

**DEALING WITH TEEN
DATING ABUSE:**
Matters of Choice

DEALING WITH TEEN DATING ABUSE: MATTERS OF CHOICE

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The teen years are filled with all sorts of physical, emotional and social transformations. These changes can be exciting and positive, but they can also be risky. By the time they enter adolescence, most young people have plenty of experience with friendships, but they may not yet be prepared for intimate dating relationships. While many young people have clear ideas about how they should treat their friends, their “rules for dating” are usually not nearly as clarified.

Often these rules are shaped by the media as well as by the teens’ own concepts of gender, and by the examples they see around them. Even in the 21st century, harmful sexist clichés still linger. Many clichés exhort young men to be emotionally “tough”—*Real men take charge... Real men don’t cry... Real men are strong and dominant...* These messages place a burden upon young teens about how they should behave in their romantic relationships.

Although a review of the statistics about teen dating abuse can lead to certain contradictions about the precise number of youth affected, the data always points to the same conclusion: that teens are truly at great risk for dating abuse. According to one source, “While some researchers have asserted that as many as one-third of high school youths are currently experiencing physical and sexual violence in their dating relationships, several recent studies of high school dating violence have shown that between 14.5 percent and 24.4 percent of female adolescents, and 3.3 percent to 9.9 percent of male adolescents actually reported experiencing physical and/or sexual violence in their dating relationships.”¹

The Journal of American Medicine (JAMA) reported that “Adolescent girls reported experiencing high rates of physical and sexual violence from dating partners. Approximately one in five adolescent girls (18-20 percent) reported being physically and/or sexually hurt by a dating partner in two independent representative surveys of Massachusetts public high school students.”² The same report also indicated that “approximately 25 percent of adolescents have experienced physical and/or sexual dating violence.”³

The simple fact is, teenagers are the fastest growing population at risk for relationship abuse. Dating abuse can be defined as a *consistent* pattern of behavior in which one person in a dating relationship exerts power and control over his or her dating partner. Dating abuse can take the form of physical, sexual, verbal or emotional abuse. Physical abuse includes being hit, kicked, bitten, shoved and hit with thrown objects. Verbal abuse includes name-calling,

¹ The Prevention Researcher, vol. 7, no. 1, February 2000, p. 1. www.TPRonline.org

² “Dating Violence Against Adolescent Girls and Associated Substance Use, Unhealthy Weight Control, Sexual Risk Behavior, Pregnancy, and Suicidality” in the Journal of American Medicine, vol. 286, no. 5, August 2001, p. 576-577.

³ Ibid, p. 572.

verbal harassment, private and public humiliation and threatening harm. Emotional abuse includes stalking, imposing the “silent treatment” on a partner, controlling a partner’s choice of clothing, behavior, plans, and friends and much more. Sexual abuse includes being forced to have sex and or being touched in inappropriate places against one’s will. The number of teens who have endured verbal or emotional abuse is difficult to determine—since it is rarely reported officially—but it can be assumed that a vast number of both male and female teens have endured some form of verbal or emotional abuse in a dating relationship.

An abusive relationship is an issue for everyone—mothers, fathers, sisters, brothers, friends and classmates alike. Dating abuse crosses all religious, ethnic and economic lines. It occurs in relationships between males and females, as well as in same-sex relationships. According to a report issued by the U.S. Department of Justice, women account for 85 percent of the victims of intimate violence.⁴

Although most reported victims are female, we must remember that males may also be victimized by their dating partners. Indeed, if we consider the typical male reluctance to come forward with complaints of emotional abuse—or even physical abuse—from their girlfriends, it is likely that the balance between the genders would be less one-sided. Regardless of gender, inexperience is a relevant factor, since young men and women without much previous dating experience may not know what is and is not acceptable behavior in a dating relationship.

Dealing with Teen Dating Abuse: Matters of Choice is a dramatic teaching tool for any teen dating abuse prevention program. The video chronicles the story of Megan and her boyfriend Matthew. As their romance deepens, Matthew monopolizes Megan’s life, isolates her from her friends and activities, controls her clothing choices, criticizes her intelligence and eventually physically abuses her. At the same time, he repeatedly apologizes and proclaims his love. Every scenario is based on well-researched information received from professionals trained in dealing with relationship abuse and domestic violence, teens, psychotherapists, survivors of abusive dating relationships and their friends and relatives. This video and print package is an excellent resource for starting dialogue about the important issue of teen dating abuse.

⁴ Intimate Partner Violence, 1993-2001. Available at www.ojp.usdoj.gov/bjs/pub/pdf/ipv01.pdf

After watching the video *Dealing with Teen Dating Abuse: Matters of Choice* and participating in the class activities included in this Teacher's Resource Book, your students will be able to:

- Offer definitions and examples of abusive behavior
- Identify specific differences between a relationship that is healthy and one that is unhealthy for teens
- Recognize the early warning signs of an unhealthy relationship
- Understand that verbal and emotional abuse are just as dangerous as physical abuse
- Gain tips for helping friends who may find themselves enmeshed in an abusive dating relationship
- Recognize the cycle of violence that is typically present in abusive relationships
- Understand some of the reasons why a victim may remain in an abusive relationship
- Understand that the victim in an abusive relationship may not know how to extricate himself or herself
- Learn safety tips for freeing themselves (or a friend) from an abusive relationship
- Realize that violent or abusive relationships should be a concern to **everyone**—not only the people involved in the relationship

As the video begins, viewers meet Megan and Ana, two high school freshmen who have been best friends for years. Throughout the video, these teens appear in candid interviews. The girls explain that they've always hung out together and shared their dreams and plans for their future. Not long after entering high school, Ana started dating Rick. Megan admits that once Rick entered the picture, she felt self-conscious around her friend. "It wasn't so much that I felt jealous as just... what if I'm not cool enough or pretty enough to get a boyfriend?"

Soon Megan meets Matthew, a popular junior who invites her on a date. It doesn't take long for Megan's fears to be dispelled. "I can't tell you what it was like to have a boyfriend finally. It's like one day you're alone and worried about whether anyone would ever like you, and then suddenly you feel really important because this amazing guy wants to be with you." Megan's happiness is obvious; she grins as she tells the camera, "After two dates he told me he loved me, wanted to spend all his time with me... [And] I want to be with him all the time."

Matthew is also enthusiastic about the relationship: "My last girlfriend left me because she said I was too possessive, needed her too much. But that's history. Megan's just so sweet and I'm into that." Matthew briefly mentions how stressful his schoolwork and family life are, but then his thoughts return to Megan. "Megan makes me feel like none of that matters," he says.

The video follows Matthew and Megan's blooming relationship. Matthew wants to introduce his new girlfriend to his friends. He invites Megan to accompany him on Saturday afternoon to a band rehearsal, but she has other plans—she has promised to help Ana with some last-minute party preparations. Matthew is suddenly uncomfortable. "You didn't tell me she was having a party," he blurts out. "Why wouldn't you tell me? Were you planning to go without me? Meet somebody else?" Megan is surprised by Matthew's reaction. She grows defensive when Matthew says that Ana is a loser who is not worth Megan's time. The tense moment passes after Matthew apologizes and Megan offers to compromise.

Next, viewers hear from Ana. "I know how much Megan wanted to hook up with someone, so I'm happy she met Matthew. But it's like they're in their own little bubble." Megan brushes off the suggestion that her relationship with Matthew is too intense. "I don't think Ana understands what it's like to really be in love," she says. "Sometimes it seems like I have to pick between her and Matthew... and I hate that."

In the next scene, Matthew and Megan have arrived at Ana's party. Before they leave his car, Matthew asks, "Are you really going to wear that shirt?" He is worried that other guys will ogle Megan. "I bought [that shirt] for you to wear for me when we're alone. Not for you to parade around like some slut." When Megan objects, Matthew scowls, "Fine. If you're so determined to flirt with other guys, I'll find someone else, too."

At the party, Matthew ignores Megan and flirts with other girls. Although Megan tries to hide her dismay, Ana can see that her friend is upset. “Why is he doing that?” she asks. Megan tries to shrug it off. “We just had a fight.”

Later, Megan and Matthew are upstairs in a bedroom. Matthew tries to explain to Megan why he exploded earlier. “I’m sorry. I love you. I just blew my midterms. I can’t get anything right.” Megan is sympathetic and tries to comfort Matthew. As their embrace heats up, Matthew presses Megan onto the bed, whispering, “I want to have sex with you.” But Megan resists. “Not here, not in Ana’s house.” Despite her protests, Matthew continues to pressure Megan to have sex.

