



STATE OF MICHIGAN
 DEPARTMENT OF HUMAN SERVICES
 LANSING



JENNIFER M. GRANHOLM
 GOVERNOR

MARIANNE UDOW
 DIRECTOR

Dear Educator,

We are pleased to provide you with the enclosed Youth Education Packet, “Dating Violence, It is a Big Deal”. You will find all the materials necessary to lead one, two or three classroom sessions on this important topic.

We would like to hear from you if you do use or intend to use this material. Please take a minute to tear off and return the postcard at the bottom of this page telling us how many students will or did hear the material and what school or agency provided the lessons.

Thank you!

We will (or did) provide _____
 sessions on dating violence to _____ (#)
 students in grade _____. The sessions
 were conducted in what school district?

By _____ (position title)

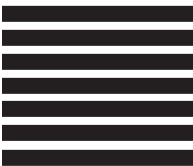


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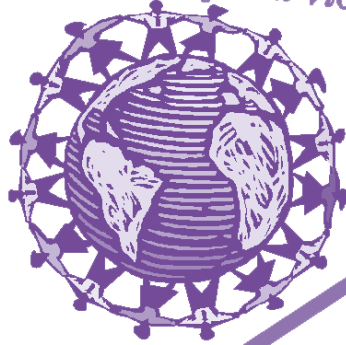
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Let us all work for a violence-free world.



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PREVENTION &
TREATMENT BOARD

www.michigan.gov/domesticviolence

DATING
VIOLENCE

IT IS A BIG DEAL.

Dating Violence Youth
Education Packet



DATING VIOLENCE CAN BE A LIFE OR DEATH MATTER TO HIGH SCHOOL STUDENTS

Educators can make a difference

One in five female high school students reports being physically and/or sexually abused by a dating partner.

(“Dating Violence Against Adolescent Girls and Associated Substance Use, Unhealthy Weight Control, Sexual Risk Behavior, Pregnancy, and Suicidality,” Journal of American Medicine, Vol. 286, No. 5, August 1, 2001).

**Dating violence victims of any age
have the same protections under criminal law as victims of domestic violence.**

The State of Michigan recognizes the dangers of dating violence and it provides legal protections for victims. But the power of the law will be multiplied as young people learn how to recognize the warning signs and where to go for help. That’s why the Michigan Domestic Violence Prevention and Treatment Board, (MDVPTB) created this Dating Violence Youth Education Package for adults who work with high school-age students. You can use these materials to make a significant difference – perhaps even a difference of life or death.



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INCLUDED IN THIS PACKAGE ARE TOOLS TO:

- **BUILD** students’ awareness of dating violence.
- **GIVE** students the ability to recognize warning signs in their own or friends’ relationships.
- **OFFER** emergency and ongoing help that could prevent a tragedy.
- **PROMOTE** non-controlling, non-violent behavior among teens.

You don’t have to do this alone. We encourage you, if at all possible, to contact a domestic violence program in your community.

Quantity: 2,000
Cost: \$4,527.46 (\$2.26 ea.)
Authority: DHS Director

Department of Human Services (DHS) will not discriminate against any individual or group because of race, sex, religion, age, national origin, color, height, weight, marital status, political beliefs or disability. If you need help with reading, writing, hearing, etc., under the Americans with Disabilities Act, you are invited to make your needs known to a DHS office in your area.

DHS-Pub-224 (8-06)



This material developed by:
Michigan Domestic Violence Prevention and Treatment Board www.michigan.gov/domesticviolence
Many thanks to Verizon Wireless for the partial funding of this project.

TO LOCATE THE DOMESTIC VIOLENCE PROGRAM IN YOUR AREA

- Call the National Domestic Violence Hotline (800) 799-SAFE, or
- View the MDVPTB's Survivors Resource Directory on the MDVPTB's Web site at www.michigan.gov/domesticviolence.

You can present the material in this package as a series of 3 sessions using all of the accompanying handouts or you may choose to conduct a single session on the topic. We have included suggestions for either time frame. Either way, **please hand out the Dating Violence Resources sheet as part of your presentation**, and add to it any information you receive from your local domestic violence agency. One of the most important messages in this package is to get help when you need it.

INCLUDED IN THIS PACKAGE ARE:

Background Information

1. Background information.
2. Overview of Dating Violence.
3. Things to Remember When Working with an Abusive Teen.

Lesson Plans

4. Suggestions for presenting the material in a series of three classes.
5. Suggestions for presenting material in a 30 or 50-minute class, either using printed materials from this package or using these materials along with videos available from other sources.

Educator Sheets

6. Instructor's Guide for: Dating Violence Student Survey – Open-Ended Questions.
7. Instructor's Guide for: Dating Violence Student Survey – True-False Questions.
8. Discussion Questions – with educator notes.
9. Group Exercise.

Students Surveys and Handouts

10. Dating Violence Student Survey – Open-ended Questions.
11. Dating Violence Student Survey – True False Questions .
12. Dating Violence Fact Sheet.
13. Power and Control Wheel.
14. Non-Violence Wheel.
15. Identifying Abusive Behaviors in Dating Relationships.
16. Battering/Abusive Relationships vs. Relationships Based on Equality.
17. Helping a Friend Who is Surviving a Violent Relationship.
18. Teens Talking to Teens Who Are Abusive.
19. Criminal Justice System Process Flowchart: An Overview for Teachers and Students.
20. Dating Violence Resources.

If you have further questions about how to use the materials in this package, please contact your local domestic violence program.

If you or someone you know is being hurt in a dating relationship, please call (800) 799-SAFE or TTY (800) 787-3224 to be referred to the domestic violence program in your area.



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BACKGROUND INFORMATION



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WHY USE THIS PACKAGE IN YOUR CLASSROOM?

The issue impacts a significant number of high school students.

Young women between the ages of 16-24 are the most vulnerable to intimate partner violence.¹ You can also expect that a significant percentage of boys are using violence, emotional abuse and control against a dating partner.

Informed teenagers can be a crucial resource to victims.

Studies generally have found that when teenagers are being hurt in dating relationships, they rarely seek the help of a teacher, police officer, or counselor. Often, their abuser is using controlling behaviors to make the victims feel as though they are to blame. They may think that reporting a problem would get them into more trouble. Most often, if they choose to tell anyone, that person will be their friend and peer. Clearly, it is crucial that students know how to be helpful and supportive to friends who are victims of dating violence.

Patterns of abuse in adulthood can start at a young age.

It is clear that by the time most domestic abusers reach adulthood, their patterns of abuse in intimate relationships are already firmly established. To affect change, we must reach youth. Today's teens learn about the nature of intimate relationships from many sources: parents, peers, movies and music, just to name a few. There is no guarantee that these sources present our youth with images of intimate relationships demonstrating parity between dating partners. This Dating Violence Youth

Education Package for educators and students offers information, exercises, discussion starters, resources and tips for teaching youth about this very important issue.

WHAT COMMUNITY RESOURCES ARE AVAILABLE TO ASSIST IN IMPLEMENTING THIS TYPE OF PROGRAM?

We encourage you to partner with one of the many local domestic violence programs throughout the state. Many have a fully developed and implemented Dating Violence Prevention Program and could assist you in your efforts to increase students' awareness about this very important topic. Additionally, if students in your class disclose abuse, domestic violence program staff are fully trained in how to respond to them. To locate the domestic violence program in your area, either call the National Domestic Violence Hotline (800)799-SAFE or view MDVPTB's Resource Directory, which can be found in the "survivor's resource" box on MDVPTB's home page, www.michigan.gov/domesticviolence.

You never know who in your class might be a victim of dating violence or know someone who is being victimized, therefore, **it is essential that you hand out resource information during every presentation.** If you have any further questions about how to utilize the materials included in the package, please contact your local domestic violence program.

¹ "Intimate Partner Violence," Bureau of Justice Statistics Special Report, May 2000, NCJ 178274.

WHAT IF I WANT ADDITIONAL COPIES OF THIS PACKAGE?

For further information or to download another copy of this resource package, please visit MDVPTB's Web site, www.michigan.gov/domesticviolence.

WHO IS THE MICHIGAN DOMESTIC VIOLENCE PREVENTION AND TREATMENT BOARD?

The Board is appointed by the Governor and is mandated to lead statewide efforts to reduce domestic violence and sexual assault. The Board delivers no direct services to victims, but it administers grants to local agencies, conducts research in collaboration with other organizations, develops and recommends policy and legislation, helps set standards in the field of domestic violence, and educates professionals and the public

NOTE: *Both females and males can be victims of dating violence, but numerous studies reveal the reality that the majority of victims are female (usually over 95%). In this package we often, but not always, refer to victims as female and abusers as male. That reference does not change the fact that every survivor—male and female—deserves support, options, resources, and safety, and that denying the reality only delays finding the solution.*

Thousands of teens experience the emotional and physical trauma of dating violence every day in this country. Although many of us have become aware of the impact that domestic violence has on its adult victims, we have not fully acknowledged the impact dating violence has on teens. The following is a brief overview of the issue and the reaction teens have to the violence in their relationships.

