

**TEEN DATING VIOLENCE
TRAINING WORKSHOP
PART 2**



.....
Supporting the prevention of relationship violence.
.....

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TEACHING ABOUT DATING VIOLENCE

**The following is offered only as a starting point for teaching this topic, and is by no means definitive. It should be adapted to each individual school district and community.

Teen dating violence should be taught as part of a comprehensive health education curriculum. In addition, communication skills, conflict resolution, anger management, decision making, assertiveness skills, and sexual harassment should be taught at the middle and high school levels. And because teen dating violence leads to an increase in teen pregnancy, STD's, drug abuse, eating disorders, and depression/suicide it should be tied into these topics as well.

Lastly, it is not enough to teach only about unhealthy relationships, but we also need to teach about healthy relationships so students can distinguish the difference between the two.

SCOPE AND SEQUENCE OF TOPICS:

The following scope and sequence of topics to be taught is very general and should be adapted to each community and school district.

Grade 7: Gender Stereotypes & Roles; role of the Media

Types of Violence

Lesson Plans: Male/Female Box activity

See www.media-awareness.ca/english/teachers/index.cfm Click Teachers, Secondary, Stereotypes or Gender Portrayal for many lessons;

Use "Exposing Gender Stereotypes" box activity & any others including those referring to media portrayal

Brainstorm types of violence & examples of each

Grade 8: Gender Stereotypes & Roles, Role of the Media

Types of Violence

Define healthy relationships and unhealthy relationships (dating abuse)

Statistics

Warning Signs

Introduction to Relationship Wheels

(Date Rape and Date Rape Drugs)

Lesson Plans: SafeDates: Lessons 1-3

-Caring Relationships

-Defining Dating Abuse

-Why Do People Abuse?

Explain Relationship Wheels and Cycle of Abuse

Grade 9: Review Types of Violence and healthy vs. unhealthy relationships

Relationship Wheels: Power & Control, Equality

Dating Rights & Responsibilities

Warning Signs – in greater detail

Cycle of Abuse

How to Get Help

How to Help a Friend

Keeping Safe

Lesson Plans: SafeDates: Lessons 4-6

- Getting Help
- Helping Friends
- Overcoming Gender Stereotypes
- Review Wheels of Power & Control and Equality
- Review Cycle of Abuse
- Brainstorming Relationship Rights & Responsibilities

Related topics: Communication Skills, Anger Management, Stress Management, & Conflict Resolution

Grade 10: Review of the above

Introduction to Victimization: effects on the victims, including psychological effects
(use videos, websites, & articles for stories of teen victims)

Relationship of teen dating violence to increase in teen pregnancy, STD's,
depression, drug abuse

Sexual assault

Getting help & helping others: Do's & Don'ts, Safety Plans, Community Resources

Lesson Plans: SafeDates: Sessions 7-8

- Preventing sexual assault
- How we feel, how we deal
- Communication

Grade 11: Victimization in greater detail

Safety Plans

Sexual Assault

Lesson Plans: SafeDates: Sessions 9

- preventing sexual assault
- Victimization and Post Traumatic Stress Disorder
- Melissa's Story (www.opdv.state.ny.us and search "Melissa's story")
- DVD: Dating & Violence Should Never Be A Couple (available at www.abanet.org/publiced/teendating.shtml)
- "Gift of Fear" by Gavin DeBecker(short sections to be read by teacher to class)
 - Chapter 1 – In the Presence of Danger p. 1-5
 - Chapter 4 – Survival Skills
 - Chapter 4 – Parking Lot Scenario
 - Chapter 4 – Girl on a Plane

Grade 12: Setting Boundaries

Ending a Relationship; Dealing with a Breakup

Safety Plans & Restraining Orders

Discuss relationships in college & beyond

www.apa.org

Love shouldn't hurt like this!