The next scene shows Megan and Matthew getting ready to leave the party. Once they are alone in the car, Matthew asks Megan, “What’s wrong?” as if nothing had happened inside. “That’s not how I wanted it to be!” she explodes. “Why did you push me to do that?” Matthew’s apology is passionate as he begs her not to leave him. Megan is torn: she feels betrayed by Matthew, and yet she also wants to pacify him.

Later, talking directly to the camera, Megan explains the aftermath of that night. “I wanted to have sex with him, but not like that. It made me feel so dirty. I didn’t want to tell Ana about what had happened... I didn’t want her to think badly of Matthew, didn’t want her to think that he would push me. So I started to avoid her.” Ana, too, recalls her reaction to that night. Megan, she says, “suddenly pulled away. It was like she always had an excuse. I felt like I was losing my best friend and I didn’t know what to do.”

As time passes, Megan and Matthew become more isolated. Megan describes how their relationship has evolved. “I saw how his Dad is on his case all the time, pressuring him, pushing. So I got it, you know? When Matthew started insulting me, asking me why I was so stupid, or why I never dressed right... it hurt my feelings, but I guess I also saw where it came from. I kept thinking if I just love him enough we’ll get through this together.” Megan admits that sometimes she wants to talk to Ana about the problems, but she “didn’t know where to start.”

Ana is confused by Megan’s distance. When she runs into Megan and Matthew at a video store, Ana confronts her friend. “Why don’t you return my calls?” Megan’s answer shows how totally consumed she is with her boyfriend. “Matthew’s just been having a hard time and he needs me a lot these days.” Ana is unconvinced, so Megan continues, “Things are going to change. He’s just going through a rough patch. Everything is going to be fine.”

Ana springs a surprise on Megan: an invitation to join Ana’s family on vacation in Puerto Rico this summer. Megan is delighted by the idea. The two friends hug and celebrate the idea of a vacation together. Then Megan notices that Matthew is exiting the store. “I gotta go,” she tells Ana reluctantly.

Later, Ana recalls, “It was like she was so different. So scared, so insecure, not like the Megan I knew.” In her videotaped interview, Megan admits that she really wanted to vacation with her best friend, despite her misgivings. “Just to be able to relax and hang out, not have to try and be anything. But I was scared to tell Matthew, scared that he would flip out.”

The video returns to the scene outside the store. Megan tells Matthew about Ana’s invitation. Matthew is clear: “I don’t want you to go.” Megan says, “You know I love you, but I want to be with my friends. I need to do some other things sometimes.” Matthew’s mood quickly turns violent. He screams, “I love you so much and you’re such a bitch to me!” Before Megan can respond, Matthew shoves her to the ground and drives off in his car.

Ana, who has witnessed the entire scene, rushes to help Megan. “You have to break up with him,” she tells her friend. But Megan won’t be swayed. “I’ll never find anyone as good as him,” she says. “You don’t know what it’s like when we’re alone.” Megan begs Ana not to interfere, or to tell Megan’s mother about the incident.

Just then, Matthew returns to the parking lot. He beckons to Megan from his car. “Don’t go to him,” Ana pleads. For an instant, Megan hesitates. But her mind is made up: her relationship with Matthew is more important to her than anything else. She walks away from Ana and joins Matthew once more.

The video draws to a close with a final set of interviews with Ana, Matthew and Megan. Matthew tries to explain himself: “I know I get too angry sometimes. I just lose it. But I didn’t mean to push her. I love Megan. I love her so much and she knows it. I’m going to make it up to her. She’s gonna see how much I love her.”

Next, the camera focuses on Ana, who expresses her concern for Megan. “I don’t know what to do. He seems totally out of control and I’m scared. I promised not to say anything and I’m not going to. I’m not going to betray our friendship, but I’m scared it’s going to happen again. I’m scared he’s going to really hurt her.”

Megan has the last word in this thought-provoking video. She tells the camera, “I never thought he would do that to me, but I don’t want to break up with him. He’s the best thing that ever happened to me. If I love him enough he’ll calm down. If I love him enough, he’ll let me see my friends because he’ll realize that no one could ever take me away from him.”

MATTERS OF GENDER

In 2003, the U.S. Department of Justice issued a report based on the National Crime Victimization Survey. This report indicated that women account for 85 percent of the victims of intimate violence⁵. Because of this fact, the editors have opted to use “she” when referring to the victim and “he” when referring to the abuser.

However, it would be a mistake to characterize males as always being the abusers in these relationships. In reality, young men can also find themselves victimized by an abusive dating partner. Dating abuse takes many forms; it can occur between same-sex couples as well as between heterosexual couples.

We encourage you to make sure your class understands that abuse of **any kind** in a personal relationship is unacceptable—whether the victim is male or female.

MATTERS OF CHOICES

One of the primary goals of this video and Teacher’s Resource Book is to get students thinking—and talking—about the choices that teens can make in their relationships. During class discussions, we encourage you to emphasize the theme of choices.

Choices made by the abuser

Choices made by the victim

Choices made by friends of the abuser or the victim

MATTERS OF FRIENDSHIP

According to one survey of adolescent dating violence, 61 percent of physically or sexually abused adolescents told a friend about the abuse they had suffered. Only six percent recounted the incident to a family member, and over 30 percent told no one at all.⁶

It is essential that any lesson plan about dating abuse make the point very dramatically that **FRIENDS CAN HELP EACH OTHER** in difficult times. We encourage you to distribute the following fact sheets to your students, and if time permits, to conduct several of the peer-oriented activities provided in this Teacher’s Resource Book.

Everyone’s Issue

Helping a Friend Who is Being Abused

Talking to a Friend Who is Being Abused

Helping a Friend Who is an Abuser

⁵ Intimate Partner Violence, 1993-2001. Available at www.ojp.usdoj.gov/bjs/pub/pdf/ipv01.pdf

⁶ The Prevention Researcher, vol. 7, no. 1, February 2000, p. 3. www.TPRonline.org

Not all teens in abusive relationships are easy to detect. In your class, it is possible that there are teens who are enmeshed in relationships like the one portrayed in the video. It is even more likely that many of your students know someone who has endured a relationship like the one between Megan and Matthew. These pointers are offered to help you make the most of the video and these print resources.

- 1. Create an atmosphere in which teens feel free to talk.**
Chances are that many teens cannot discuss this topic at home. If you express disbelief or shock, it may discourage your students from confiding in you.
- 2. Let your students know that any information shared with you will be kept in confidence if possible. Explain your school's policy on what must be reported.**
If one of your students is in immediate danger and you must make a report to the authorities, explain what you are doing, and what the teen can expect to happen.
- 3. Relay the message that abuse is never acceptable.**
No one deserves to be abused, and no one has the right to abuse another person.
- 4. Point out that abuse is much more than giving someone a black eye.**
Relationship abuse can include verbal, emotional or sexual abuse as well as physical abuse. In many cases, physical abuse occurs after the teen is deeply entrenched in the relationship and has already experienced verbal and/or emotional abuse.
- 5. Students have many choices.**
Even if they have witnessed violence—or been violent to others—in their past, they can still choose not to repeat this pattern in the future. Even if the student had previously chosen to stay in an abusive relationship, he/she can choose to get help to break up with his/her abuser.
- 6. Work out a safety plan with students.**
Offer crisis line information and let your students know what services are available to help them. Practice “what if” scenarios to help students avoid abusive situations and increase their safety if an incident were to occur. A *Teen Safety Plan* activity has been included in this Teacher’s Resource Book for your use (Activity 14).

Source: “Reaching and Teaching Teens to Stop Violence,” Nebraska Domestic Violence Sexual Assault Coalition

It's likely that, among any group of students, there will be victims, perpetrators and witnesses of abuse. Some students may feel ready to speak out. Others may not feel safe disclosing their personal experiences, yet they may give clues about their situation. They may talk about "a friend" who was victimized, or ask a question about a hypothetical situation. Others may appear visibly troubled yet remain silent, leave suddenly or linger after class. It is not uncommon for a student to blurt out something very revealing, and then say nothing for days. It is important for you to anticipate these situations and feel ready to address them.

