arm to make sure you stay together. \_\_\_\_\_
8. Your dating partner went out with friends and you put him/her down in front of everyone because he/she failed algebra. \_\_\_\_\_
9. You and your dating partner have made plans to go to a friend's pool party. You think his/her bathing suit is too sexy. You demand that he/she put on another bathing suit. \_\_\_\_\_
10. Your dating partner's family is going on vacation. He/she has the option of staying home with grandparents. You demand that he/she stay so that you can see each other. \_\_\_\_\_

# Personal Pledge

This is your chance to clearly describe your own goals in personal relationships. You can set your own boundaries and identify the behaviors you consider acceptable and unacceptable.

I, \_\_\_\_\_, pledge to never endure the following behaviors in my dating relationships:

---

---

---

because (give a reason for each behavior):

---

---

---

Furthermore, I will strive to include the following behaviors in my dating relationships:

---

---

---

because (give a reason for each behavior):

---

---

---

In my opinion, this is what a healthy dating relationship should be like:

---

---

---

---

---

---

---

---

## Resources

*Families Anonymous*  
P.O. Box 538  
Van Nuys, CA 91408  
(818) 989-7841

*National Self-Help Clearinghouse*  
25 West 43rd Street, Room 620  
New York, NY 10036  
(212) 642-2944

*Parents Anonymous*  
7120 Franklin Avenue  
Los Angeles, CA 90046  
(800) 421-0353

*Rape Education and Prevention Center*  
408 Ohio Union  
1739 High Street  
Columbus, OH 43210  
(614) 292-0479

*Women Against Rape*  
P.O. Box 02084  
Columbus, OH 43202  
crisis: (614) 221-4447  
office: (614) 291-9751

*Youth Counseling League*  
138 East 19th Street  
New York, NY 10003  
(212) 473-4300

# Suggested Reading List for Students

Levy, Barrie. "Abusive Teen Dating Relationships: An Emerging Issue for the '90s" in RESPONSE 1990, 13(1), 5.

Levy, Barrie (ed.). Dating Violence: Young Women in Danger. Seattle, WA: Seal Press, 1991.

Levy, Barrie. In Love and In Danger—A Teen's Guide to Breaking Free of Abusive Relationships. Seattle, WA: Seal Press, 1993.

Levy, Barrie. Skills for Violence-Free Relationships: Curriculum for Young People Ages 13-18. Seattle, WA: Seal Press, 1984.

McShane, Claudette. Warning! Dating May Be Hazardous to Your Health. Racine, WI: Mother Courage Press, 1988.

Silverstein, Herma. Date Abuse. Hillside, NJ: Enslow Publishers, Inc., 1994.

Sylvia (pseudonym). "Abusive Relationships: When Love Becomes a Prison" in Scholastic Choices 1985, 10(6), 16-19.

# Suggested Reading List for the Advanced Study of Dating Violence

Bugental, Daphne Blunt. "Communication in Abusive Relationships" in American Behavioral Scientist 1993, 36(3), 288-308.

Burke, Peter J., Jan E. Stets, and Maureen A. Pirog-Good. "Gender Identity, Self Esteem and Physical and Sexual Abuse in Dating Relationships" in Violence in Dating Relationships. New York: Praeger, 1989.

Dutton, Donald G. and Susan Painter. "Emotional Attachments in Abusive Relationships: A Test of Traumatic Bonding Theory" in Violence and Victims 1993, 8(2), 105-120.

Follingstad, Diane R., Larry L. Rutledge, Barbara J. Berg, Elizabeth S. Hause, and Darlene S. Polek. "The Role of Emotional Abuse in Physically Abusive Relationships" in Journal of Family Violence 1990, 5(2), 107-120.

Lloyd, Sally, James E. Koval, and Rodney M. Cate. "Conflict and Violence in Dating Relationships" in Violence in Dating Relationships. New York, NY: Praeger, 1989.

Moss, Vicki A. "Battered Women and the Myth of Masochism" in Journal of Psychosocial Nursing 1991, 29(7), 19-23.

Pirog-Good, Maureen A. and Jan E. Stets (eds.). Violence in Dating Relationships. New York, NY: Praeger, 1989.

## Suggested Reading List for the Advanced Study of Dating Violence

Rouse, Linda P. "College Students and the Legacy of Spouse Abuse" in New Directions for Student Services 1991, 54(sum), 51-62.

Sugarman, David B. and Gerald T. Hotaling. "Dating Violence: Prevalence, Context, and Risk Markers" in Violence in Dating Relationships. New York, NY: Praeger, 1989.

Walker, Lenore E. The Battered Woman. New York, NY: Harper & Row, 1979.