When you're ready to change the situation

If you're the one doing the hurting

If you are the one getting hurt

CURRICULUM MATERIALS

There are not many curriculum materials available for the topic of teen dating violence. And there is no one comprehensive curriculum that covers all the subtopics. Therefore it is necessary to utilize various materials as we teach this topic. The following is a list of curriculum materials that have been used with success by health teachers.

Safe Dates, An Adolescent Dating Abuse Prevention Curriculum

Hazeldon Publishing

www.hazeldon.org

1-800-328-9000

This curriculum is research based and considered a Model Program by the National Registry of Effective Programs and it is on the list of Exemplary & Promising Programs of Samhsa, Substance Abuse & Mental Health Administration. It is an excellent curriculum and approved for use by the Rhode Island Department of Education.

We recommend that teachers read the introduction and take note of the letter that can be sent home to parents. It's lessons cover a variety of topics including both qualities of a healthy relationship as well as abusive relationships. It clearly presents the concept of power, control, and manipulation. It provides knowledge and skills so students can help themselves and others. The subtopics of gender stereotypes and communication skills are also covered, as well as sexual assault. The curriculum culminates with a **student play** which can be used in a variety of ways, whether it is to raise awareness for students or parents, or for peer-teaching opportunities. SafeDates has been updated to include digital dating abuse and a "Family Matters" component, which engages parents in their child's education.

In our school district in Rhode Island, we teach the first three sessions in eighth grade and the remainder of the sessions in grade nine.

Love is not Abuse: a teen dating violence prevention curriculum

Liz Claiborne Inc

www.loveisnotabuse.com

This curriculum has 4 lessons that cover the types of dating abuse or the types of violence, including the warning signs, how to help yourself and friends, and a new lesson on digital dating abuse. It also explains the cycle of abuse and safety planning. It utilizes excerpts from the fictional book "Breathing Underwater" and also has a writing component as well. In addition, there are links to stories from teen victims.

The Love is Not Abuse curriculum is available on-line at **www.loveisnotabuse.com** and provided **free** to teachers. When ordered, you will receive a **CD of the curriculum** and links to **online video clips of teen victims** talking about their experiences. It can be used at any grade level in high school, but we recommend using it either in grade 9 or 10. On their website you will find additional information and pamphlets that can be printed for both male and female teens as well as for parents. The website itself is a resource for both students and parents too.

Break the Cycle: Ending Violence and Domestic Violence 101
www.endingviolence.net www.breakthecycle.org

Break the Cycle has two different pieces of curriculum for dating violence. The original evidence-based unit, called “**Domestic Violence 101**” consists of **9 activities** which, depending upon time, can be taught together or broken up across several lessons. These activities teach students about the types of abuse, the cycle of violence, the warning signs of an abusive relationship and qualities of a healthy relationship, as well as how to get help. It includes a video called “Teens Speak Out: Dating Violence” as well as overheads and cards to use for one of the hands-on activities.

The newest curriculum developed by Break The Cycle is called **Ending Violence**. It’s an **interactive DVD** that provides flexibility for the teacher to use all of the curriculum or just certain parts that the teacher wants to focus on. It includes student activities, role plays, interviews and so much more. Just like the earlier version of this curriculum, it too will be evaluated and become evidence-based. Once you own the curriculum you will have access to additional resources and technical assistance on the curriculum’s special website.

Expect Respect Curriculum

SafePlace

Austin, Texas

www.SafePlace.org

1-512-267-SAFE (7233)

Expect Respect is a comprehensive program developed by **SafePlace of Austin, Texas**. It consists of 4 manuals with the first providing an overview of the entire program. **Part I** of the program consists of a **24 week curriculum to be used in a support group** for students, not in an academic classroom. The group should preferably be led by a trained mental health professional from the school, such as a school social worker or school psychologist or a social worker who works for your local domestic violence community agency. **Part 2** of the program consists of a **youth leadership curriculum**, whereby teens are engaged in prevention by taking on a leadership role and being responsible for raising awareness in the school, educating their peers, and helping and supporting their peers. **Part 3** of the program is a manual filled with **school-wide prevention strategies and resources**. Used all together, along with traditional curriculum being taught in classes throughout the school each year, this program allows the school to take dating violence education to the next, desired level, including support groups and engaging teens to take on a leadership role.