Prior to presenting a lesson on the topic of dating abuse, be sure to list the names and phone numbers or community resources in a place where students can access them. These services may include a school guidance counselor, a domestic violence or sexual assault program, mental health agency, or a drug and alcohol center in your community.

Let students know when you have free time, and where they can find you. Also, allow them to write questions that you can answer privately (if they leave their names) or in front of the class (if the question is left anonymously). If you are not comfortable having students come to you, let them know who they can go to instead.

Consult your school policy on reporting dating abuse. Remind students that you are required by law to report any incident of suspected child abuse or neglect.

If a student discloses abuse to you, your role is to be supportive and provide resources.

B Believe

A Affirm

S Support

E Empower

R Refer

Source: "Reaching and Teaching Teens to Stop Violence," Nebraska Domestic Violence Sexual Assault Coalition

ONE FINAL WORD...

Often the last person you would ever suspect is being abused by someone they care about and love. Below are some signs you can look for in your students:

- Physical bruises or scars
- Significant changes in weight, style of dress or appearance
- Change in attitude—apathy, defensiveness, lack of participation
- Isolation from friends and activities
- Nervous or distracted appearance, extreme cautiousness

STUDENT ACTIVITIES

Name: _____

Pre/Post Test

1. TRUE or FALSE: Dating abuse can be defined as a consistent pattern of behavior in which one person in a dating relationship exerts power and control over his or her dating partner. _____
2. TRUE or FALSE: Dating abuse can only take the form of physical or sexual abuse. _____
3. TRUE or FALSE: Physical abuse includes being hit, kicked, bitten, shoved and hit with thrown objects. _____
4. TRUE or FALSE: Verbal abuse includes name-calling, threatening harm and private and public harassment. _____
5. TRUE or FALSE: Imposing the “silent treatment” or controlling a partner’s choice of clothing or friends is not considered emotional abuse. _____
6. TRUE or FALSE: Dating abuse crosses all religious, ethnic and economic lines. _____
7. TRUE or FALSE: Dating abuse only occurs in relationships between males and females, with the male being the abuser. _____
8. TRUE or FALSE: If your partner repeatedly apologizes and proclaims his/her love for you, you are not in an abusive relationship. _____
9. TRUE or FALSE: Violent and abusive relationships should only be a concern to the two people involved in the relationship. _____
10. TRUE or FALSE: If you love someone enough, eventually they will stop being abusive. _____

Name: _____

Answer Key

1. True
2. False
3. True
4. True
5. False
6. True
7. False
8. False
9. False
10. False

Depending upon the amount of class time available after watching the video, your teacher may engage your class in an open discussion about these questions, or you may be instructed to write your answers to the questions on a separate sheet of paper.

Questions about MATTHEW AND MEGAN’S RELATIONSHIP:

1. After just two dates, Matthew declares that he loves Megan. Is this realistic? Do you think that two people should commit to a long-term relationship so quickly? Explain.
2. At the end of the video, Megan says, “If I love him enough, he’ll calm down. If I love him enough, he’ll let me see my friends because he’ll realize that no one could ever take me away from him.” Can you ever love someone enough to make the person change? Explain.
3. Megan is nervous as she tells Matthew that Ana has invited her to spend some vacation time in Puerto Rico this summer. Do you think it’s okay to ask your romantic partner for “permission” to do things? Explain.
4. Can a relationship be healthy if one person is afraid of the other? Explain.
5. What are some signs that a relationship may not be healthy? Be specific.
6. At what point in Matthew and Megan’s story did you first start to notice warning signs that their relationship was not healthy?
7. Megan claims that things are just great when she and Matthew are alone. Do you believe her? If not, what do you think she’s really implying?

Questions about MATTHEW:

1. Matthew tells viewers that his last girlfriend left him because he was too possessive. What does it mean to be “too possessive” of a person? Use specific examples.
2. Can a relationship be healthy if one person is too possessive? Explain.
3. In what ways do you see Matthew trying to control Megan? Be specific.
4. What do you think of Matthew’s reaction to...
 - ...Megan’s choice of shirt for Ana’s party?
 - ...Megan’s desire to help Ana get ready for the party?
 - ...Megan’s plan to go to Puerto Rico with Ana’s family?
5. What do you think about the way Matthew puts down Megan and calls her names? Is this acceptable to you?
6. Why does Matthew keep apologizing?
7. Do you think Matthew will ever push Megan again?

This activity is continued on the next page.

Name: _____

Questions about MEGAN:

1. Identify some of Megan's personal strengths.
2. What happens to Megan and her personal strengths as her relationship with Matthew continues? Does she change? Explain.
3. Identify some of the things that Megan gives up in her relationship with Matthew. Explain whether or not you think her sacrifices are acceptable.
4. Why does Megan give in and have sex with Matthew?
5. Why does Megan defend Matthew to her friend Ana?
6. Why does Megan stay in this unhealthy relationship with Matthew? Why is she confused about what to do?
7. What do you think will happen if Megan stays with Matthew?

Questions about ANA:

1. Do you ever feel that you have to choose between your friends and your romantic partner? If so, how do you resolve the situation?
2. Was Ana right to confront Megan in the parking lot after Matthew pushed her? Explain.
3. When Megan tells her, "I knew you wouldn't understand," how can Ana respond?
4. What else could Ana do to help Megan?
5. Should Ana keep her promise not to tell anyone about the incident in the parking lot? Is it ever okay to betray a friend's confidence? Explain.
6. What is Ana's responsibility as a friend?

Name: _____

EARLY WARNING SIGNS

Abusive relationships often start out with what seems like a glorious amount of togetherness. Like in the video, the couple spends nearly all their time together. But this kind of bonding is not always healthy. Sometimes, what seems like love and devotion in a dating partner may really be jealousy, possessiveness and control—all early warning flags for relationship abuse.

Below are some remarks that a boyfriend or girlfriend might make. Write a checkmark “✓” next to the comments you think are okay in a healthy relationship, and write an “✗” mark next to the comments that you would not consider acceptable in a healthy relationship.

	✓ / ✗
“I can’t live without you.”	
“I’ve never been so happy in all my life.”	
“I don’t know what I’d do if you ever left me.”	
“I’ve never met anyone like you.”	
“Being with you is like a breath of fresh air.”	
“I can’t even breathe right when you’re not around.”	
“Why didn’t you return my call last night? Were you trying to avoid me?”	
“I missed hearing your voice last night.”	
“You look so great in that outfit. It’s my favorite.”	
“Make sure you wear outfit again when we go to Nico’s party, okay?”	
“I wish you wouldn’t do that.”	
“Do you have any clue how idiotic you look when you do that?”	

When you have finished assessing these statements, compare your answers with those of your classmates. Was there a general agreement about which statements could be viewed as warning signs? Did some people think differently from you? What does that tell you about how young people communicate?

For more information on warning signs of teen dating violence, please consult the *Warning Signs* fact sheet.

Name: _____

COERCE (v): To compel or force another person to comply or agree.

Dating abuse often starts out with small, subtle types of control. One common form is called “coercive control.” Coercive lines are remarks that are used to try to convince a person to do something they may not want to do. Some lines may sound like compliments but they are meant to cause a response that goes beyond making you feel good. For instance, when a person says, “You’re the only one who understands me,” they may really be saying, “I expect you to be on my side always.” There are many types of coercion. For instance:

Put downs:

I guess it’s true that you’re insecure.

Guilt trips:

But I gave up going out with my friends to spend time with you.

Persuasion:

You’re not leaving, are you? Just relax for a bit.

Blame:

Quit acting like such a baby.

Pressure:

If you really cared about me, you’d want to make me happy.

Blackmail:

If you don’t, I’ll find someone else who will.

Manipulation:

I want to marry you someday.

In the space below, describe incidents from the video you just saw in which Matthew used coercive language to control what Megan did, or how Megan felt. Be specific.

Name: _____

For this activity, you will need a copy of the *Warning Signs* fact sheet and the *Power and Control Wheel* fact sheet. Read through the information on the fact sheets and answer the questions below, which are based on the video you have just watched.

Which examples of power and control did Matthew exhibit? Be specific.

Remember that dating abuse is a repeated pattern of behavior. What kinds of abusive behavior did you see Matthew repeating in the video? Are there any abusive behaviors that you predict he will repeat in the future with Megan?