Dating violence is a **pattern** of assaultive and controlling behaviors that one person uses against another in order to gain or maintain power in the relationship. The abuser intentionally behaves in ways that cause fear, degradation, and humiliation to control the other person. Forms of abuse can be physical, sexual, emotional and psychological.

Victims and abusers come from all social and economic backgrounds, faith communities, and racial and ethnic groups. Abuse also occurs in same-sex relationships.

Abusers will attempt to control their partners in a variety of ways. The following is a list of some common controlling behaviors.

USE OF ISOLATION

Trying to cut off the victim's relationship with family and friends; using jealousy to justify behavior

EMOTIONAL

Humiliating the victim in front of friends or making the victim feel guilty when she/he confronts the abuser about the abuse.

INTIMIDATION

Making the victim fearful by using threatening behavior, abuse of animals; verbal aggression or destruction of property.

COERCION

Threatening to find someone else if the dating partner doesn't comply with the abuser's wishes or demands; threats to harm self or others if the dating partner leaves.

MINIMIZING, DENYING, OR BLAMING

Telling the victim she is at fault for the abuse; claiming the victim is lying about the abuse; making light of the controlling behaviors.

PHYSICAL

Using or threatening to use physically assaultive behaviors such as hitting, shoving, grabbing, slapping, beating, kicking, etc.

SEXUAL

Touching or forcing the victim to engage in any unwanted sexual activity.

At the beginning stages of the dating relationship these behaviors may not be apparent or the use of them is so subtle that they may be mistaken for the abuser's caring and concern. For example, the abuser may suggest that they spend all their time together because when they are apart she/he will miss the other. If the victim spends time with other friends, the abuser might accuse her/him of not being serious about the relationship or the abuser may appear to be sad and disappointed that the survivor would want to spend time with others. As the relationship becomes more involved, the abuser may gradually escalate the use of these behaviors.

Abusers in teen dating relationships, like those in adult relationships, use behaviors of power and control because they **CHOOSE** to. They believe that they are entitled to use these methods to keep their dating partner under control and often their peer group approves of and supports these behaviors. Abusers tend to make excuses for their use of violence or will usually put the responsibility for their abuse on someone else. For example, “you made me do it” is a statement abusers often use.

Victims react in a variety of ways to the actions of the abuser which include, but are not limited to, the following: they may be confused by the change in the abuser’s behavior; they may try to understand why their dating partner is acting in this way; they may make excuses for their dating partner; they may blame themselves for the abuse; or they may feel the need to defend the abuser/relationship. Other reactions may include:

- attempting to fix the problem.
- feeling isolated.
- feeling guilt or shame.
- being afraid of the abuser.
- becoming depressed.
- lacking concentration.
- becoming angry.
- eroding self-confidence.

It is important to understand that the victim is NOT to blame for the controlling and assaultive behaviors of the abuser nor can the victim prevent or stop the abuse. When you blame the victim you also unintentionally:

- Collude or take sides with the abuser.
- Send the message that the victim is responsible for the abuse.

- Further isolate the victim from help.
- Decrease your ability to give support.

Because the abuser, and perhaps others, have said that the victim is responsible for the violence, she/he may believe that she/he can prevent the abuse. **Only the abuser can choose to stop the violence.**

It is when the victim expresses plans to end the relationship that the abuser might increase abusive behaviors in frequency and severity. Tragically, the violence may escalate to the point of homicide, suicide or both. It is important to note that for many victims of dating violence, **leaving the relationship may be the most dangerous time.** Some of the following may be indications of danger for the victim:

- The victim attempts to leave or has ended the relationship.
- The abuser has access to weapons.
- The abuser abuses alcohol or other drugs.
- The abuser is depressed.
- The abuser has threatened to kill the victim, self, or others.
- The abuser acts enraged about the victim’s choices.
- The abuser is stalking the victim.

Because of the potential for homicide, it is important for each of us to educate ourselves about dating violence, so that we may be aware of the profound impact on teens, learn how we can be supportive of victims and become comfortable with helping those who are abusive.

WHY SAY ANYTHING AT ALL?

The abuser is counting on you NOT to say anything at all. By ignoring his behavior, you become part of the reason he is allowed to continue abusing his dating partner. You also send a strong message to the survivor that there are few people, if any, willing to help her. She becomes more isolated and less likely to be able to escape the abuse.

THINK OF THE SURVIVOR'S SAFETY AT ALL TIMES.

Most survivors do want someone to talk to the abuser. Aggressive or hostile interventions, however, often backfire on the survivor and can worsen her situation. Be aware that your interventions with the abuser may appear to the survivor as though you are supporting the abuser. The abuser may also reinforce this notion with the survivor. Be honest with the survivor about your work with the abuser. It may help to ask a colleague to do the intervention with the abuser.

DO NOT CONDONE THE ABUSER'S USE OF VIOLENCE.

- Be real and honest. Let the student know that dating violence is serious, that it is not right that he emotionally, psychologically, physically or sexually abuse his partner, and that you don't want him to get into trouble with school authorities or law enforcement. Encourage him to change his behavior before this happens.
- Reiterate that his behavior is his choice. Emphasize that his dating partner does not need to change in order for him to stop his abusive behavior. The violence ends only when he chooses to stop his violent and emotionally abusive behaviors. While you acknowledge that this kind of change is not easy and that he can't do it alone, remind him that he has alternatives.
- **Do not** become indignant, patronizing or blaming. Let him know that even though you will not condone his behavior, that you do support his effort to make the necessary changes.
- **Do not** let the conversation turn to a discussion of her faults. No matter what his dating partner has done, she does not deserve to be beaten, kicked, punched, shoved, intimidated or abused in any way. If the relationship is not working for him, he has the right to end it respectfully, not change or control it by using abuse.
- Research shows that he is unlikely to stop his violent behavior on his own. In fact, his use of violence is likely to increase in frequency and severity. Find qualified resources for the student and offer the option to come see you again.
- Some suggested phrasing:
 - “It seems like you are having a rough time, Jack, do you want to talk about it?” If he agrees, he will probably want to tell you how terrible his partner is or that he is, in fact, the victim. Keep the conversation focused on him.
 - “I don't want to talk about Monica right now, I'm more worried about you and your behavior. I assume you don't want to be hurting or scaring her.”
- Abusers CAN change IF they choose to change. The earlier we can reach youth, the better our chances of preventing future dating/domestic violence.

NOTE: Both females and males can be victims of dating violence, but numerous studies reveal the reality that the majority of victims are female (usually over 95%). In this package we often, but not always, refer to victims as female and abusers as male. That reference does not change the fact that every survivor—male and female—deserves support, options, resources, and safety...denying the reality only delays finding the solution.

Adapted from: (2001). Praxis International. Sojourner House Rural Project and the Rhode Island Coalition Against Domestic Violence "Resource Guide for Educators"

If you or someone you know is being hurt in a dating relationship, please call (800) 799-SAFE or TTY (800) 787-3224 to be referred to the domestic violence program in your area.



LESSON PLANS



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OBJECTIVES

1. Students will learn the definition of dating violence.
2. Students will gain a general knowledge about dating violence and resources.
3. Students will identify tactics that abusers use.

DEFINITION OF DATING VIOLENCE:

Dating violence is a pattern of assaultive and controlling behaviors that one person uses against another in order to gain or maintain power in the relationship. The abuser intentionally behaves in ways that cause fear, degradation and humiliation to control the other person. Forms of abuse can be physical, sexual, emotional and psychological.

Ask students to decide on agreements for group discussion. Record these and post them on a wall where everyone can see them. The agreements might include: whatever is revealed in the group remains private, one person speaks at a time, listen respectfully to each other, etc. If you already have agreements for discussion, reiterate them and ask if the class feels that more need to be added due to the nature of the topic.

Using the power and control wheel (in student hand-out section) as your guide, label one sheet of paper with one category of abuse from the power and control wheel. There should be ten, including physical and sexual. Divide the students into smaller groups for each category. Ask the students to list examples of behaviors an abuser would use, which will fit under the form of abuse recorded at the top of the sheet. The purpose of the exercise is to help students understand ways that abusers gain power and control. You can provide a few examples to get started, e.g., under physical they could list hitting, slapping, beating; under emotional they could list making fun of victim's friends, telling victim they are stupid, calling the victim degrading names. Bring students back to larger group to debrief their answers. Provide correct information where needed, and challenge any myths or bias that might surface. When going over the answers on each list you might ask, how would the abuser use this behavior? Remind students that not all tactics appear abusive at first (calling all the time, wanting to be with her all the time). Would this behavior appear abusive? After you have debriefed each list, distribute the Power and Control Wheel and the Non-Violence Wheel. Go over these, answer any questions. Give students the Dating Violence Resources sheet.