Your local Coalition Against Domestic Violence or Sexual Assault agencies will probably have lesson plans or units on dating violence that they might share with you. Many also will provide dating violence lessons at your school.

WEBSITES

Lindsay Ann Burke Memorial Fund

www.labmf.org

www.labmf.org created as a resource tool for health teachers. Under the LINKS page you will find numerous websites for teachers, parents, and teens. These websites have a wealth of information including victim stories, lesson plans, facts, activities and more. In addition, the FACTS and CURRICULUM pages are filled with useful information. Many teachers have used LINDSAY'S STORY in class as well.

Love Is Not Abuse, Liz Claiborne Inc

www.loveisnotabuse.com

www.loveisnotabuse.com has a great deal of useful information for both teens and parents and should definitely be used as a resource tool.

National Teen Dating Violence Helpline

www.loveisrespect.org

www.loveisrespect.org is the website for the national teen helpline. Teen victims can call their own helpline, rather than calling the National Domestic Violence Hotline for adults. Teens will usually talk to other teens who are trained in how to respond and help, and they know the community resources available in each state. Information about how to help a friend who is a victim or someone who is the abuser. You can also find facts, ideas for raising community awareness, projects, public service announcements, a Bill of Rights, and lots more.

Choose Respect

www.cdc.gov/chooserespect

Centers for Disease Control

Department of Health and Human Services

National Center for Injury Prevention and C

This website was created by the CDC specifically for students. We bring our students into the computer lab and have them complete a worksheet that we created to look up various facts on the site, such as the qualities of a healthy relationship, the warning signs, how to help a victim, and much more. After discussing all of the facts, we then watch the website's video of teen victims telling their stories, in their own words. This helps to reinforce what the students have learned. This website also includes a video for parents, and you can download a teacher's manual or video discussion guide and community action kit.

Melissa's Story

www.opdv.state.ny.us search "Melissa's Story"

Can be used when teaching victimization

Michigan 3 lesson plan unit

www.michigan.gov

Search “dating violence lesson plans” then follow the links for “Dating Violence Education Package”

Gender Stereotype Lesson Plans

www.media-awareness.ca/english/index.cfm

Click “For Teachers”, then look up “stereotyping” in “Lesson Library”

Has many lesson plans for gender stereotypes, including Male/Female Boxes, recommended

American Bar Association “Toolkit”

www.abanet.org/publiced/teendating.shtml

Created for National Teen Dating Violence Awareness & Prevention Month. Lots of activities, facts, info, video, and more

BOOKS

Breathing Underwater

By Alex Flinn

HarperCollins Publishers, Inc.

Excerpts from Breathing Underwater are used in the Liz Claiborne curriculum. In our school district, this book is mandatory summer reading for all ninth graders. If this book is then discussed in English class, it is advisable for English teachers to be trained in the topic of dating violence.

Gift of Fear

By Gavin DeBecker

This book can be used as a resource tool for teachers, and Chapters 1 and 4 (ex Parking Lot Scenario and Girl on a Plane) could be used when teaching about victimization. It is not advisable for students to read this book.

Dreamland

By Sarah Dessen

Fiction.

Leslie’s Journal

By Allan Stratton

Annick Press

Go to www.annickpress.com for lesson plan that accompanies the book.