One of the key issues that you need to remember about dating abuse is that there are often early warning signs that shouldn't be ignored. In the space below, describe at least three warning signs that Megan failed to notice in the video.

After each abusive episode, Matthew apologizes to Megan. What effect do those apologies have on Megan? Do you think that in the future she will continue to respond the same way to Matthew's apologies?

Do you think that Megan was afraid of Matthew? If so, can you identify a specific moment (or moments) in the video when you noticed Megan's fear? Explain.

Name: _____

Read through the checklist of *Rights in a Dating Relationship* below. Think about whether you feel comfortable speaking up for your own rights. Are there any items on the checklist that you would not be able to demand from your romantic partner? If so, consider why you might feel shy or reluctant to expect this from another person. Remember, no one can take away your rights unless you allow it to happen.

MY RIGHTS in a dating relationship...

I have the right not to be abused—physically, emotionally or sexually.

I have the right to “fall out of love” with someone.

I have the right to live without threats of violence or revenge for my dating choices.

I have the right to have my own opinions and be able to express them.

I have the right to have my needs be as important as my partner’s needs.

I have the right to grow as an individual in my own way and not be criticized for it.

I have the right to suggest activities or to refuse to participate in activities I don’t enjoy.

I have the right NOT to accept responsibility for someone else’s behavior.

I have the right to change my mind.

I have the right to have my own friends and my own space separate from my partner.

I have the right to say “no” and to have my limits respected.

I have the right to refuse sex at any time, for any reason.

I have the right to tell my partner when I need affection.

I have the right to be respected and loved, and to live a peaceful life.

Adapted from the NJ Department of Community Affairs Division on Women
and from the Domestic Violence Advocacy Program of Family Resources, Inc.

Are there any additional rights that you think should be included on this list? Write them on the back of this sheet, or on a separate sheet of paper.

Name: _____

Read through the checklist of *Responsibilities in a Dating Relationship* below. Think about whether you would be comfortable committing yourself to each of the items on the list. Are there any statements that you would not be able to promise to yourself or your romantic partner? If so, consider why you might feel this way. Being in a dating relationship requires a degree of maturity and responsibility toward others. If you don't feel you are capable of taking responsibility for your own actions and decisions, you should seriously think about whether you are ready to be in a dating relationship.

MY RESPONSIBILITIES in a dating relationship...

It is my responsibility not to inflict physical, emotional, verbal or sexual abuse on my partner.

It is my responsibility to communicate clearly and honestly.

I cannot blame anyone but myself if I am abusive to another person.

It is my responsibility to determine my own limits, and stick to them.

Alcohol or drugs can never be used as an excuse for abusive behavior.

It is my responsibility to treat other people the same way I want to be treated.

I am responsible only for my own actions, not for my partner's actions.

It is my responsibility to get counseling for myself if I realize I am abusive.

It is my responsibility to find support and information from a reliable source if I am being abused.

It is my responsibility to respect the limits of others, and not violate their limits.

I will recognize and accept my own needs and honor them.

It is my responsibility to understand that my dating relationship is only one part of my total life.

I have the responsibility to check my actions and decisions, to determine whether they are good or bad for me.

I am entitled to set high goals for myself.

I am responsible for my own life.

Adapted from the NJ Department of Community Affairs Division on Women and from the Domestic Violence Advocacy Program of Family Resources, Inc.

Are there any additional responsibilities that you think should be included on this list? Write them on the back of this sheet, or on a separate sheet of paper.

Name: _____

Dating abuse, domestic violence and stalking are illegal across the United States. However, each state has the right to make its own specific laws. Your assignment is to research the appropriate laws in your state, and write a brief paper on your findings. You can gather information at your school or local library, as well as on the Internet. Use a *Resource Tracker* (Activity 8b) to collect information.

Your report should address these questions:

What are the laws in your state regarding domestic violence?

How is domestic violence defined in your state?

Is dating abuse among teens viewed the same as other types of relationship violence?

Does the domestic violence law require physical evidence of abuse before an arrest can be made?

What are the criminal penalties for someone convicted of domestic violence?

What are the laws in your state regarding stalking?

How is stalking defined in your state?

Does the stalking law protect teens as well as adults?

What are the criminal penalties for someone convicted of stalking?

According to your state's domestic violence laws, under what conditions can a person apply for a restraining order or a protective order?

NOTE: There are many excellent websites that can help you find out more about your state's laws and statutes. You can try looking in the "dot-gov" websites for your state. You can also find out more about your state's laws and resources for dating abuse here:

Institute for Law and Justice Website, located at www.ilj.org/dv/

Violence Against Women online resources website, located at www.vaw.umn.edu/

Another valuable resource for state-by-state legislation details is the Women's Law Initiative, located at www.WomensLaw.org.

The Stalking Resource Center of the National Center for Victims of Crime provides stalking-related state and federal statutes. Their website is located at www.ncvc.org/src/index.html.

Name: _____

This template for a dating contract was developed to help you identify what you want in your romantic relationships. Two people in a relationship can use this contract to understand what each person wants and where they disagree. Write your answers down on a separate sheet of paper. If you wish, you may compare answers with your friends or your romantic partner.

DATING

Should every weekend and evening be spent with your girl/boyfriend?

When you're together, who decides what to do and where to go?

What about expenses? Should the guy always be expected to pay?

If your partner always pays, are you obligated to go along with his or her sexual advances?

How much (if at all) do you want you or your partner to use alcohol or other drugs?

Is there any situation in which it would be okay for your dating partner to...

...tell you who to spend your time with?

...tell you what food you should or should not eat?

...tell you what clothing or makeup to wear?

...criticize you, your friends or your family?

...do things that frighten you?

...push you around?

...hit you?

SEXUAL RIGHTS

Is either partner free to say that they do or don't want to go any further sexually? At what point may either partner refuse to have sex?

OTHER RELATIONSHIPS

Are you or your boy/girlfriend free to make friendships with other people? If so, how will you deal with jealousy?

Is it okay for you or your girl/boyfriend to make friends with those of the opposite sex?

Do you include each other in those relationships?

PRIORITIES

What qualities are the most important to you in a boy/girlfriend?

What do you consider the most important ingredients in a relationship?

Source: www.rape101.com/handouts/relationship_contract.htm

Name: _____

Read the quotes below, which were spoken by characters in the video you just watched. Choose a single quote that you find the most compelling, and write a letter to the speaker. Imagine that you are a friend of the character. What advice or insight can you offer? Read the *Is Your Relationship Healthy?* fact sheet and the *Healthy Relationships Wheel* fact sheet before you compose your letter.

“It wasn’t so much that I felt jealous as just... what if I’m not cool enough or pretty enough to get a boyfriend?”

—*Megan*

“If I just love him enough, we’ll get through this together. If I love him enough, he’ll calm down. If I love him enough, he’ll let me see my friends because he’ll realize that no one could ever take me away from him.”

—*Megan*

“I didn’t want [Ana] to think badly of Matthew, because she doesn’t know what’s going on in his life. So I started to avoid her.”

—*Megan*

“Megan suddenly pulled away. It was like she always had an excuse. I felt like I was losing my best friend and I didn’t know what to do.”

—*Ana*

“You have to break up with him.”

—*Ana*

“I know I get too angry sometimes. I just lose it. But I didn’t mean to push her. I love Megan... and she knows how much I love her. I’m going to make it up to her.”

—*Matthew*

Name: _____

Very often, a teen in an abusive relationship doesn't know where to turn for help. Friends can play an important role in helping one another avoid or escape from abusive relationships. In fact, according to one survey, teens are more likely to tell a friend (61%) about their problems with an abusive dating partner than a parent (6%).

Before working on this activity, please make sure you have read these fact sheets:

Everyone's Issue
Helping a Friend Who is Being Abused
Talking to a Friend Who is Being Abused
Helping a Friend Who is an Abuser

In teams of three students, develop your own role-play in which you have to figure out what to do to help a friend who appears to be trapped in an abusive dating relationship. One student should play the friend, one student should play the victim, and the third student should play the abuser. NOTE: You should all have at least one turn at playing the role of the friend.

There are many paths your role play can take: your friend might ask you for help directly, she/he may be reluctant to provide you with details, or your friend might even deny that there's a problem in the relationship. The abuser might be female and the male might be the victim. There are no rules about how you set up your role-play. The key point is that you should use this exercise to demonstrate positive ways of helping someone.

