

# **Weller Health Education Center**

Relationship Respect  
Character Education  
Grades 6-8

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Program Objectives



**Program Description:** This new program specifically addresses the issues related to pre-dating attitudes and behaviors to better prepare pre-teens and teens for safe and healthy relationships.

**Standards:**

PA: 10.2.6d, 10.3.6ac, 10.1.9a, 11.2.6h

NJ: 2.1.6ef, 2.1.8f. 2.4.8a

**Objectives:**

Upon completion of this program, students will:

1. Define dating violence.
2. Identify three types of dating abuse.
3. List characteristics of a healthy relationship.
4. Practice online relationship safety.
5. Identify resources for domestic abuse.

**Terms:**

Communication – the activity of conveying information to another person or a group of people

Dating Violence – the verbal, physical, and/or sexual abuse of one partner by the other, in an intimate relationship; implies that the "couple" is not married or living together, does not have a child in common

Emotional Abuse – a form of abuse characterized by a person subjecting or exposing another to behavior that is psychologically harmful; abuse that causes fear by intimidation, threatening physical harm to self, partner, or partner's family or friends, destruction of pets and property, forcing isolation from family, friends, or school or work, insults, and putdowns; modern technology has led to new forms of abuse, by text messaging and online cyber-bullying

Honesty – value of speaking truth and creating trust in minds of others, not deceptive

Love – a strong positive emotion of warm regard and affection

Physical Abuse – a form of abuse (non-accidental injury) involving contact intended to cause feelings of intimidation, pain, injury, or other physical suffering or harm.

Respect – a sense of the worth or excellence of, a person, a personal quality, ability

Self Esteem – person's overall evaluation or appraisal of his or her own worth, personal feelings of one self

Sexual Abuse – acts of sexual nature and the forcing of undesired sexual behavior by one person upon another

Trust –complete confidence in a person or plan, reliance: certainty based on past experience

Verbal Abuse – a form of abusive behavior involving the use of language; a form of profanity that can occur with or without the use of expletives; includes abusive words in written form

## Is this Relationship Healthy?

[2]



Directions: Using your knowledge, assess the following relationships and answer the questions that follow. If you run out of space to write, continue on the back of the worksheet.

### Scenario 1: Adam and Lisa

Lisa is excited to go out with her friends to the mall this Saturday. She hasn't seen them much since she and Adam started dating four months ago. As a matter of fact, each time she asks Adam if she can go out without him he always gets sad and tells her how much he is going to miss her while she is gone. Adam then tells her how much he just wants her to stay home by his side. Lisa loves Adam so much and doesn't want to lose him. Adam always makes her feel so guilty about spending time with her friends. Lisa calls her friends and cancels her trip to the mall for that Saturday.

1. Is Adam abusive? Why or Why not?

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2. What type of abuse, if any, do you think is occurring in Adam and Lisa's relationship? What made you make your decision?

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3. If you were in Lisa's position, what might you say to Adam in this situation? Why?

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## Scenario 2: Ray and Vanessa

Vanessa is turning 15 this Monday and Ray has been shopping for weeks to get her the perfect present. Ray finally settles and buys a new CD that Vanessa had wanted. Ray takes the wrapped gift to school with him that day and during lunchtime surprises Vanessa. As Ray and all their friends watch, Vanessa unwraps the gift and shouts in excitement as she gives him a hug. Then, Vanessa asks him where the rest of her presents are. Ray, embarrassed, stammers out that the CD was her birthday present. Vanessa becomes angry with Ray and slaps him across the face, saying that she expected more than a stupid CD from her boyfriend on her birthday.

1. Was Vanessa abusive? Why or Why not?

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2. What type of abuse, if any, do you think is occurring in Ray and Vanessa's relationship?  
What made you make your decision?

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3. If you were in Ray's position, what might you say to Vanessa in this situation?

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If you or someone you know is in an abusive relationship, you are not alone. Find help at the following resources.

- **Teen Dating Abuse Helpline: 1-866-331-9474, 1-866-331-8453 TTY**
  - **1-800-799-SAFE (7233)**
- **Making Waves: Information for Teens About Healthy and Unhealthy Relationships**  
<http://www.mwaves.org/>

## Relationship Violence Statistics

[4]



Directions: Answer the following math problems. Place the answers on the following page and fill in the present statistics involving dating violence.

1)  $(562 \div 1686) \times 100 =$

2)  $1.325 \div (1/4\%) =$  (first blank)

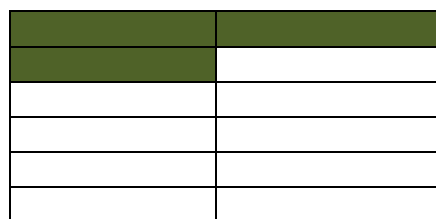
(Take above answer)  $- 3.3 =$  (second blank)

(Take above answer)  $- 1,998,700 =$  (third blank)

3) 292 is \_\_\_\_\_% of 400 (first blank)

132 is \_\_\_\_\_% of 400 (second blank)

4) What percent of the following figure is shaded? \_\_\_\_\_





## Relationship Violence Statistics

Directions: Place the previous answers in the corresponding blanks.

(Answer 1)

\_\_\_\_\_ of teens were victims of verbal, physical and sexual abuse.

(Answer 2)

Each year, an estimate of \_\_\_\_\_ million intimate partner incidents occur, resulting in \_\_\_\_\_ million injuries and \_\_\_\_\_ deaths.

(Answer 3)

If trapped in an abusive relationship, \_\_\_\_\_% of teens said they would turn to a friend for help; but only \_\_\_\_\_% who have been in or known about an abusive relationship said they have told anyone about it.