***For Parents and Mental Health Professionals:**

What Parents Need to Know About Dating Violence by Barrie Levy a must-read, especially if your teen is in an abusive relationship

Saving Beauty From the Beast by Vicki Crompton good book, last chapter is personal

VIDEOS

Dating & Violence Should Never Be A Couple video
www.abanet.org/unmet/toolkitmaterials.html

Causing Pain: Real Stories of Dating Abuse & Violence
www.cdc.gov/chooserespect teen version and parent version, may also be purchased

Break the Silence Centers for Disease Control produced on-line video for parents
www.cdc.gov/CDCTV/BreakTheSilence

When Dating Turns Dangerous

But He Loves Me
www.etr.org

Dating for Real: Building Safe & Healthy Relationships
Series of 3 videos, can be purchased as a set or individually through Human Relations Media

MOVIES

Enough - show parts only in class
Sleeping with the Enemy
Freshman Fall aka **She Cried No** (date rape)
No One Would Tell (true story, semi-graphic scene near end)
Reviving Ophelia (Lifetime movie)
Speak (rape and PTSD)
The Burning Bed

ACTIVITIES

February is National Teen Dating Violence Awareness & Prevention Month
www.abanet.org/unmet/toolkitmaterials/html
First developed for National Teen Dating Violence Awareness & Prevention Week
Has numerous ideas for awareness activities in schools

October is Domestic Violence Month

Hold a “Wear Purple Day” fundraiser
Donate proceeds to local domestic violence shelters or silent witness

One-woman Play: “The Yellow Dress”
www.deanasfund.org

Hold a “Dating Violence Poster Contest”
Display posters around school

Silent Witness Assembly

Invite your state's Silent Witness Program to do a presentation of the Silent Witnesses at school.

College campuses may have student groups involved in the Silent Witness program and having college students present this to high school students is very effective.

In addition, hand out awareness bracelets, warning signs cards, brochures, etc. These can be made by students. In South Kingstown, RI we held this assembly for our seniors, as a way of reminding them, before graduation, of the importance of the dating violence information that they had learned in health classes. School staff donated money to pay for the bracelets and cards. Bracelets were made by students in Advisory period.

Collaboration and Teaching Across the Curriculum

1. SKHS English: "Breathing Underwater" by Alix Flinn can be used in English classes as well as any of the fictional books noted above.
2. Liz Claiborne curriculum can be used in health class and have students do writing assignments as homework or in English class
3. **www.lessonsfromliterature.org** - contains lesson plans for English Lit teachers & use "The Lord of the Flies" and "Their Eyes Were Watching God" to teach about power & control and abusive relationships
4. The "American Bar Association's Toolkit" has a list of activities for Art, Social Studies, etc. **www.abanet.org/inmet/teendating/teachersguide.pdf**

Adaptation to individual communities and school systems

1. Prioritize what you teach in health class.
2. Tie the topic of teen dating violence in with other health topics
3. Can shorten or lengthen units
4. Give homework assignments or projects
5. Use non-profit domestic violence community resources as guest speakers, guest educators
6. Use your school's Resource Officer to co-teach the unit with you, or as a guest speaker. If your school doesn't have a Resource Officer, utilize your local or state police as guest speakers.

Lesson 4: “Gender Stereotypes”

Male/Female Box Activity

Length: 40 minutes

Overview

This lesson creates an awareness for students about the dangers of gender stereotyping and the media's role in perpetuating gender stereotypes.

Learning Outcomes

Students will demonstrate:

- an understanding of the potentially damaging effects of living up to stereotypes, and how they can lead to abuse and violence against ourselves and others.

- an understanding of the media's role in perpetuating these stereotypes.

Preparation and Materials

Pre-selected samples from Disney Movies, TV shows, and/or advertisements portraying characters in stereotypical male/female roles

Computer and LCD projector

The Lesson

Activity – “Boy in the Box/Girl in the Box” (10 minutes)

Divide the board into two halves. Write “Act Like a Man” at the top of one side and record student responses. (Note: Begin by directing the question to the boys. The girls can then be encouraged to respond. Attempt to record students' own choice of words. If their responses are too wordy, ask them to simplify for display purposes. Ask students: What does it mean to act like a man? What words or expectations come to mind? (e.g., men don't cry, men are tough, men are strong)

Draw a box around the entire list. We're going to call this the *Act Like a Man* box. Inside the box is a list of attitudes and behaviors that boys are pressured to adopt in the process of becoming men in our society. Men and boys are not born this way; these roles are learned.