If you are playing the role of the friend, you should consider these questions while preparing your role-play:

- How will you respond to your friend?
- What is your responsibility to your friend? To yourself?
- What questions will you ask your friend?
- If your friend denies the abuse, how will you react?
- Will you talk to the abuser directly?
- Who else will you involve in this?
- Will you talk to the victim's parents? To the abuser's parents?
- Will you accompany the victim to get outside support?

After your team has performed a series of role-plays (with each student having a chance to be the friend), get together with the rest of your classmates and discuss what you noticed. What was the hardest part about the role-play? How much help did you provide as a friend?

Name: _____

For this activity, you will need a copy of the *Cycle of Violence* fact sheet. The Cycle of Violence is a pattern of behavior which keeps victims and abusers locked into their troubled relationship. It's essential to understand this cycle in order to prevent it from occurring in your own life. The cycle consists of three basic stages:

- I Tension-Building Stage
- II Acute or Abusive Stage
- III "Honeymoon" Stage

As the cycle repeats itself, the victim's behavior starts to change, and he/she often begins to make excuses for the abuse, such as "If I only would... then she wouldn't get so angry," or "If I only would... then he wouldn't hurt me." The victim starts to believe that the abuse is his/her fault, and begins to assume that it is his/her responsibility to behave in a way that will not anger the abuser and cause a new cycle of violence.

Your teacher will ask one student to read aloud the poem "David Brings Me Flowers" on the next page. After hearing the poem, answer the following questions on a separate sheet of paper. Be prepared to discuss your opinions with your class.

1. At what stage of the cycle are they in at Line 1?
2. At what stage of the cycle are they in at Line 7?
3. At what stage of the cycle are they in at Lines 8-9?
4. At what stage of the cycle are they in at Line 16?
5. What else do you think David tells the speaker besides saying that he's sorry?
6. What emotions do you think the speaker is feeling at line 15?
7. Why can't the speaker get out of the relationship? What does she want to end: the relationship or the abuse?
8. What do the flowers symbolize in this poem?
9. Do you think that David has been abusive to the speaker in other ways besides physical violence? What other types of abuse might the speaker have suffered?
10. Is the speaker in danger? What should she do?
11. Are her friends helping the speaker deal with the relationship? What could they do?
12. Is this a unique situation? Have you known people in similar situations?

This activity is continued on the next page.

Name: _____

DAVID BRINGS ME FLOWERS

1. David brings me flowers.
2. And tells me he loves me.
3. And I want to believe him.
4. My friends say I'm stupid.
5. But they don't know David.
6. David brings me flowers.
7. And tells me he's sorry.
8. When he loses his temper.
9. And accidentally hits me.
10. My friends say I'm stupid.
11. But they don't know David.
12. David hit me last night.
13. And I thought he wouldn't stop.
14. It all seems like a blur.
15. And my friends, they were right.
16. But David brings me flowers.

Note: The relationship described in this poem was taken from an actual account of teen dating violence.

Source: "In Touch With Teens: A Relationship Violence Prevention Curriculum,"
Los Angeles Commission on Assaults Against Women (LACAAW)

Name: _____

This activity is private. No one will see your answers.

The following steps are my plan for increasing my safety and preparing for the possibility of further abuse. Although I can't control my abuser's violence, I do have a choice about how I respond and how I get to safety.

To increase my safety, I can do (all or some of) the following:

1. When I have to talk to my abuser in person, I can _____

2. When I talk to my abuser on the phone, I can _____

3. When I talk to my abuser online (email, instant messaging), I can _____

4. I will invent a "code word" for my family, teachers or friends, so they will know when to call for help for me. My code word is _____ .
5. When I feel that abuse might occur, I will move to a place that has a reduced risk of getting hurt, such as _____
or _____ .
6. I have the right to be safe when I am out with my friends.
7. I can ask my parents or other family members to screen my calls and visitors. I have the right to not receive harassing phone calls or e-mails.
8. If I don't have a cell phone, I can keep change for phone calls with me at all times, or I can borrow someone else's cell phone to make a call. I can call any of the following people for a ride if I need to:

9. If I have ended the relationship, I can tell the following people and ask them to call the police if they see my abuser bothering me.

Teacher: _____
Friend: _____
Relative: _____
Other: _____

This activity is continued on the next page.

Name: _____

10. If I feel down, I can talk to sources of support such as friends, neighbors, a teacher, youth minister or crisis hotline. The people and numbers I can call include these:

11. Other things I can do to make myself feel better include these actions:

I will decide for myself if and when I will tell others that I have been abused, or that I am still at risk of being abused. My friends, family and school personnel can help protect me if they know what is happening and how they can help.

1. I can tell my teacher or friends about my situation. I feel comfortable telling:

2. I can ask these people to help me screen my phone calls and e-mails at school or home.

3. When leaving school, I can _____

4. If problems occur when walking, driving or riding home, I can _____

5. If I use the school bus or public transportation, I can _____

6. I can take a different route or change the time I leave school if I think that my abuser will follow me.
7. I can also do these things: _____

Adapted from "Personalized Safety Plan," Office of the City Attorney, City of San Diego, CA

FACT SHEETS

Name: _____

IS YOUR RELATIONSHIP HEALTHY?

Here are some things to look for in a healthy relationship:

- You consider your partner a friend.
- You have fun with your partner.
- Your partner asks for your opinions and thoughts.
- Your partner has good relationships with family and other friends.
- Your partner is a good listener.
- You act like yourself when you are with your partner.
- Your partner has other interests besides you.
- Your partner gives you respect.
- You give your partner respect.
- You and your partner work through your problems together.
- You feel that you could end the relationship if you are not happy.
- You feel good and unafraid when you get together with your partner.

These are some of the signs of an unhealthy relationship:

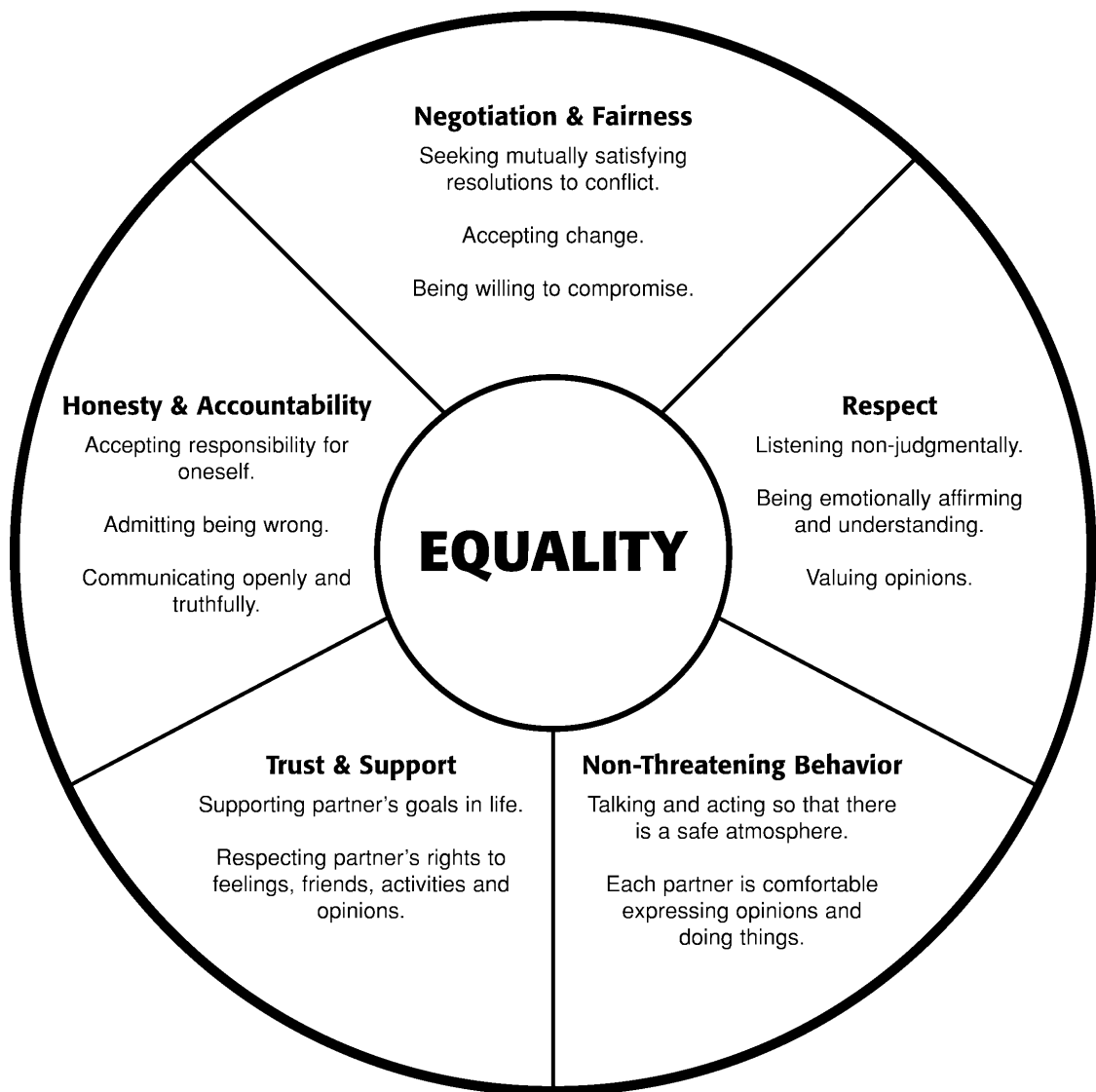
- Your partner gets angry or hurts you if you don't pay enough attention to him/her.
- Your partner calls you repeatedly to check up on where you've been or what you've been doing and expects you to explain where you've been every time you are apart.
- Your partner is jealous of your friends and/or your family.
- You have seen your partner throw, hit or break things or abuse animals with he/she is angry.
- Your partner frequently makes you feel bad about yourself.
- Your partner uses drugs or alcohol and becomes abusive.
- Your partner has been or has threatened to be physically abusive to you.
- Your partner has become too serious too quickly.
- Your partner pressures you into sexual activity.
- Your partner treats you differently when other people are around than when you are alone together.