(Answer 4)

Less than \_\_\_\_\_% of teens say they have discussed dating violence with their parents.



## Thinking Clearly: Group Activity

Directions: Read the “Twisted Love” poem. Ask the students for their initial reaction. Talk about the idea that anyone can be a victim of dating violence. Identify the point of view from the poem. Assign the classroom to smaller groups containing 3-4 people. Their assignment is to reverse the role and create a new poem on dating violence from a male point of view. After the students have finished, read their poems aloud.



Names: \_\_\_\_\_

## Thinking Clearly: Group Activity

### "A TWISTED LOVE POEM"

*By Judy Terando*

He didn't like the way I walked.  
He didn't like the way I talked.

He said I was dumb and embarrassed him.  
Who am I? Why am I grim?

No more friends. No calls from them.  
Who am I? Why am I grim?

I didn't flirt with that dude.  
Am I vulgar and crude?

What's wrong with the way I dress?  
My hair, make-up? Do I really look like a mess?

If I need to change all that wrong with me,  
Who am I? What will I be?

The silent treatment -- he's in control.  
I'm so sad. Why don't I feel whole?

I must've done something wrong to him.  
Who am I? Why so grim?

I can't remember happy days...  
Only his possessive, jealous ways.

First a push, a little shove...  
Is this it? Is this love?

I thought it was true...  
People who love you don't hit you.

Love shouldn't mean I need to be hit.  
Not once or twice, not one little bit.

If I should change all that wrong, you see,  
There'd be nothing left of me.

I'm better now. I dumped the jerk.  
And starting to regain some of my former perk.

I can laugh again and enjoy my life.  
It's much easier without all that strife.

If he doesn't make you feel good about who you are.  
Run. Run. Run so very far.

Title: \_\_\_\_\_

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## Answer Keys

### Is this Relationship Healthy?

#### Scenario 1: Adam and Lisa

\*Teachers note: This scenario depicts an example that not all abusive relationships are violent or obvious. This type of behavior could constitute emotional abuse. Adam was isolating Lisa from her friends by manipulating her. Although Adam appeared to be a sweet and caring boyfriend, he was controlling the types of activities that Lisa engaged in by telling her that “he would miss her so much” and how he wanted her by his side.

#### Scenario 2: Ray and Vanessa

\*Teachers note: This scenario depicts the example that anyone could be a victim of an abusive dating relationship and not the stereotypical idea that women are the only victims. Vanessa’s type of behavior can constitute emotional and physical abuse. Ray suffered emotional abuse when Vanessa insulted his gift. She treated him with disrespect, embarrassed him in front of their friends and called his gift stupid. Ray suffered physical abuse when she slapped him across the face.

## Relationship Violence Statistic

Answer 1: 33% of teens were victims of verbal, physical and sexual abuse.

Answer 2: An estimated 5.3 million IPV incidents occur each year, resulting in approximately 2 million injuries and 1,300 deaths

Answer 3: If trapped in an abusive relationship, 73% of teens said they would turn to a friend for help; but only 33% who have been in or known about an abusive relationship said they have told anyone about it.

Answer 4: Less than 25% of teens say they have discussed dating violence with their parents.

Note to teacher- the following letter is intended for your students to take home as a follow-up for the days program. Please copy and distribute as you see fit in order to enable caregivers of students to reinforce the lesson of this program effectively.



# Weller Health Education Center

Dear Caregiver,

Your child has participated in a program called “Relationship Respect” presented by the Weller Health Education Center. This program identifies the common pre-dating attitudes that teens have of a dating relationship. Unfortunately, not all dating relationships are made the same and some face a negative and dark side of dating, which includes abuse. Students learn about characteristics of dating violence as well as different types of dating violence. Students further work to list different traits that are common in healthy relationships and how they influence the relationship for the better. The importance of high self-esteem and how that can influence a relationship is discussed as well as practicing online safety in relationships.

Students engage in different forms of relationships with people every day. By taking cues of how others interact around them, students generalize the kind of appropriate behavior that is acceptable in a partnership. Depending on those around them, students may see positive or negative representations of a relationship. Students may also be experiencing or have had a romantic relationship with others. As parents, your job is to teach your children how to engage in a healthy relationship

57% of teens know someone who has been physically, sexually, or verbally abusive in a dating relationship. The Alabama Coalition against Domestic Violence found in a survey of 500 young women, ages 15 to 24, that 60% were currently involved in an ongoing abusive relationship and all participants had experienced violence in a dating relationship. 81% of parents surveyed either believe teen dating violence is not an issue or admit they don't know if it's an issue. Additionally, 54% of parents admit they have not spoken to their child about dating violence. Only 33% of teens who were in an abusive relationship ever told anyone about the abuse

Below you will find some sample activities to guide you in taking steps to improve family health and continue the message started today in our program. For additional resources you are welcome to utilize the parent, teacher and student resource links found on our website at [www.wellercenter.org](http://www.wellercenter.org).

## Sample Activities:

1. Encourage open communication with your children.
2. Teach students about the different kinds of dating violence that can occur, power control, and aspects of healthy and unhealthy relationships.
3. Teach students about the importance of identifying early warning signs in relationships.
4. Teach children also how to determine if a friend is in an unhealthy relationship and who they can turn to in a relationship.
5. Identify available resources that they can use online. Encourage your students that they can come to you with any questions or concerns.
  - a. <http://www.breakthecycle.org>
  - b. <http://www.loveisnotabuse.com>

Yours in good health,  
Weller Health Education Center