Next, write “Be Ladylike” at the top of the other side and record student responses. (As with the boys, begin by directing questions to the girls, then encourage boys to respond.) Ask students: What does it mean to be ladylike? What words or expectations do you think of? (e.g., girls are polite, girls are neat, girls are passive)

Draw a box around this list. This is the *Be Ladylike* box. It's full of stereotypes, just like the Act Like a Man box. Its walls of conformity are just as restrictive. Women also learn to conform to very specific role expectations as they grow up being female in our society.

Discussion (15 minutes)

Learning gender roles:

Where do we learn these gender roles? (Discussion prompts: What people teach us these stereotypes? People in entertainment? Sports? Media? When the students respond "TV" or "movies," ask for specific examples to list.)

Where do women learn these messages? (Discussion prompts: You may put "moms" on the paper and ask for discussion. What other people influence our learning of gender roles? Where else in society do we find these messages? Ask for specific examples if the comments are too general.)

Write these responses down the left side, outside the box. You may draw arrows to illustrate how these influences reinforce the wall of the stereotype box.

How Stereotypes Are Reinforced:

What names or put-downs are directed at boys when they don't fit the box?

What names are women called if they step out of the stereotype box? *Note:* Allow students to be blunt with their slang in this educational context.

Write the names along the bottom of the appropriate box. You may draw arrows to illustrate how they reinforce the wall of the stereotype box.

How do these labels and names reinforce the stereotype box?

How does it feel when we are called these names?

What do you think the person who is using these put-downs is feeling? (These names are used in order to hurt people emotionally, and we react by retreating to the "safety" of the stereotype box.)

Evaluating the Gender Stereotypes :

How many boys in the class have never cried, hands up? (Note: Choose "don't cry" from their list. If it was not offered during the brainstorming, select another reference.)

Does this mean that those of you who didn't put up your hands are wimps, nerds, etc.?

What about the girls; how many want to be passive, etc.?

What are some situations where you may be pressured to "Act Like A Man" or "Be a Lady?" (e.g., for boys, friends may tell you to try a cigarette or participate in a risky activity, to prove that you're 'tough', or for girls, you might be prevented from playing a certain sport or you might let someone bully you into doing something that you don't want to do, because it isn't "ladylike" to argue or be assertive.)

How might these stereotypes lead to violence? (e.g., boys might be expected to 'fight it out,' rather than 'talk it out,' and girls might be expected to put up with bullying, rather than be assertive.)

Activity (10-15 minutes)

Use projector to show samples of male/female stereotypes portrayed in media.

Discuss how these and others influence our thinking about male/female roles.

Journal Assignment

Have you ever experienced a situation where you were expected to act a certain way because you are a girl or a boy, even though it may not have been the way you felt like acting?

Evaluation

Participation

Journals

SEE www.media-awareness.ca/english/index.cfm and www.acevermont.org for more lessons on gender stereotyping

HEALTH I

K. Murphy, C. King, E. Laskowski SKHS

TOPIC – Teen Relationships

Task Description

February is officially National Teen Dating Violence Awareness and Prevention Month.

In conjunction with this, your group's task is to create an awareness campaign utilizing prior knowledge and newly researched information that focuses on promoting healthy relationships.

In order to do this the groups will:

- Investigate and report the incidence of teen dating violence worldwide. (statistics, key information, etc)
- Critique at least two websites that focus on teen relationships.
- Create a tee shirt or poster design to promote awareness of healthy teen relationships and/or prevention of teen dating violence.

Procedure

In groups of two or three students will:

1. Research

- Use the internet to research the incidence of teen dating violence in the U.S.
- Read article assigned by teacher on www.unifem.org. Take notes to include in fact sheet.