NOTE: Always start with the definition and end with the list of dating violence resources.

OPTIONAL EXERCISE (time permitting)

Teacher writes MALE on one large piece of paper and FEMALE on another. Students use markers and list stereotypes under each.

Teacher asks:

“What does this exercise tell us?”

“Are you affected by these stereotypes? How?”

“Do you see examples of these stereotypes in dating relationships?”

Refer to Q.#5 on discussion sheet, page 16.

MATERIALS NEEDED

Flip chart paper/tape/markers

Educator sheets

- Overview of Dating Violence

Student handouts

- Power and Control Wheel
- Non-Violence Wheel
- Dating Violence Fact Sheet
- Dating Violence Resources



OBJECTIVES

1. Students will gain a general knowledge of dating violence.
2. Students will understand the impact of violence on teen victims.
3. Students will explore the impact of sex-role stereotypes.

MATERIALS NEEDED

Educator sheets

- Overview of Dating Violence
- Instructor’s Guide for: Dating Violence Student Survey – Open-Ended Questions
- Discussion Questions

Student handouts

- Dating Violence Student Survey – Open-Ended Questions
- Dating Violence Fact Sheet
- Identifying Abusive Behaviors in Dating Relationships

Remind students of agreements from the last session. Ask if there are questions about information presented during the last discussion. Distribute the dating violence survey (open-ended questions) to the students and give them sufficient time to answer questions. You can have them do this individually or they can work in dyads. Debrief the questions, based on the information on the answer sheet, asking for volunteers to share their responses. Provide correct information where needed, and challenge any myths or biases that might surface.

In addition, use questions 5 and 6 from the Discussion Questions. Discuss them with your class using the key points and statistics as your guide. Distribute the rest of the handouts and answer any questions students may have about any of them.



OBJECTIVES

1. Students will learn differences between battering relationships and relationships based on equality.
2. Students will learn how to talk to a teen abuser.
3. Students will learn helpful responses to use with a victim.
4. Students will learn about the legal system's responses to dating violence.

MATERIALS NEEDED

Video, The Quiet Storm (from the Michigan Resource Center on Domestic and Sexual Violence)
See Dating Violence Resources sheet.

Educator sheets

- Overview of Dating Violence
- Instructor's Guide for: Dating Violence Student Survey – True/False Questions

Student handouts

- Dating Violence Student Survey – True/False Questions
- Dating Violence Fact Sheet
- Battering/Abusive Relationships vs. Relationships Based on Equality
- Teens Talking to Teens Who Are Abusive
- Helping a Friend Who is Surviving a Violent Relationship
- Criminal Justice System Process Flow Chart

Remind students of agreements and ask if anyone would like to add to the list. Ask for questions on any information previously covered. Distribute dating violence true/false survey to students and ask them to answer questions. Debrief the class based on information on the answer sheet and other handouts. Show the clip from the video, “The Quiet Storm” (available from Michigan Resource Center www.mcadsv.org/mrcdsv (517) 381-4663 that show some examples of subtle abusive behaviors. Ask students to listen or look for examples of controlling behavior in the clip.

Guide the discussion until they pick up on the subtleties of these behaviors.

Ask them what they might say if they saw something similar happening to a friend. Ask what they might say to an abuser. Review the handouts, especially the things to say to an abuser and victim.

OPTIONAL EXERCISE:

In small groups:

- list 5 things a friend might say to an abuser to hold him accountable.
- list 5 things a friend might say to a victim that also holds the abuser accountable.
- list 5 things that would NOT be helpful to say.

As time permits, ask a representative from the local domestic violence program to talk about available services, Michigan law regarding dating violence and the type of legal assistance it offers to victims.



OBJECTIVES

1. Students will understand the definition of dating violence.
2. Students will acquire basic knowledge about dating violence.
3. Students will have a list of dating violence resources.
4. Students will discuss how to help a friend who is a victim.

MATERIALS NEEDED

Paper, markers, tape or push pins to put sheets of paper safely around the room.

Educator sheets

- Instructor's Guide for: Dating Violence Student Survey – Open-ended Questions
- Discussion questions

Student handouts

- Dating Violence Student Survey – Open-ended Questions
- Dating Violence Fact Sheet
- Helping a Friend Who is Surviving a Violent Relationship
- Battering/Abuse Relationships vs. Relationships Based on Equality
- Dating Violence Resources

Ask students to decide on agreements for discussion. Refer to the agreements paragraph at the beginning of the 3-day series presentation.

Pass out the open-ended survey to students and ask them to respond to the questions. Give them sufficient time to complete. Have half the class answer #1-4. The other half will answer #5-9.

After students complete the surveys, conduct a discussion, beginning with the definition of dating violence.

DEFINITION OF DATING VIOLENCE:

Dating violence is a pattern of assaultive and controlling behaviors that one person uses against another in order to gain or maintain power in the relationship. The abuser intentionally behaves in ways that cause fear, degradation and humiliation to control the other person. Forms of abuse can be physical, sexual, emotional and psychological.

Using the answer sheet, encourage dialogue among the students, correcting any misinformation they might express and challenging any myths or stereotypes that might surface.

As time permits follow up with questions 4 and 6 from the Discussion Questions, page 16. Use the answers provided to guide the discussion.

Before ending the session, distribute the handouts and the Dating Violence Resources sheet. Always provide the number to the local domestic violence program for students who have questions or would like to talk with someone.



OBJECTIVES

1. Students will understand the definition of dating violence.
2. Students will identify the traits they'd like in a dating partner.
3. Students will learn indications of abusive behavior.

MATERIALS NEEDED:

Flip chart paper, markers and tape or push pins to safely post sheets around the room.

Educator sheets

- Overview of Dating Violence
- Group Exercise
- Discussion Questions

Student handouts

- Teen Power and Control Wheel
- Teen Relationship Equality Wheel
- Dating Violence Fact Sheet
- Identifying Abusive Behaviors in Dating Relationships
- Battering/Abusive Relationships vs. Relationships Based on Equality
- Dating Violence Resources

DEFINITION OF DATING VIOLENCE:

Dating violence is a pattern of assaultive and controlling behaviors that one person uses against another in order to gain or maintain power in the relationship. The abuser intentionally behaves in ways that cause fear, degradation and humiliation to control the other person. Forms of abuse can be physical, sexual, emotional and psychological.

If you already have agreements for discussion in your classroom, reiterate them and ask if the class feels that more need to be added due to the nature of this topic. Refer to agreements paragraph at the beginning of the 3-day series presentation.

Using the power and control wheel (in student hand-out section) as your guide, label one sheet of paper with one category of abuse from the power and control wheel. There should be ten, including physical and sexual. Divide the students into smaller groups for each category. Ask the students to list examples of behaviors an abuser would use, which will fit under the form of abuse recorded at the top of the sheet. The purpose of the exercise is to help students understand ways that abusers gain power and control. You can provide a few examples to get started, e.g., under physical they could list hitting, slapping, beating; under emotional they could list making fun of victim's friends, telling victim they are stupid, calling the victim degrading names. Bring students back to larger group to debrief their answers. Provide correct information where needed, and challenge any myths or bias that might surface. When going over the answers on each list you might ask, how would the abuser use this behavior? Remind students that not all tactics appear abusive at first (calling all the time, wanting to be with her all the time). Would this behavior appear abusive? After you have debriefed each list, distribute the Teen Power and Control Wheel and the teen Relationship Equality Wheel. Go over these, answer any questions. Give students the Dating Violence Resources sheet.

Distribute the rest of the student handouts and answer questions about any of them. Always provide the number to the local domestic violence program for students who have questions or would like to talk with someone.

If you or someone you know is being hurt in a dating relationship, please call (800) 799-SAFE or TTY (800) 787-3224 to be referred to the domestic violence program in your area.



EDUCATOR SHEETS



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1. WHAT IS DATING VIOLENCE?

Dating violence is a **pattern** of assaultive and controlling behaviors that one person uses against another in order to gain or maintain power in the relationship. The abuser intentionally behaves in ways that cause fear, degradation and humiliation in order to control the other person. Forms of abuse can be physical, sexual, emotional and psychological.

As you discuss this definition emphasize the abuser's **goal** of getting and keeping power and control, the abuser's **intentional** use of controlling behaviors, and the abuser's choice to engage in this type of behavior.