Source: www.free-to-soar.org/relationshiphealty.htm

Name: _____

A healthy relationship should be centered around equality, and should demonstrate a positive balance of mutual respect, trust, support, fairness, honesty and consistent behavior that encourages safe participation from both partners.

HEALTHY RELATIONSHIP



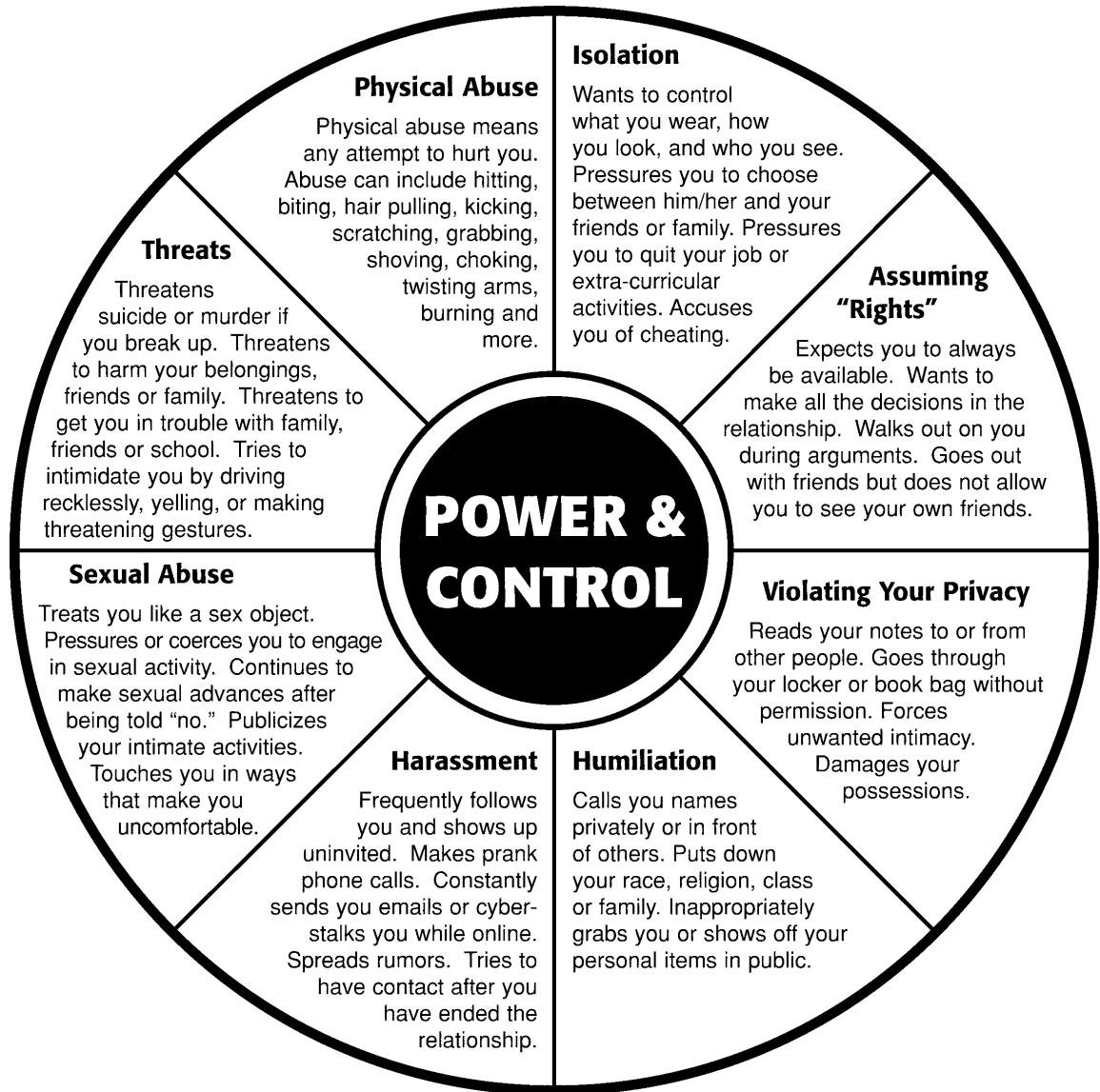
Name: _____

These are some of the warning signs of teen dating abuse:

- Your partner has a history of bad relationships.
- Your partner blames others for his or her problems.
- Your partner gets serious too quickly—is too quick to say “I love you.”
- Your partner believes himself or herself to be superior to you. Does not take your opinions seriously or treat you as an equal.
- Your partner has unpredictable mood swings—you worry about how he or she will react.
- Your partner is jealous and possessive—checks up on you, wants to know where you are at all times.
- Your partner faults you when he or she mistreats you—says that you provoked the reaction, or “pushed my buttons.”
- You find yourself making excuses for your partner’s behavior.
- Your partner is controlling—is bossy, makes all of the decisions.
- Your partner uses guilt trips—says “If you loved me...” or “I need you so much.”
- Your partner isolates you from your family and friends.
- Your family or friends warn you about the person, or have told you they are concerned about your safety.
- Your partner uses drugs or alcohol as an excuse for being abusive.
- Your partner pressures you for sex.
- Your partner is scary—threatens you, or makes suicide threats.
- Your partner is violent—intimidates you with threats of physical harm to you or others.
- Your partner always apologizes for abusive behavior—says “I promise I’ll never do it again.”