2. Construct a fact sheet using the information gathered in step 1.

3. Evaluate the validity of two websites that focus on teen dating violence by completing the ABC Evaluation of Web Sources.

4. Brainstorm ideas for t-shirt/poster design.

5. Choose one idea to elaborate on.

6. Create the t-shirt/poster.

- **Justify the choices** made in the design with reference to
 - i. Aesthetic (how it looks)
 - ii. Slogan/design
 - iii. Environmental considerations; (ie. Age appropriateness, code of conduct etc.)
- **Design/slogan**
 - i. Reflects knowledge of material covered in class and researched material
 - ii. Is creative, innovative (having the quality of something **created** rather than imitated, a new idea)

Learner Expectations

SLE C7 Document understanding of the connection between the present and future health of our community and the world to a chosen area (political, environ or economic)

SLE S9 All students will be able to make appropriate choices affecting their physical, social, and/or emotional well-being.

Applied Learning Standard A1a – Design a product

Design a product, service or system to meet an identified need.

RI Health Standard –Injury Prevention

Standard 1.1 *Analyze how behavior can impact personal safety. And the magnitude of injury among various age groups*

Standard 2.1 *Evaluate the validity of health information products and resources..*

Standard 7.2 *Adapt injury prevention messages and techniques to the characteristics of a particular audience.*

Grade Span Expectations

W-10-2.1 *Selecting and summarizing key ideas to set context, appropriate audience.*

Attachments

Due date checklist

Criteria checklist for fact sheet

ABC Evaluation Web Sources

T-shirt/poster rubric

TOPIC – Teen Relationships

FACT SHEET CRITERIA (10 pts.)

The point of a fact sheet or action alert is to get the reader to do something. More information than you need to convince them is a waste of the reader's time and risks losing their attention. Make it as easy as possible for them to take your action. If you want them to make a call, give them the number. If you want a legislator to vote yes on a bill, give him the bill number and title.



- _____ One page is best
- _____ Make it readable - use at least 12 point font
- _____ Keep the text brief - no one wants to read tons of information in small font
- _____ Keep the most important information in the first paragraph - what the issue is, what action is needed, and label the main message(s)
- _____ Give references for more information - in electronic communications you can offer links
- _____ Use bullets when you can - Leave lots of white space
- _____ Make it very clear what you want them to do - Bold, text boxes, and graphics add emphasis
- _____ Give them all the tools they need to take the action - do not say "call your legislator" instead give them the numbers; give legislators the bill number you want them to vote for
- _____ Contains information on the incidence of teen dating violence in the United States
- _____ Contains information on the assigned reading from **www.unifem.org**

Health I
K. Murphy, C. King, E. Laskowski

Group Name: _____
Due Date: _____
Period: _____

TOPIC – Teen Relationships

ABC Evaluation of Web Sources

Website Address: (1) _____ (10 pts. each)

Authority: (Who sponsors this website?)

Accuracy: (Is this information accurate?)

Audience: (Who is the intended audience?)

Bias: (Is this one sided? Does it educate or persuade?)

Breadth: (All encompassing or only bits and pieces of information?)

Content: (What information is being given?)

Currency: (How up to date is the information? When was it last updated?)

Comment: (What did you like/dislike about this website?)

Name:

Due Date: _____

Period: _____

T-shirt/Poster Criteria

Based on 25 pts.