2. WHY DO YOU THINK ABUSE OCCURS IN SOME TEENAGE DATING RELATIONSHIPS?

Abuse occurs in a dating relationship because the abuser has a sense of entitlement i.e., they believe they have the right to behave this way, that they are entitled to all of their partner's attention, affection, loyalty and time. Because of this sense of entitlement the abuser makes the choice to engage in this type of behavior. There is a misconception that alcohol, other drugs, anger or stress cause dating violence because these factors often accompany the violence. While these outside characteristics are a contributing factor to the abuse (e.g. when present, the abuse may escalate in severity and frequency), they do not cause someone to use violence against another person. The reason abusers make the choice to use violence is because:

THEY CAN.

IT WORKS.

THEY HAVE THE OPPORTUNITY AND SELF INTEREST.

3. WHY MIGHT IT BE DIFFICULT FOR VICTIMS TO LEAVE AN ABUSIVE RELATIONSHIP?

Leaving an abusive relationship can be very dangerous for teen victims. Frequently when a victim attempts to leave or does leave, the abuser will escalate their behaviors of control, threaten to kill the victim, the victim's family or friends or may threaten suicide. It is usually after the victim has left that the abuser may commit a homicide, suicide or both. Other barriers for a teen victim to overcome may include: the teen feels isolated; the teen may have stopped spending time with friends and family; the teen may be fearful to disclose the abuse to adults; the teen may feel responsible for the abuse, and therefore believes she can stop it, and the teen may still care for the abuser and therefore believe that she can help him.

4. HOW MAY ALCOHOL AND OTHER DRUGS CONTRIBUTE TO AN ABUSIVE RELATIONSHIP?

Once again, the willingness to resort to abuse is a choice made by the abuser. Drugs can be an excuse to avoid putting responsibility for the violence where it belongs—on the abuser. It is important to note that the use of alcohol and other drugs can escalate the frequency and severity of abuse. Some victims may use alcohol or other drugs as a way to cope with the violence they are experiencing.

CONTINUED ON NEXT PAGE

5. WHAT IS SEXUAL ASSAULT?

Sexual assault is forcing or coercing an individual to engage in any non-consensual sexual contact or sexual penetration. In Michigan, the law regarding rape and sexual assault is called the Criminal Sexual Conduct Act (CSC). It is gender neutral and includes marital, stranger, date and acquaintance rape as well as child sexual assault.

6. HOW CAN A COUPLE WORK TOGETHER TO MAKE DECISIONS IN A RELATIONSHIP?

Both individuals should agree upon decisions made in a relationship. Therefore it is important to listen to each other and to communicate in a non-threatening, respectful and fair manner when negotiating for a solution which will work for both people.

7. HOW CAN YOU HELP SOMEONE WHO HAS BEEN HURT IN A DATING RELATIONSHIP?

It's important for you to understand why you are interested in helping the individual. If you're working on your own agenda (e.g. you think the victim should leave the abuser and you plan to say this), beware. When you tell the victim what they should do, you're acting just like the abuser, making decisions for the teen victim.

To help a victim of dating violence you must remember they're not responsible for the abuse. Listen to her in a non-judgmental manner, offer available resources, be supportive and let them know they're not to blame for the abuse (see handout, Helping a Friend Who is Surviving a Violent Relationship).

8. LIST WAYS TO HOLD ABUSERS RESPONSIBLE FOR THEIR ABUSIVE BEHAVIOR.

Speak out when you see or hear about abuse. Don't make excuses for the abusive behaviors. Stop abusers when they begin to make excuses or blame others for their behavior. Tell them that using abuse is their choice and that they need to get help to change this behavior. Offer to help them find someone to talk to about their abusive behavior. Let abusers know that you have zero tolerance for abuse in relationships.

9. WHAT ARE SOME REASONS THAT WOULD MAKE TEENS IN SAME-SEX RELATIONSHIPS FEEL RELUCTANT ABOUT REPORTING DATING VIOLENCE?

They may feel that others will not take them seriously if they disclose. They may not have told anyone about their sexual orientation and fear being "outed." They may think that abuse doesn't happen in gay/lesbian relationships and that what is happening to them is an aberration.



1. VIOLENCE RARELY HAPPENS IN TEENAGE DATING RELATIONSHIPS. FALSE

Approximately one in five female high school students reports being physically and/or sexually abused by a dating partner.

(“Dating Violence Against Adolescent Girls and Associated Substance Use, Unhealthy Weight Control, Sexual Risk Behavior, Pregnancy and Suicidality,” Journal of American Medicine, Vol. 286, No. 5, August 1, 2002)

Twenty-five to thirty-three percent of adolescent abusers reported that their violence served to “intimidate,” “frighten,” or “force the other person to give me something.”

(Brustin S., “Legal Response to Teen Dating Violence”, Family Law Quarterly, Vol. 29 No. 2, p. 335, Summer 1995)

(See additional facts on the Dating Violence Fact Sheet.)

2. GIRLS WHO STAY IN ABUSIVE RELATIONSHIPS HAVE NO ONE TO BLAME BUT THEMSELVES. FALSE

It is the person that is using abusive behavior who is **responsible** for the abuse and for instilling fear in the teen victim. It is difficult for teens to leave abusive relationships for various reasons; **fear** of the abuser’s threats is usually the #1 reason, lack of social support, or fear that nothing will happen to the abuser. To end abuse in teen relationships, abusers must be held responsible for their behavior and possess a willingness to change.

3. DATING VIOLENCE HAPPENS MOSTLY TO FEMALES. TRUE

Young women between the ages of 16-24 are the most vulnerable to intimate partner violence.

(Intimate Partner Violence, Bureau of Justice Statistics Special Report, May 2000, NCJ 178247).

Approximately one in five female high school students reports being physically and/or sexually abused by a dating partner.

(“Dating Violence Against Adolescent Girls and Associated Substance Use, Unhealthy Weight Control, Sexual Risk Behavior, Pregnancy, and Suicidality,” Journal of American Medicine, Vol. 286, No. 5, August 1, 2001).

Violence against women occurs in 20% of dating couples.

(American Psychological Association, Violence and the Family: Report of the American Psychological Association Presidential Task Force on Violence and the Family, 1996).

4. DATING VIOLENCE IS ONLY PHYSICAL VIOLENCE. FALSE

Dating violence is a pattern of assaultive and controlling behaviors that one person uses against another in order to gain or maintain power in the relationship. The abuser intentionally behaves in ways that cause fear, degradation and humiliation to control the other person. Forms of abuse can be physical, sexual, emotional and psychological.

CONTINUED ON NEXT PAGE



INSTRUCTOR'S GUIDE FOR DATING VIOLENCE STUDENT SURVEY

TRUE-FALSE QUESTIONS (CONTINUED FROM PREVIOUS PAGE)

5. USING ALCOHOL OR OTHER DRUGS IS A CAUSE OF DATING VIOLENCE. FALSE

Alcohol or other drugs, are usually an excuse used to justify the abuser's use of violence. The cause of dating violence is the abuser making the choice to engage in this behavior. Substance abuse and dating violence are two different issues that need to be addressed separately.

6. IF THE POLICE ARE CALLED WHEN DATING VIOLENCE IS COMMITTED, THE VICTIM HAS TO PRESS CHARGES FOR AN ARREST TO OCCUR. FALSE

If the police believe that an assault has occurred (based on the individuals' statements, possible witnesses, demeanor of one or both parties, any property destruction, etc.) they can make a warrantless arrest of the abuser. The victim will not press charges against the abuser. The prosecutor, not the victim, has sole responsibility for deciding whether or not to press charges against the abuser.

7. DATING VIOLENCE HAPPENS MOSTLY TO TEENAGERS WHO PROVOKE IT. FALSE

Abusers of dating violence make decisions about when they will abuse, how frequently they'll abuse, what the severity will be, and where the abuse will take place. This decision making process has nothing to do with the teen victim's demeanor or behavior.

8. TEENAGERS WILL FREQUENTLY TELL SOMEONE ABOUT DATING VIOLENCE WHEN IT HAPPENS TO THEM. FALSE

Teenagers are usually reluctant to disclose they are a victim of abuse to adults because:

- Resources may be unavailable to teens without parental involvement.
- They may not trust adults.
- They may fear losing autonomy or independence.
- They may feel they might get into trouble if they were doing something illegal like smoking pot, being at a rave party, or drinking alcohol when the abuse occurred.
- They may fear the abuser will retaliate against them.
- They may feel no one will believe them.
- They may feel others will blame them.
- They may believe they can stop the abuse.
- They may fear reaction of parents.
- They may feel that even if they are believed, there will be a stigma attached to being a victim. Teens don't want this type of attention.
- They may fear being "outed" if they are in a same-sex relationship.

If teenagers disclose to anyone, it's likely to be to a friend.

Use these questions alone or in combination to generate a facilitated discussion on dating violence with the entire class or with gender-specific groups.

OBJECTIVE: To increase student awareness and understanding of dating violence.

1. WHAT CHARACTERISTICS WOULD YOU EXPECT TO FIND IN A RELATIONSHIP BASED ON EQUALITY?

Use your copy of the handout *Battering/Abusive Relationships vs. Relationships Based on Equality* to get the discussion going. Then hand out student copies to explore the issue more deeply.

