GETTING EDUCATORS EDUCATED: DATING VIOLENCE PREVENTION TRAINING USING COMMON CORE STATE STANDARDS

A Project

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by

Bridget Kennedy

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GETTING EDUCATORS EDUCATED: DATING VIOLENCE PREVENTION
TRAINING USING COMMON CORE STATE STANDARDS

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by

Bridget Kennedy

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Graduate and Professional Studies in Education
Abstract

of

GETTING EDUCATORS EDUCATED: DATING VIOLENCE PREVENTION TRAINING USING COMMON CORE STATE STANDARDS

by

Bridget Kennedy

Statement of Problem

The current rates of dating violence among teens in the United States are staggering, with both boys and girls acting as perpetrators and victims. Rates of dating violence victimization vary in prevalence for both girls and boys among studies, however studies that utilize dating violence questionnaires from high school students show the victimization rate among females is reported up to 50% higher than males with regards to physical violence, shouting, insults and sexual abuse by a dating partner (Coker et al., 2014; Hamby & Jackson, 2010). Relationship dynamics often play out in a very public way because teens spend a large portion of their time in school and in groups. For various reasons, a boyfriend or girlfriend may act very differently when in the presence of peers. For example, boys in one focus group study by Fredland, Ricardo, Campbell, Sharps, and Kube (2005), said that if a girl hit them in front of their friends, they would need to hit her back to "save face" (p. 109).
When it comes to motivations for using violence and the consequences of being a victim of teen dating violence, the differences between the sexes are pronounced. Although both boys and girls report that anger is the primary motivating factor for using violence, girls also commonly report self-defense as a motivating factor, and boys commonly cite the need to exert control (O’Keefe, 1997). Boys are also more likely to react with laughter when their female partner is physically aggressive (Molider & Tolman, 1998). Girls experiencing teen dating violence are more likely than boys to suffer long-term negative behavioral and health consequences, including suicide attempts, depression, cigarette smoking and marijuana use (Ackard, Eisenberg, & Neumark-Sztainer, 2007). Due to the inconsistent rates reported across concerning female vs. male victimization and perpetration, gender equity as part of an effective dating violence prevention program is vital in countering gendered ideologies of both sexes and how they respond to one another. Over half the states currently do not have programs in place or legislation regarding policies, procedures on dating violence prevention or education in schools (Centers for Disease Control and Prevention, July 2014).

Purpose of the Project

As part of this project, the dating violence prevention curriculum guide PowerPoint aims to help high school instructors understand the fundamental dynamics of dating violence. The lesson plans following the training encouraging group discussion on gender equity and promotion of critical thinking. Notes on each slide v
and an audio portion help guide the instructor using problem-posing questions and possible student responses to the material. To aid in implementation the lesson plans correlate with the Common Core State Standards.

*Project Description*

Because gender stereotypes and roles can act as contributors to dating violence, gender equity training would be a beneficial for both educators and students, and could act as an effective precursor for this curriculum guide (Carinci, 2007). Although the curriculum guide itself focuses primarily on dating violence prevention versus gender equity, it does attempt to promote critical thinking by both educator and student on gender roles and how they contribute to violence in relationships through open-ended questions and suggestions in the lesson plans. The curriculum guide (Appendix C) is comprised of PowerPoint slides on dating violence, notes with questions and suggestions to stimulate student discussion, and lesson plans that further motivate student collaboration, service-learning and how the lesson plans relate to Common Core State Standards.

_________________________________, Committee Chair
Sherrie Carinci, Ed.D.

____________________
Date

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DEDICATION

This thesis is dedicated to my parents, Mary Ann and Paul Kennedy. Thank you for your unconditional love and support. You taught me that girls can be strong and independent, that boys can be sensitive and compassionate, and that everyone, regardless of their sex, should strive to be all of these.
ACKNOWLEDGEMENTS

I would like to thank my advisor Dr. Sherrie Carinci. Her patience, understanding and fire for teaching inspire me to challenge oppressive social norms, seek justice, and fight for the underdog. She is my Mr. Holland – her students are her symphony, we are her notes and melody, and we are the music of her life. Without her help, I never would have accomplished this. Thank you Dr. Carinci.

Thank you to my wonderful partner Eric for supporting me through the stress and doubts. Few men can truly love a woman who voices her opinion (a lot). You never let me fall.

A special thanks to WEAVE Inc., here in Sacramento, CA. I worked as a Community Educator with them for almost three years and much of my knowledge on the dynamics of dating violence and the information found in this project’s curriculum is due to their training.

To my colleagues and friends, thank you for your compassion and cheerleading. To my friend Nicky who supported me immensely during this process, helped with editing, and coffee talked me to the finishing line.
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Chapter 1

INTRODUCTION

Introduction

The goal of this project was to design an accessible dating violence prevention curriculum for high school instructors that could be incorporated into classrooms without sacrificing primary subject matter while complying with Common Core State Standards. The project also strived to motivate discussion and promote critical thinking about societal constraints surrounding gender equity and how these limitations contribute to dating violence.