The posters/t-shirts will be assessed based on the following criteria:

_____ **Overall impact** of the display for eye-catching appeal, visual attractiveness, and its ability to draw the viewer to investigate the poster/t-shirt. (10 pts)

_____ **Clarity** of the message's demonstration of important information and ability to stand alone (10 pts)

_____ **Creativity and Appropriateness** of the graphics (5 Pts)

Name:

Due Date: _____

Period: _____

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_____ **Creativity and Appropriateness** of the graphics (5 Pts)

Name _____ Class _____

1. List 3 statistics about dating abuse.

- a. _____
- b. _____
- c. _____

2. List the 12 qualities of a healthy relationship.

- | | |
|----------|----------|
| a. _____ | g. _____ |
| b. _____ | h. _____ |
| c. _____ | i. _____ |
| d. _____ | j. _____ |
| e. _____ | k. _____ |
| f. _____ | l. _____ |

3. What is the definition of dating abuse?

4. What are the types of violence that exist in an abusive relationship and give examples of each.

- A. _____
- 1. _____
 - 2. _____
 - 3. _____
 - 4. _____
 - 5. _____

- B. _____
- 1. _____
 - 2. _____
 - 3. _____
 - 4. _____
 - 5. _____

- C. _____
- 1. _____
 - 2. _____
 - 3. _____
 - 4. _____
 - 5. _____

6. What are some examples of electronic aggression or digital abuse?

7. Whose responsibility is it to help if someone else is in an abusive relationship?

8. Why is it so hard for the victim to leave an abusive relationship?

8. How can you tell if your friend is in an abusive relationship? What are some of the warning signs or Red Flags that would be present in an abusive relationship?

9. What are some effects of dating violence on the victim?

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<hr/>	<hr/>

10. If you're in an abusive relationship, what can you do to get help?

11. What are some skills you can practice to give and get respect in a relationship?

12. How do you help a friend who is being abused?

TEEN DATING VIOLENCE WEBSITES FOR SCHOOL STAFF

- www.labmf.org** Lindsay Ann Burke Memorial Fund website, health teacher can find and share educational materials to teach teen dating violence and healthy relationships
- www.thriveri.org/documents/Guide_Bullying_TDV_RI.pdf** Rhode Island Department of Education A Guide to Preventing Bullying, Teen Dating Violence, and Sexual Violence In Rhode Island Schools; model school violence policy and resource guide, contains sample safety plan & guides for school staff & parents
- www.thriveri.org** Rhode Island's coordinated School Health Program, click on Social Environment for information about teen dating violence and school violence
- www.loveisnotabuse** Great website full of information, brochures, handbooks; **Liz Claiborne also has an excellent 4 lesson plan unit on teen dating abuse, can order for free
- www.loveisrespect.org** National Teen Dating Violence Hotline, get the facts, help & support from teens, sign the Dating Bill of Rights, watch PSA's and video, excellent
- www.cdc.gov/chooserespect** Info for teens with links to other excellent sites, teen video can be used for class, parent video for presentations.
- www.cdc.gov/CDCTV/BreakTheSilence** CDC-produced videos on various health topics. Break the Silence video for parents & teens; talk about healthy relationships & dating violence before dating begins, great resource
- www.giverespect.org** Good info for teachers & parents by the Family Violence Prevention Fund, includes link to the Lessons from Literature website below
- www.lessonsfromliterature.org** For English Lit teachers, uses "Their Eyes were Watching God" and "Lord of the Flies" to teach about abusive relationships
- www.cdc.gov** Centers for Disease Control, click on Injury, Violence & Prevention, then click on IPV Prevention for dating violence info, click on Youth Violence for other violence prevention
- www.thatsnotcool.com** Great site on digital/electronic harassment/abuse
- www.netsmartz.org** Digital abuse site for teens, parents, and educators
- www.pbs.org/inthemix/educators/lessons** PBS series on dating violence: Twisted Love, lesson plans, video
- www.abanet.org/publiced/teendating.shtml** American Bar Association, can download Toolkit for National Dating Violence Awareness and Prevention Month which is funded by the US Dept of Justice
- www.kbep.org** Katie Brown Educational Program offers 4-5 day presentations in schools in the Massachusetts and Rhode Island area; the curriculum goals and objectives are listed on this site

www.doe.mass.edu/ssce/tdv/guidelines/ Massachusetts Dept. of Education Dating Violence Policy Guidelines for school districts, very comprehensive, a good model for other states