2. HOW WOULD YOU DESCRIBE AN ABUSIVE TEEN RELATIONSHIP? WHY?

Use your copy of the handouts *Battering/Abusive Relationships vs. Relationships Based on Equality* and *Identifying Abusive Behaviors in Dating Relationships* to get the discussion going, then hand out copies to students to explore the issue further.

3. HOW COULD YOU APPROACH SOMEONE WHO IS ABUSING A PERSON IN A DATING RELATIONSHIP?

Use your copy of the handout *Teens Talking to Teens Who Are Abusive* to start the discussion. Then hand out student copies to prompt further exploration of the topic.

4. WHY WOULD A TEEN BE RELUCTANT TO TELL ANYONE THAT SHE/HE IS A VICTIM OF DATING VIOLENCE?

Consider these points to guide the discussion:

- Resources may be unavailable to teens without parental involvement.
- They may not trust adults.
- They may feel they might get into trouble if they were doing something illegal like smoking pot, being at a rave party or drinking alcohol when the abuse occurred.
- They may not see themselves as a victim.
- They may feel no one will believe them.
- They may feel that even if they are believed, there will be a stigma attached to being a victim.
- They may feel responsible for the abuse.
- They may feel others will blame them.
- They may believe they can stop the abuse.
- They may fear being “outed” if they are in a same-sex relationship.
- They may be fearful of losing some independence if they disclose abuse to a parent.
- They may believe that they can handle the situation.
- They may fear retaliation from the abuser.
- They may feel ashamed, embarrassed and isolated.
- They may hope the abuse will end.

CONTINUED ON NEXT PAGE

If you or someone you know is being hurt in a dating relationship, please call (800) 799-SAFE or TTY (800) 787-3224 to be referred to the domestic violence program in your area.



5. HOW DO SEX-ROLE EXPECTATIONS FOR FEMALE AND MALE TEENS CREATE BARRIERS TO AN EQUALITY-BASED RELATIONSHIP? HOW DO YOU RESIST THIS TYPE OF STEREOTYPING?

Ask students to consider the role of the media (especially music videos, magazine ads, movies, and television programs). How do these mediums present females? How do they present males?

Ask students if they notice examples of sex-role stereotyping in their peer groups.

Ask how they personally resist this type of stereotyping.

How does sex role stereotyping affect you?

OPTIONAL EXERCISES:

1. Have students cut out depictions of males and females in magazine ads. Share what they find and discuss what stereotypes are reinforced by these ads (use fashion magazines).
2. Show video “Tough Guise” (a powerful video about how stereotyping affects young men). Available free from the Michigan Resource Center (517) 381-4663 or online at www.mcadsv.org/mrcdsv

6. WHAT ARE SOME THINGS YOU MIGHT DO TO SUPPORT A VICTIM OF DATING VIOLENCE?

Use your copy of the handout *Helping a Friend Who is Surviving a Violent Relationship* to start the discussion. Then hand out student copies to prompt additional exploration of the topic.

JOB DESCRIPTION FOR AN IDEAL DATING PARTNER

OBJECTIVE

To help students identify what characteristics they would like in a person they might consider dating. Using the questions below as a guide, ask students to come up with a job description for their ideal dating partner. As students call out different traits record them on a flip chart.

EXERCISE:

Have each student privately write a personal ad for an ideal dating partner. Then share as desired and list traits on board.

What are traits you would not want? How will these traits be disguised at the start of the relationship?

QUESTIONS - TEACHER ASKS - "DID ANYONE CONSIDER:"

- How does the person act at school or at work?
- How does the person act when you are alone with him/her?
- How does she/he show happiness?
- How does this person communicate with you in private, in front of friends, on the phone and in e-mail?
- How does this person talk about female and male roles, relationships, their family, etc.?
- How does she/he resolve differences? Conflict?
- How do you feel about yourself when you're with this person?
- What do your parents think of your potential dating partner?

Have a discussion about this exercise based on the following questions:

- What did you learn from this exercise?
- What kind of subtle indicators would you look for in determining if someone is abusive?
- How can you learn about a potential dating partner?

Exercise adapted from 'Healthy Relationships' dating violence curriculum from the Center for the Prevention of Domestic and Sexual Violence, Seattle, Washington.

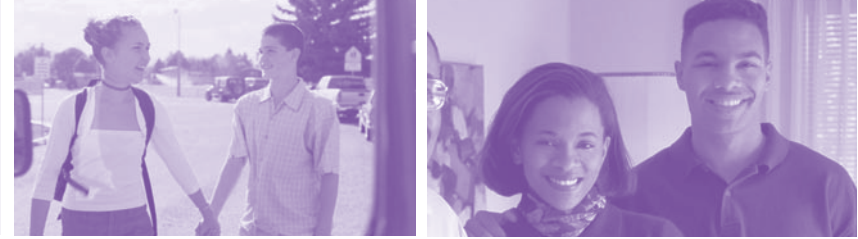
STUDENT SURVEYS AND HANDOUTS



This material developed by:
Michigan Domestic Violence Prevention and Treatment Board
www.michigan.gov/domesticviolence
Many thanks to Verizon Wireless for the partial funding of this project.



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[DATING VIOLENCE STUDENT SURVEY]

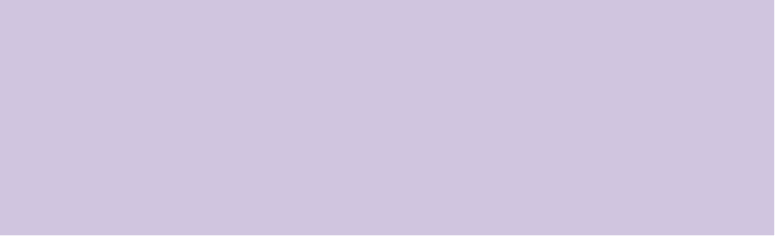
OPEN-ENDED QUESTIONS

1. What is dating violence?
2. Why do you think abuse occurs in some teenage dating relationships?
3. Why might it be difficult for victims to leave an abusive relationship?
4. How may alcohol and other drugs contribute to an abusive relationship?
5. What is sexual assault?
6. How can a couple work together to make decisions in a relationship?
7. How can you help someone who has been hurt in a dating relationship?
8. List ways to hold abusers responsible for their abusive behavior.
9. What are some reasons that would make teens in same-sex relationships feel reluctant about reporting dating violence?

If you or someone you know is being hurt in a dating relationship, please call (800) 799-SAFE or TTY (800) 787-3224 to be referred to the domestic violence program in your area.



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[DATING VIOLENCE STUDENT SURVEY]

TRUE-FALSE QUESTIONS

1. Violence rarely happens in teenage dating relationships.

TRUE _____ FALSE _____

2. Girls who stay in abusive relationships have no one to blame but themselves.

TRUE _____ FALSE _____

3. Dating violence happens mostly to females.

TRUE _____ FALSE _____

4. Dating violence is only physical violence.

TRUE _____ FALSE _____

5. Using alcohol or other drugs is a cause of dating violence.

TRUE _____ FALSE _____

6. If the police are called when dating violence is committed, the victim has to press charges for an arrest to occur.

TRUE _____ FALSE _____

7. Dating violence happens mostly to teenagers who provoke it.

TRUE _____ FALSE _____

8. Teenagers will frequently tell someone about dating violence when it happens to them.

TRUE _____ FALSE _____





[DATING VIOLENCE FACT SHEET]

YOU ARE NOT ALONE.

THE ABUSE IS NOT YOUR FAULT.

TRUST YOUR GUT FEELINGS OR INSTINCTS.

SURROUND YOURSELF WITH SUPPORTIVE PEOPLE.

- **Young women between the ages of 16 – 24 are the most vulnerable to intimate partner violence.¹**
- **Approximately one in five female high school students reports being physically or sexually abused by a dating partner.²**
- **As many as one-third of high school and college-age youth experience violence in intimate relationships during their dating years.³**
- **Violence against women occurs in 20% of dating couples.⁴**
- **Twenty-five to thirty-three percent of adolescent abusers reported that their violence served to “intimidate,” “frighten,” or “force the other person to give me something.”⁵**
- **Twenty-six percent of pregnant teens reported being physically abused by their boyfriends. About half of them said the battering began or intensified after he learned of her pregnancy.⁶**
- **Forty percent of teenage girls age 14 to 17 report knowing someone their age who has been hit or beaten by a boyfriend.⁷**
- **Dating and domestic violence impacts all groups of people; victims come from all races, religions, and cultures. Women are six times more likely than men to experience violence committed by an intimate.⁸**

1. *Intimate Partner Violence, Bureau of Justice Statistics Special Report, May 2000, NCJ 178247.*

2. “Dating Violence Against Adolescent Girls and Associated Substance Use, Unhealthy Weight Control, Sexual Risk Behavior, Pregnancy, and Suicidality,” *Journal of American Medicine*, Vol. 286, No. 5, August 1, 2001.