Source: NCJW, Essex County Section, Inc. 2004

POWER AND CONTROL IN AN ABUSIVE TEEN DATING RELATIONSHIP



This version of the Power and Control Wheel has been adapted from the original model developed by the Domestic Abuse Intervention Project 202 East Superior Street, Duluth, MN 55802

Stage I: Tension-Building

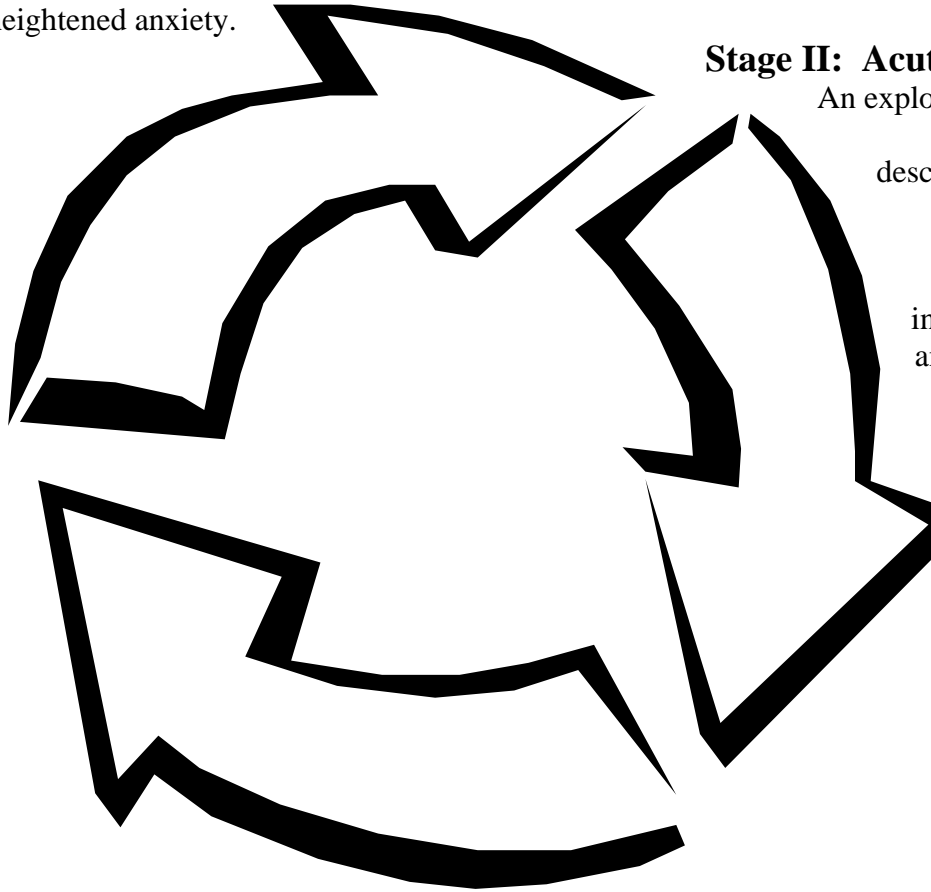
Victim feels as though she/he is “walking on eggshells” or “waiting for the other shoe to drop.” Partner is edgy, moody, easily agitated, unpredictable.

There is an air of heightened anxiety.

Stage II: Acute or Abusive

An explosion or eruption of the tension described in Stage I.

This is the most violent stage: concentrated, intense emotional and verbal abuse, as well as the possibility of physical abuse.



Stage III: “Honeymoon”

Partner says, “I’m sorry, I’ll never do it again.” Partner blames victim for his/her actions with “If you wouldn’t... then I wouldn’t get angry.” Partner wants to make up with romance, flowers and sex. Victim experiences many feelings, from anger to love to confusion. The victim believes the abusive partner, and the cycle continues.

Source: “In Touch With Teens: A Relationship Violence Prevention Curriculum,”
Los Angeles Commission on Assaults Against Women (LACAAW)

Name: _____

When witnessing an abusive situation, it's easy to think, "What can an outsider do?" or "It's not my business." But helping a friend in an abusive relationship is EVERYONE'S obligation. The attitude of "There's nothing I can do" is one reason why relationship violence continues to grow. The tips below are effective places to start. These are some small, yet effective ways to help:

Call the abusive behavior what it is. Don't put up with it.

Tell your friend that there's a difference between being abusive and having a bad day. You can send a powerful message by telling your friend to just stop it.

Don't laugh at jokes about other people's partners.

Even if it's a friend making the jokes, it reinforces the abuser. Not going along with the joke sends a signal that putting down a partner is not okay.

Be there for your friends.

Let your friends know you are available, especially when they have problems.

Pay attention to your friends' relationships.

Making sure your friends are safe is not the same as being nosy.

Know your resources.

Identify a trusted adult you can turn to if anyone you know is in trouble.

Approach this as a shared issue.

Either a male or a female can be the victim of abuse. Either can be the abuser. Both can serve as good role models for each other.

Analyze your own actions, language and beliefs.

Try to understand how your own attitudes and words might allow violence. Some popular expressions—like calling a sleeveless t-shirt a "wife beater"—add to the problem. If you are not comfortable pointing this out to others, lead by example and remove abusive words from your own vocabulary.

Support others working to end violence.

Attend events and/or volunteer. It doesn't take much to be an activist—it just means spending a small amount of your time supporting a cause that you care about.

Be an example for those younger than you.

Show that you care about the issues, and they will care too. If they learn about the issues early, they will be better prepared in the future.

Sources: www.seeitandstopit.org/getorg/individual.html
and
www.seeitandstopit.org/getorg/friends.html

Name: _____

**HELPING A FRIEND
WHO IS BEING ABUSED**

It can be confusing to care about a friend in an unhealthy relationship. There may be mixed messages that you can't figure out. Your friend might be feeling so isolated from you that she/he can't ask for help. Or your friend may not be ready to talk yet. No matter what, remember that the most important way to help a friend is to be available and not get discouraged. If you have a friend who is in an abusive dating relationship, you can help.

DO:

Do offer your friendship and support.

Help your friend to feel good about him/herself. Talk about your friend's strengths. As your friend rebuilds confidence, it becomes easier to visualize getting out of the relationship. Invite your friend to join you in activities.

Do be clear that you are there to listen, and not to judge.

There is an important balance between expressing concern and telling someone what to do. Encourage your friend to express his/her feelings and make decisions.

Do tell your friend it's not his/her fault.

Stress that he/she does not deserve the abuse and that abuse is NEVER acceptable. Remind your friend often that you are there for support.

Do accept what your friend tells you.

Skepticism will drive your friend away. Trust is very important at this time.

Do identify the unhealthy behaviors.

Keep track of things you have noticed about the relationship and the abuser. Identify the changes you have seen in your friend.

Do recognize that it's a scary topic.

It's difficult to talk about dating violence. Be prepared with good information.

Do help your friend build a support system.

A wide-reaching support system includes parents, teachers, counselors, and other friends. A safety plan is a good place to start.

DON'T:

Don't spread gossip.

Gossip can put a victim in danger if it gets back to the abuser, so think before you speak. Your friend has taken a big step in coming to you—it is critical that he/she can trust you with confidential information.

Don't blame your friend for the abuse.

The victim should never feel as though the abuse is his/her fault.

Don't rush your friend into action.

Leaving an abusive situation usually takes time and isn't something to rush. Don't force your friend do something he/she may feel uncomfortable doing. Remember, your friend is being pulled in many directions. Be there and be patient so the victim can emerge from the problem at his/her own pace.

Don't make the decision for him/her.

The victim needs to make his/her own decisions. It's okay to be persuasive, but don't try to coerce your friend into doing what you think is best. Don't try to end the relationship for him/her.

Don't criticize your friend or his/her partner.

Even if you disagree with your friend's choices, keep your criticism to yourself. Criticism may isolate your friend even more by making him/her feel that no one approves.

Don't put yourself at risk.

Helping your friend is important but you must remember that you cannot rescue your friend. Don't neglect your own life to take care of others.

Source: www.seeitandstopit.org/stopit/helpvictim.html

Name: _____

**TALKING TO A FRIEND
WHO IS BEING ABUSED**

It's not always easy to know what to say to someone in a difficult situation. These tips can help you find the right words to express your concern for a friend in an abusive relationship.

DO SAY:

I see the way your boyfriend/girlfriend pushes (grabs, hits, etc.) you. I'm worried about you.

I'm worried about you because... (describe something specific that you saw or heard).

I see the way your boyfriend/girlfriend treats you (or talks to you). You deserve better than this.

You seem upset. Are you okay?

This is not your fault.

What can I do to help you?

If you need me, I am here for you.

I miss you.

I'm glad you told me what's going on.

I'll go with you if you want to talk to someone (parent, teacher, counselor, etc.)

If you stay, things will only get worse.

Just in case, let me help you make a safety plan.

DON'T SAY:

You have to break up with him/her!

I give up on you.

It's either him/her or me.

Why don't you just break up already?

He/she has complete control over you.

What do you do to make him/her treat you like that?

I can't believe what you're telling me.

I am sick of hearing your complaints. If you aren't going to break up with him/her, then I don't want to hear about it.