www.doe.mass.edu/ssce/tdv/brochure.pdf Brochure on dating violence with 2 victim stories

www.samhsa.gov US Department of Substance Abuse & Mental Health; search “domestic violence”

www.goodcharacter.com Lesson plans & resources for healthy relationship skills

www.stopbullyingnow.hrsa.gov/index.asp Government site – bullying info for schools

www.silentwitness.net National Silent Witness site with information about program and links to state organizations, Silent Witnesses are powerful educational tools that can be used in many ways in school settings, contact your state organization for more info

www.safeyouth.org National Youth Violence Prevention Resource Center

www.pbs.org/kued/nosafeplace/index.html “No Safe Place: Violence Against Women” program consists of video tape & lesson ideas; basic info about domestic violence also on this site; 1998 but still good information and relevant

www.ndvh.org National Domestic Violence Hotline and links for state organizations and shelters

www.seeitandstopit.org Good site, Teen Action Campaign, toolkit for starting a school group

www.ricadv.org Rhode Island Coalition Against Domestic Violence

www.dayoneri.org Day One Sexual Assault & Trauma Resource Center of Rhode Island, help for victims of sexual assault

www.teensagainstabuse.org Teen group, good site

www.atg.wa.gov Washington State Attorney General, good information, click on Protecting Youth

www.acadv.org Alabama Coalition Against Domestic Violence

www.endabuse.org Family Violence Prevention Fund, click on teens

www.breakthecycle.org Good site for teachers, teens, parents; curriculum available

www.opdv.state.ny.us Good information for parents & teens, click on “Teens”

www.michigan.gov 3 lesson plan unit on dating violence; Search “dating violence lesson plans”, then follow links for Dating Violence Education Package

www.ncvc.org National Center for Victims of Crime, click on “Dating Violence Resource Center”, good info for parents and teens, also provides info on teens obtaining restraining orders in all 50 states

- <http://www.ncadv.org/resources/StateCoalitionList.php> List of State Coalitions Against Domestic Violence
- www.massmed.org Massachusetts Medical Society, Search “dating violence” for 2 parent handouts
- www.dvirc.org.au/whenlove/ When Love Hurts, a guide for love, respect, and abuse in relationships, great for teens/parents
- www.media-awareness.ca/english/index.cfm Gender stereotype Lesson Plans, Click “For Teachers”, then look up “stereotypes” in Lesson Library, has many lesson plans on this topic
- www.deanaseducationaltheater.org Performs the play “The Yellow Dress”
- www.usdoj.gov/ovw US Dept of Justice, Office of Violence Against Women
- www.vawnet.org Violence Against Women
- www.advocatesforyouth.org Follow links to dating violence
- www.uen.org/core Utah Dept of Education health curriculum
- www.joetorre.net Basic facts for adults & children, Joe’s story
- www.kidpower.org Click on Resources, Personal Safety
- www.nwmaf.org Nat’l Women’s Martial Arts Federation, click on “Find a Self-Defense Class” for a list of instructors in your state
- www.unifem.org United Nations Fund for Women, Working for Women’s Empowerment & Gender Equality – they started a world-wide campaign to end violence against women, Nicole Kidman is their spokesperson for “Say No to Violence Against Women Campaign”
- www.saynotoviolence.org UN & Nicole Kidman worldwide campaign, video, sign your name list, facts
- www.rainn.org Rape, Abuse, & Incest Nat’l Network, good info for sexual assault
- www.vahealth.org/civp/sexualviolence/pubs.asp Great site for resources on sexual violence
- www.nrepp.samhsa.gov SAMHSA’s National Registry of evidence-based programs & practices

BOOKS: for parents, mental health professionals, school staff

What Parents Need to Know About Dating Violence by Barrie Levy a must-read, especially if your teen is in an abusive relationship

Saving Beauty From the Beast by Vicki Crompton good resource, especially if your teen is in an abusive relationship, last chapter is personal & irrelevant