3. Levy, B., *Dating Violence: Young Women in Danger*, Seattle: Seal Press, 1998.

4. American Psychological Association, *Violence and the Family: Report of the American Psychological Association Presidential Task Force on Violence and the Family*, 1996.

5. Brustin, S., *Legal Response to Teen Dating Violence*, *Family Law Quarterly*, Vol. 29, No2, p. 335, Summer, 1995.

6. Worcester, A., *A More Hidden Crime: Adolescent Battered Women*, *The Network News*, July/August, National Women’s Health Network, 1993.

7. *Children Now/Kaiser Permanente poll*, December, 1995.

8. *Bureau of Justice Statistics National Crime Victimization Survey*, August, 1995.

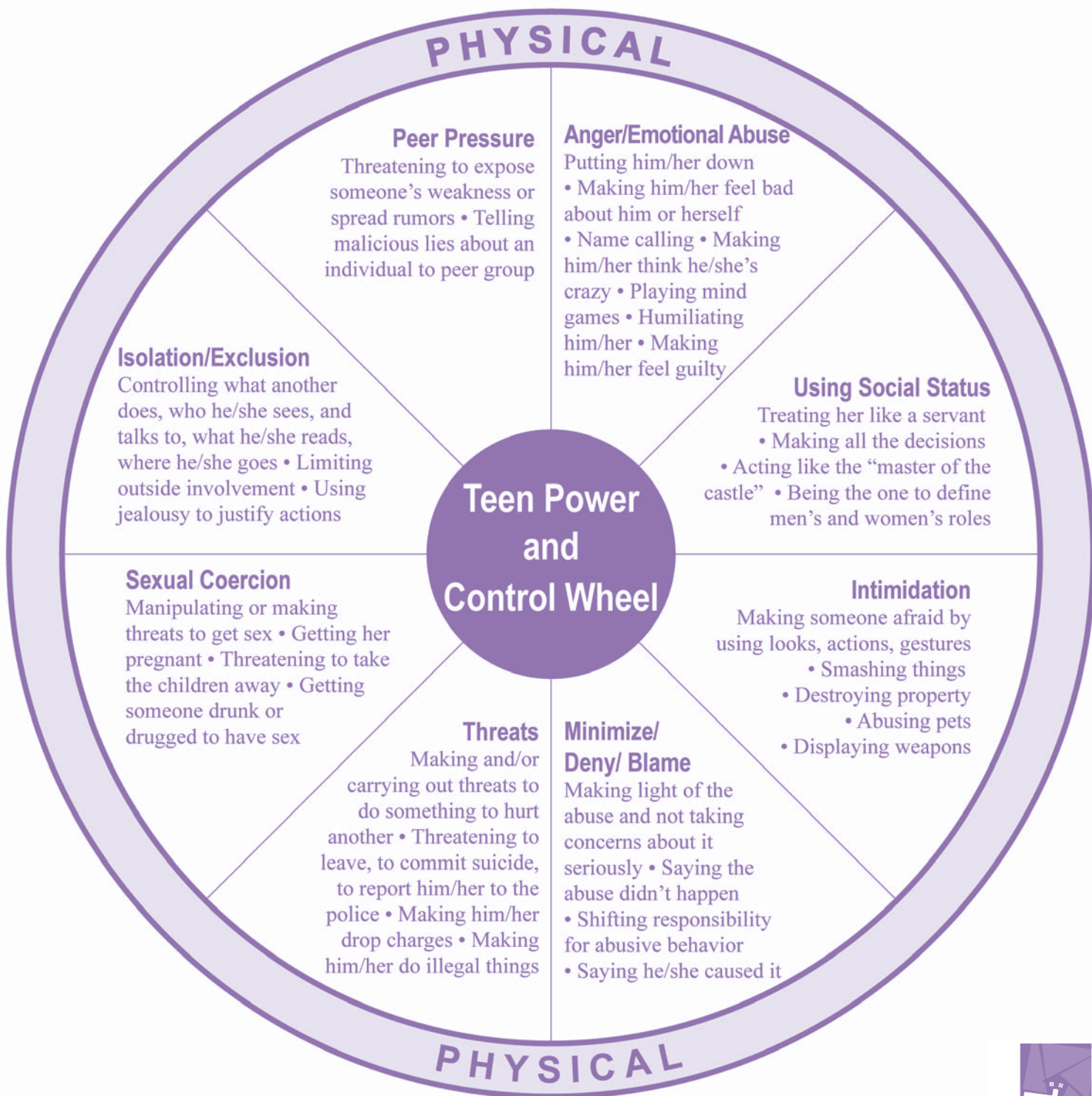
If you or someone you know is being hurt in a dating relationship, please call (800) 799-SAFE or TTY (800) 787-3224 to be referred to the domestic violence program in your area.



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[TEEN POWER AND CONTROL WHEEL]

Adapted from the Domestic Abuse Intervention in Duluth, Minnesota.



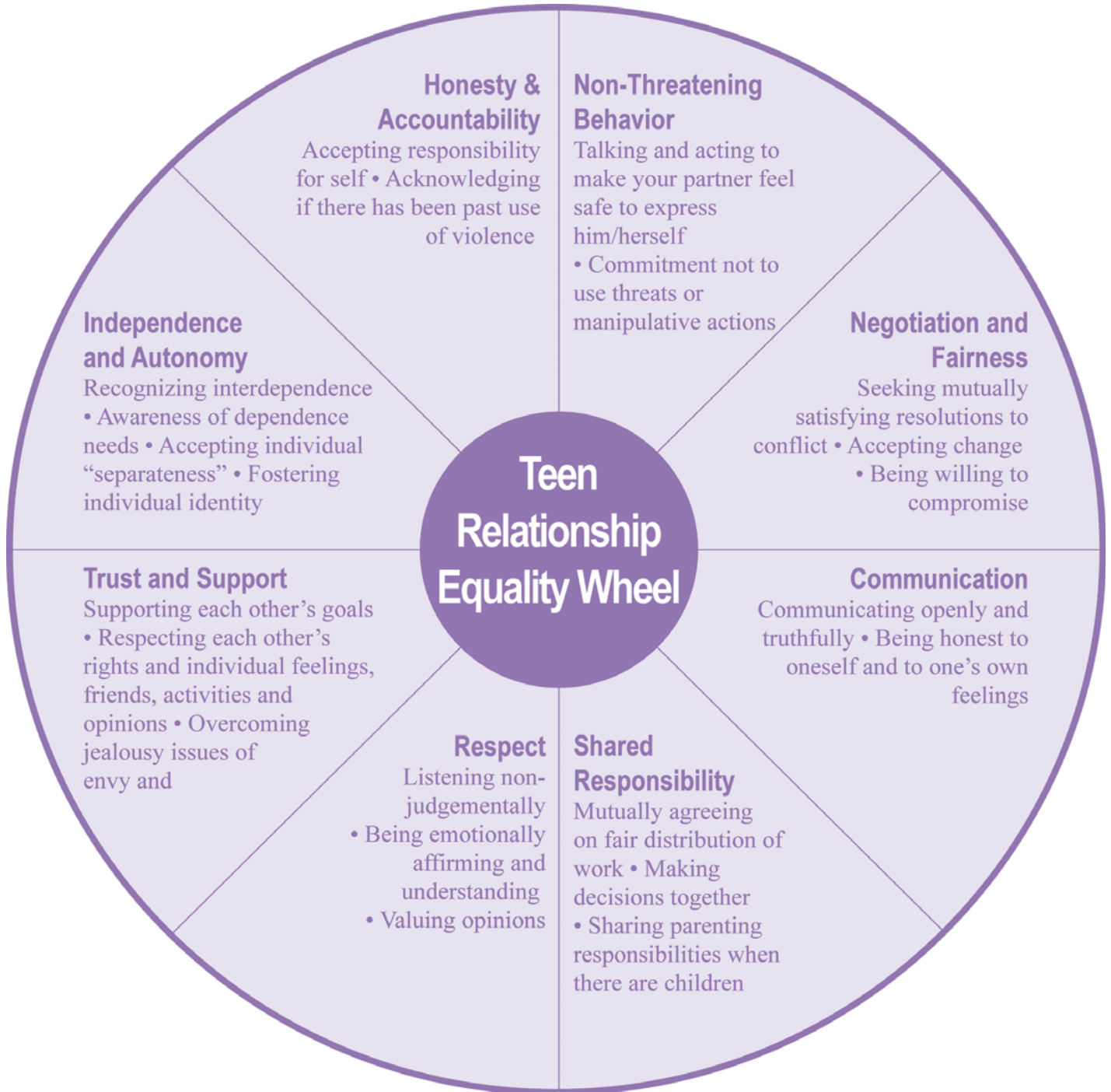
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TEEN RELATIONSHIP EQUALITY WHEEL

Adapted from the Domestic Abuse Intervention in Duluth, Minnesota.