Source: NCJW, Essex County Section, Inc. 2004

Name: _____

**HELPING A FRIEND
WHO IS AN ABUSER**

What can you do if you have a friend who is abusive to his or her dating partner? There are ways you can help your friend recognize that abusive behavior is never okay. You may be worried that you'll lose your friend if you protest against his or her acts. But think of this: **it takes courage to stand up to a friend who is abusive, but silence will never end violence.** If you overlook a friend's abusive behavior, he or she may assume that abusive behavior is okay or normal. Someone who is abusive to a dating partner will likely continue to be abusive unless he or she gets help. Here are some pointers for talking to a friend about his or her abusive behavior:

DO:

Do talk about your friend's actions.

Talk about your concerns and refuse to accept any excuses. Be clear that you are still a friend, but you disapprove of the behavior. Describe the specific behavior that you observed or heard.

Do tell your friend that there is a difference between feelings and actions.

Anger and violence are not the same. Talk about non-violent ways to handle anger.

Be there, listen, and stay there.

You may feel like a broken record but you'll be surprised at how much of what you are saying is getting through.

Do help your friend to understand that abuse is always a CHOICE.

There is no excuse for abuse and violence. We are all responsible for our own actions, even when we feel angry, jealous or insecure. A person who is abusive *chooses* to be abusive and is the only one responsible for that choice.

Give him/her a reality check.

Remind him/her that using violence is a crime, and could result in your friend's arrest.

Do encourage him/her to talk to a counselor.

Help your friend to find outside resources such as a guidance counselor or a crisis help line. Go along if that's what it takes.

DON'T:

Don't be taken in by excuses.

Abusive people often try to blame their behavior on others, saying they were "provoked." But abuse is never okay. Not because of a bad day or because someone was drunk.

Don't get stuck in the middle.

Don't be a mediator or offer to be a "go between" for the couple. You are there to help your friend bring about changes in behavior.

Don't cut off your friend.

Reject the behavior, not the person. Be clear about this. Explain that the abusive actions are bad, even if he/she is not a bad person.

Don't encourage abuse.

Laughing at degrading jokes or put-downs signals acceptance of the behavior.

Don't put yourself at risk.

Helping your friend is important but remember that you cannot rescue him/her. You can't neglect your own life to take care of your friend.

Don't assume that abuse is only physical.

Remember that abuse can be verbal and emotional—whether it is yelling, name calling, put-downs, criticizing, making jealous accusations or being possessive.

Don't threaten your friend with violence.

This will only reinforce his/her belief that violence is a way of solving problems.

Sources: www.seeitandstopit.org/stopit/helpabuser.html and www.free-to-soar.org/helpafriendabuser.htm

Name: _____

Everybody has the right to be in a safe and healthy relationship. If you or someone you know is being abused in a dating relationship, talk to someone you trust or call a hotline to help you think through your options.

Here is a list of toll-free hotlines you can call anywhere, any time:

Dial “911” or your local law enforcement agency if you or someone else has been hurt or is in immediate danger. Physical and sexual abuse are against the law—whether you’re dating, living together or married.

Want to talk to someone about your relationship? The National Domestic Violence Hotline at (800) 799-SAFE or (800) 787-3224 (TDD) provides bilingual telephone counselors who will listen, help you clarify your thoughts and feelings, and give you information and referrals to services in your area. (www.ndvh.org)

Break the Cycle (www.break-the-cycle.org) is striving to end domestic violence by working proactively with youth. Break the Cycle provides young people, ages 12 to 22, with preventive education, free legal services, advocacy and support. There are four regional offices:

Los Angeles area	(888) 988-TEEN
New York area	(800) 214-4150
San Francisco area	(800) 246-9410
Washington DC area	(800) 258-8840

The Community Overcoming Relationship Abuse (CORA) program offers a 24-hour hotline where you can talk to counselors about your relationship. (800) 300-1080.

The National Runaway Switchboard (800) 621-4000 offers crisis intervention, message relay and conference calling to parents, and referrals to shelters and other services in your area. Telephone counselors will help you develop a plan of action so that you can stay safe. (www.nrscrisisline.org)

Name: _____

American Psychological Association: Love Doesn't Have to Hurt
www.apa.org/pi/pii/teen/

Break the Cycle
www.break-the-cycle.org

Free to Soar
www.free-to-soar.org/forteenonly.htm

Institute for Law and Justice website
www.ilj.org/dv/

Jersey Battered Women's Service, Inc.
www.JBWS.org

Love is Not Abuse
www.loveisnotabuse.com

National Center for Injury Prevention and Control: Dating Violence Fact Sheet
www.cdc.gov/ncipc/factsheets/datviol.htm

National Coalition Against Domestic Violence
www.ncadv.org

National Crime Prevention Council Online Resource Center
www.ncpc.org

Rape, Abuse and Incest National Network (RAINN)
www.rainn.org

Resources and Education for Stopping Rape
www.rape101.com

Safe Place
www.austin-safeplace.org

See It and Stop It
www.seeitandstopit.org

Stalking Resource Center of the National Center for Victims of Crime
www.ncvc.org/src/index.html

Violence Against Women online resources website
www.vaw.umn.edu/

When Love Hurts
www.dvirc.org.au/whenlove

Women's Law Initiative
www.WomensLaw.org

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American Association of University Women
www.aauw.org

Center for the Prevention of Sexual and Domestic Violence
www.cpsdv.org

Education Wife Assault (Canada) (416) 968-3422
www.womanabuseprevention.com

Family Violence Prevention Fund
www.fvpf.org

National Center for Disease Control and Prevention
www.cdc.gov

National Coalition Against Domestic Violence
www.ncadv.org

National Gay/Lesbian/Straight Education Network (GLSEN)
www.glsen.org

National Organization for Women
www.now.org/index.html

National Resource Center on Domestic Violence (800) 537-2238, (800) 553-2508 (TDD)

National Violence Against Women Prevention Research Center
www.vawprevention.org

Teen Relationships Website with chat room
www.teenrelationships.org

U.S. Department of Agriculture State-by-State Domestic Violence Coalitions
<http://www.usda.gov/da/shmd/state.htm>

U.S. Department of Justice, Office of Justice Programs, Violence Against Women Office
www.ojp.usdoj.gov/vawo/

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NON-FICTION FOR YOUTH AND YOUNG ADULTS

Abner, Allison, and Vallarosa, Linda. Finding Our Way: The Teen Girl's Survival Guide. New York, NY: Harper Perennial, 1996.

Bass, Ellen, and Kaufman, Kate. Free Your Mind: The Book for Gay, Lesbian, and Bisexual Youth and their Allies. New York, NY: Harper Collins, 1996.

Bateman, Py and Mahonely, Bill. Macho: Is That What I Really Want? Briarcliff Manor, NY: Youth Education Systems, 1989.

Dee, Catherine. The Girls' Guide to Life: How to Take Charge of the Issues That Affect You. New York, NY: Little, Brown & Company, 1997.

Feed Your Head: Some Excellent Stuff on Being Yourself. Center City, MN: Hazelden, 1991.

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Levy, Barrie. In Love and in Danger: A Teen's Guide to Breaking Free of Abusive Relationships (2nd edition). Seattle, WA: Seal Press, 1998.

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What You Need to Know About Dating Violence: A Teen's Handbook. New York, NY: Liz Claiborne, 2000. (800-449-STOP or www.loveisnotabuse.com/home.asp)

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Miklowitz, Gloria. Past Forgiving. New York, NY: Simon & Schuster, 1995.

Wartski, Maureen. If You Leave Me. New York, NY: Fawcett Books, 1997.

OTHER GUIDANCE PROGRAMS
FROM HUMAN RELATIONS MEDIA

<i>No Name-Calling: Creating Safe Environments</i>	Video/print or DVD/print
<i>Bullying: You Don't Have to Take It Anymore</i>	Video/print or DVD/print
<i>Curriculum in a Box: Middle School Confidential</i>	video/print curriculum
<i>Dealing with Anger</i>	video/print
<i>Bad Friendships: Doing More Harm Than Good</i>	video/print
<i>Dealing with Differences: Lesbian, Straight & Gay Issues</i>	video/print
<i>Solving Conflicts with Teachers, Parents and Peers</i>	video/print
<i>STARsteps: Conflict Resolution Strategies for Students</i>	Video/print or DVD/print
<i>Tolerance: Responding to Differences</i>	Video/print or DVD/print
<i>What's Cool? The Popularity Game</i>	video/print
<i>Walk This Way: Exploring Tolerance</i>	video/print

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