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[IDENTIFYING ABUSIVE BEHAVIORS IN DATING RELATIONSHIPS]

Abusive behaviors can fall into one of four categories: Emotional, Psychological, Sexual and Physical. What follows is a list of questions to ask about your dating relationship. If you answer 'yes' to any of these, it is time to check your behavior. **Abusive behavior can only be stopped if the abuser chooses to seek help and change the abusive patterns.**

- Do you constantly check up on your dating partner (where they are, who they're with, etc.)?
- Are you jealous and/or possessive of your dating partner?
- Do you act out of jealousy/possessiveness?
- Do you often criticize or insult your dating partner?
- Have you threatened or intentionally frightened your dating partner?
- Have you abandoned or threatened to abandon your dating partner in a dangerous or unknown place?
- Have you kicked, hit, thrown down, shoved, strangled, or thrown objects at or near your dating partner?
- Have you harmed, injured or killed pets or other animals?
- Have you blamed your violent behavior on drinking, using drugs or your dating partner's behavior?
- Have you coerced or forced your dating partner to have sex or perform sexual acts against her will?
- Have you scared/intimidated your dating partner so that she/he is afraid to say 'no' to you?
- Do you verbally degrade, insult or humiliate your dating partner?
- Do you believe you are entitled to hit your dating partner if she/he does or says something you don't like?
- Do you expect your dating partner to take responsibility for your behavior?
- Do you think your dating partner may be afraid to break up with you because you have threatened to hurt her or yourself?
- Have you made your dating partner believe that you don't want her/him to see certain people or be in certain social situations?
- Have you ever threatened or considered suicide?

If you are using any of these behaviors, please call (800) 799-SAFE or TTY (800) 787-3224 for help.





BATTERING/ABUSIVE RELATIONSHIPS VS. RELATIONSHIPS BASED ON EQUALITY

Adapted from Project for Victims of Family Violence - Fayetteville, AR and Sacred Circle, National Resource Center to End Violence Against



BATTERING/ABUSIVE RELATIONSHIPS

- **JEALOUSY.** Abusers may say that jealousy is a sign of love in a relationship. Popular culture often reinforces this notion. Jealousy is usually a sign of possessiveness and insecurity and may lead to isolation of the targeted victim and other abusive behaviors.
- **SUDDEN OR EXTREME EMOTIONAL ATTACHMENT.** Abusers often come on like a “whirlwind” in a new relationship. Often this is expressed by saying things such as, “You’re the only person I could ever talk to” or “I’d be nothing without you.” The abuser may pressure the dating partner into committing to the relationship before she’s ready and may later make it difficult for the partner to end the relationship.
- **CONTROLLING BEHAVIOR.** An abuser may say the controlling behavior is because of deep care about the partner or concern about the dating partner’s safety and future. As this behavior gets worse, the abuser may try to influence the partner’s decisions about clothing, how time and money are spent, etc.
- **BLAMES OTHERS FOR PROBLEMS/FEELINGS.** Abusers may feel that “everyone is out to get them” or that someone is “always doing them wrong.” Abusers may blame their dating partners for anything that goes wrong. As the abuse gets worse, abusers usually blame their victims for making them behave in an abusive manner, etc.
- **USE OF FORCE DURING INTIMACY.** An abuser may try to hold his partner down during intimacy. The abuser also may show little or no concern for the dating partner’s intimate desires.
- **UNREALISTIC EXPECTATIONS.** Abusers often expect dating partners to meet all of their needs and may say things such as, “If you loved me, you would” or “I’m all you need.”
- **VERBAL ABUSE.** Verbal abuse can involve playing mind games, name-calling, humiliation or making the partner feel guilty, shamed and embarrassed.
- **ISOLATION.** Abusers often try to cut their dating partners off from all resources and people who are important to the victim. They may accuse these supportive people of causing trouble or getting in the way of the relationship.
- **PAST ABUSE.** Abusers may tell their dating partners that they have used violence before, but only if “their partner made them do it.” If the current partner stays long enough, it is likely that they will be abused also.
- **THREATS OF VIOLENCE.** This can be any threat of physical force meant to control the partner, such as, “If I can’t have you, no one will,” “You’ll be sorry if you leave me” or “You’re nothing without me” or “I’ll kill myself if you leave me.”
- **BREAKING OR STRIKING OBJECTS.** This behavior is used as punishment and to threaten or terrorize the dating partner into submission. This type of behavior often indicates other or future violence.

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If you or someone you know is being hurt in a dating relationship, please call (800) 799-SAFE or TTY (800) 787-3224 to be referred to the domestic violence program in your area.



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[BATTERING/ABUSIVE RELATIONSHIPS VS. RELATIONSHIPS BASED ON EQUALITY]

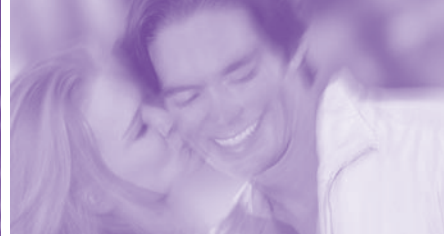
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RELATIONSHIPS BASED ON EQUALITY

- **EQUALITY.** Unlike an emotionally or physically abusive relationship, a relationship based on equality is one in which the dating partners are on “an even playing ground.” One partner is not trying to control or get power over the other. Each person respects the other for his/her skills, abilities, talents, and gifts. Each helps the other grow and shine in ‘who’ they are.
- **NEGOTIATION AND FAIRNESS.** Problems or struggles are a part of every relationship. In relationships based on equality couples seek mutually satisfying resolutions to conflict, accept change and are willing to talk and compromise.
- **NON-THREATENING BEHAVIOR.** This involves talking and acting so that dating partners feel safe and comfortable expressing themselves and being involved in the kinds of activities that interest them.
- **RESPECT.** This implies that the dating partners don’t stand in the way of the other person growing and changing. It also means listening to each other non-judgmentally, being emotionally affirming and understanding as well as valuing each other’s opinions.
- **HONESTY AND ACCOUNTABILITY.** In a relationship based on equality, dating partners accept responsibility for themselves and their actions. They admit when they are wrong and communicate openly and truthfully.
- **SEXUAL RESPECT.** It is important to respect each other’s feelings and the right to have control over one’s own body. This means understanding the difference between love, sex and intimacy.
- **PARTNERSHIP.** This involves treating a dating partner as an equal and a whole human being. It also means respecting the partner’s decisions and opinions, listening , and sharing responsibilities based on skills, interests and abilities.
- **CULTURAL RESPECT.** Each of us has a cultural heritage and background. In no culture do people enjoy being emotionally or physically abused in intimate relationships. Cultural respect involves partners allowing each other to be who they are and respecting the other’s path as equally important as their own.





[BATTERING/ABUSIVE RELATIONSHIPS VS. RELATIONSHIPS BASED ON EQUALITY]

CONTINUED FROM PREVIOUS PAGE

IN DATING RELATIONSHIPS YOU HAVE THE RIGHT TO:

- Express opinions and be respected for them.
- Pursue interests.
- Have your own needs be as important as dating partner's.
- Share expenses.
- Accept gifts from dating partner without expectation of intimate contact.
- Grow as an individual.
- Have your feelings taken seriously.
- Have control over your own body.
- Not take responsibility for dating partner's behavior.
- Change your mind.
- Share responsibility for problem solving.
- Expect that an apology means something.
- Socialize with anyone of choice.
- Not be physically, emotionally or sexually abused.
- Break up and fall out of love with someone and not be threatened.
- Say NO to ANYTHING.

If you or someone you know is being hurt in a dating relationship, please call (800) 799-SAFE or TTY (800) 787-3224 to be referred to the domestic violence program in your area.



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[HELPING A FRIEND WHO IS SURVIVING A VIOLENT RELATIONSHIP]

If your friend is in a dating relationship that is controlling or violent, don't ignore or avoid it. Here's how you can help:

- **LISTEN.** Give your friend your undivided attention as she is talking with you.
- **BELIEVE.** Believe what she tells you. It has taken a great deal of strength and courage for her to tell you.
- **DO NOT JUDGE.** Be careful not to make judgements about the situation she is in or the decisions she has made or appeared to make.
- **UNDERSTAND WHAT SHE IS SAYING.** Devote your efforts to understanding the thoughts, feelings and experiences she has chosen to share with you – not to finding out things you want to know.
- **BE SUPPORTIVE.** Support her feelings as well as her choice to share them with you and acknowledge that it may have been difficult to do so.
- **TELL HER THE VIOLENCE AND ABUSE ARE NOT HER FAULT.** It is not uncommon for survivors to feel they have done something wrong. Continue to remind her that the abuser is the one at fault.
- **SUPPORT HER RIGHT TO MAKE HER OWN DECISIONS.** Sometimes we think we know what is best. Remember, she has the right to make her own decisions. *Telling her what to do will not be helpful.*
- **PROVIDE RESOURCE INFORMATION.** Offer the telephone number of the local domestic violence program or the National Domestic Violence Hotline number, (800) 799-SAFE, Offer to talk to an adult with her.
- **EDUCATE YOURSELF.** Understand the dynamics of dating violence and the available options.
- **PROTECT HER PRIVACY.** She has chosen to tell you. It is not your place to tell others, with the exception of informing a teacher or another adult who will offer help and support. Make sure to do this if your friend is in danger.

NOTE: *Both females and males can be victims of dating violence, but numerous studies reveal the reality that the majority of victims are female (usually over 95%). In this package we often, but not always, refer to victims as female and abusers as male. That reference does not change the fact that every survivor—male and female—deserves support, options, resources, and safety, and that denying the reality only delays finding the solution.*





[TEENS TALKING TO TEENS WHO ARE ABUSIVE]

- Tell your friend that violence is NOT okay or cool; it's a sign that the person has a problem and needs help.
- Offer to go for help with him or to talk to a trusted adult.
- Be honest with your friend and let him know:
 - Dating violence is serious.
 - It is not right that he emotionally, psychologically, physically or sexually control his dating partner.
 - You do not want him to get into trouble with school authorities or the police.
 - You encourage him to change his behavior before this happens.
- Treat your friends and dating partners with respect. Be a role model.
- Give him examples of the abusive/controlling behaviors you have observed.
- Reiterate that his behavior is his choice. Emphasize that his dating partner does not need to change in order for him to stop his abusive behavior. If the relationship is not working for him, he has the right to end it respectfully, not change/control it by using abuse. The violence ends only when he chooses to stop his violent and emotionally abusive behaviors. While you acknowledge that this kind of change is not easy and that he can't do it alone, remind him that he has alternatives.
- DO NOT make excuses for your friend's abusive actions. Protecting him will do more harm than good. The abuser is counting on you to support his choices or not say anything at all. By ignoring his behavior, you become part of the reason he is allowed to continue abusing his dating partner, you send a strong message to the victim that there are few people, if any, willing to help her, and she becomes more isolated and less likely to be able to escape the abuse.
- DO NOT let the conversation turn to a discussion of her faults. No matter what his partner has done, she does not deserve to be beaten, kicked, pinched, shoved, intimidated, or abused in any way.
- If you witness an incident of dating violence, try to get immediate help. Call 911 and report it to the local police department.

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Data compiled by and reprinted from: The Domestic Violence Clearinghouse and Legal Hotline, Hawaii and the Rhode Island Coalition Against Domestic Violence "Resource Guide for Educators"

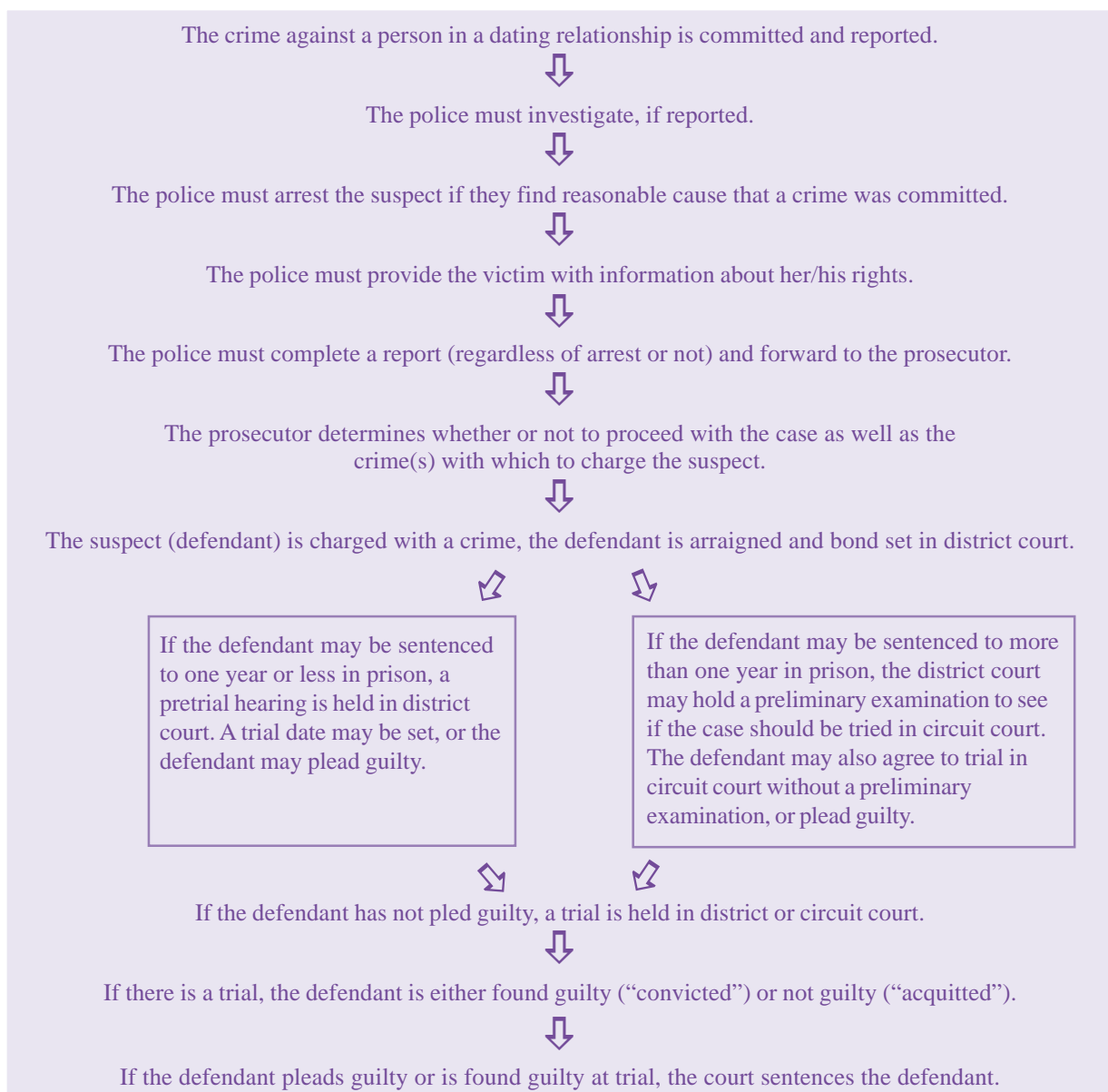


[CRIMINAL JUSTICE SYSTEM PROCESS FLOWCHART]

AN OVERVIEW FOR TEACHERS AND STUDENTS

This flowchart offers a general picture of the criminal justice system process when the crime of dating violence occurs and is reported. Many twists and turns regularly occur (i.e. hearing postponements, investigation delays, etc.) that are not represented here.

For more complete information, contact your local domestic violence program or view MDVPTB's "*Domestic Violence Legal Handbook*" on our Web site: www.michigan.gov/domesticviolence. Select Individual and Family Services from the left sidebar. Then click on Domestic Violence under the Quick Links on the right side bar. The *Legal Handbook* is in the box labeled Survivor Resources on MDVPTB's homepage.



If you or someone you know is being hurt in a dating relationship, please call (800) 799-SAFE or TTY (800) 787-3224 to be referred to the domestic violence program in your area.



MICHIGAN
DOMESTIC VIOLENCE
PREVENTION &
TREATMENT BOARD



[DATING VIOLENCE RESOURCES]

HOTLINES

(800)799-SAFE, (7233) TTY (800)787-3224
National Domestic Violence Hotline

(800)656-HOPE (4673)
Rape, Abuse and Incest National Network (RAINN)

Local Domestic Violence Programs—Find the Domestic Violence Resource Directory in the “Survivors Resources” box on the home page of the Michigan Domestic Violence Prevention and Treatment Board’s Web site (address below)

My local domestic violence program number is _____

WEB SITES

Michigan Domestic Violence Prevention and Treatment Board: <http://www.michigan.gov/domesticviolence>

The Michigan Resource Center on Domestic and Sexual Violence: <http://www.mcadsv.org/mrcdsv>

SafePlace Teen site: www.austin-safepace.org/info.htm
Look for dating and sexual violence prevention for teens

Pennsylvania Coalition Against Sexual Assault Teen PCAR: www.Teenpcar.com

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

Family Violence Prevention Fund: <http://www.endabuse.org>

Choose Respect: www.chooserespect.org



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