Statement of the Problem

The rates of both boys and girls as victims and perpetrators of teen dating violence of middle school age are close with 8.8% boys and 11% girls reporting partner violence, according to Herman (2009), “the nature of the violence is very different. Girls most often inflict minor physical and psychological abuse on a partner; boys are more likely to commit severe physical and sexual abuse” (p. 165). In any form, psychological, physical, sexual, etc., teen dating violence has devastating effects, but for girls the likelihood of rape, severe physical harm and death are more likely. With little to no education on dating violence prevention, “by adulthood the difference in gender perpetrated intimate partner violence jumps to 65%-80% of physical violence perpetrated by males and 20%-35% perpetrated by females” (Hamby & Jackson, 2010, p. 324). Most dating violence prevention programs that are
offered through the schools systems target both male and female students in the school setting. These programs contain similar barriers for implementation such as budget constraints, lack of resources and deficient understanding of dating violence prevention programs’ positive effects on retention rates, especially programs that are facilitated by staff, particularly for high-risk youth (Antle, Sullivan, Dryden, Karam, & Barbee, 2011).

Additional research demonstrates a school-based dating violence prevention curriculum as an optimal approach while utilizing a service-learning method for dating violence prevention projects in single-subject classrooms (Foshee et al., 1998; Wolfe, Crooks, Childo, & Jaffe, 2009; Wekerle & Wolfe, 1999). Research on past and current dating violence programs’ efficacy and dynamics was included (Avery-Leaf, Cascardi, OLeary, & Cano, 1997; Cornelius & Resseguie, 2007; Kervin & Obinna, 2010; Meyer & Stein, 2000; Stader, 2011; Wekerle & Wolfe, 1999; Wolfe et al., 2009b). The lack of training for school faculty regarding dating violence prevention combined contributes to insufficient knowledge and competence when responding to reported violent teen relationships. This lack of training becomes more detrimental since educators state dating violence is a regular occurrence with adolescents (Sikes, Walley & Hays, 2012). According to Orpinas, Hseih, Song, Holland, and Nahapetyan (2013), “Parents, teachers, and school mental health professionals should understand and identify the early signs of dating violence, as they may indicate the start of a long-lasting trajectory” (p. 560). Teachers with background on dating violence prevention
may be able to identify these types of relationships and offer help to students. Early
detection and discussion with students may aid in the avoidance of violence in future adult relationships.

Analysis of dating violence prevention programs, studies and literature reviews on dating violence prevalence, high-risk behaviors associated, the effects of dating violence on students and schools, and common barriers that prevent dating violence prevention education in high schools, demonstrate a need for an integrated curriculum and further discussion on faculty training (Cornelius & Resseguie, 2007; Whitaker et al., 2006). A portion of this project’s dating violence prevention curriculum guide promotes discussion regarding the importance of deconstructing societal gender roles as primary prevention of dating violence.

**Purpose of the Project**

The intent of this project is to analyze research on various types of dating violence prevention programs, curriculums and trainings used in high schools and create a dating violence prevention curriculum and interdisciplinary training for high school instructors. The lesson plans are designed for use in single-subject classrooms and utilize service-learning methods. The project’s dating violence prevention guide and lesson plans address learned societal gender roles and its influence on relationship violence through problem-posing questions encouraging classroom discussion.

Research from studies on the historical roles and contributions of past and present dating violence prevention programs gathered is incorporated in an effort to
validate the proposed dating violence prevention training for instructors and service-learning projects that can be integrated into specific single-subject high school classrooms (Sikes et al., 2012; Stader, 2011; Wolfe et al., 2009a). Collected research discusses the prevalence rates of dating violence among teens using survey data gathered by the Centers for Disease Control and Prevention (CDC) (2007, 2012, 2014) in an effort to demonstrate developmental need of a dating violence prevention curriculum for high school instructors and students. Studies differ on the exact percentage of teens experiencing dating violence, but most report rates that fall between 12% up to 42% (Avery-Leaf et al., 1997; Jackson, 1999; Molidor & Tolman, 1998; Spencer & Bryant, 2000; Wolfe et al., 2009b) with most epidemiological research identifying prevalence rates in the middle with around 26% of teens report some type of violence in their relationships, either victimization or perpetration (Giordano, Soto, Manning & Longmore, 2010; Lewis & Fremouw, 2000). There is a definite need in instructional communication and the classroom on dating violence prevalence in adolescents, dating violence prevention program implementation and barriers, standards, curriculum and its influence in the advancement of a therapeutic teaching environment. Relevant material is based on historical theories/research of dating violence prevention programs, various methods used in its application, and its function in the classroom. From the research conducted, most programs were inducted by external agencies/entities and not necessarily curriculums executed by the
According to a report from the Centers for Disease Control and Prevention, approximately 72% of 8th and 9th graders report dating. By the time these students get to high school, more than half of them say they see dating violence among their peers (CDC, 2007). Prevalence aside, the possibility of failure in school escalates as does substance abuse, eating disorders, suicidal ideation and risky sexual behavior is linked to dating violence (Whitaker et al., 2006). Due to the large number of students affected by teen dating violence, its potential effects on schools’ students and instructors, research to identify contributing factors, internal, and external barriers to program implementation is vital. Moreover, teen dating violence programs must be measured by researching long term effects on participant behavior, attitudes, and reporting as well as case studies involving varying methods of instruction with diverse communities to validate the program’s efficacy.

Current legislation distributed by the Centers for Disease Control and Prevention on dating violence in the United States (Fiscal Year 2012-2013) shows there are approximately 17 states that have introduced legislation to implement a teen dating violence program into schools (Centers for Disease Control and Prevention, 2012). The majority of the proposed Bills call for a policy and procedure established in schools regarding teen dating violence reporting, and over half would require that teen dating violence would be taught as part of the health or sex education curriculum.
California itself has two past Bills that have failed and one, SB 1165, pending as of 2014 (CDC, 2014). California is also listed as one of 14 states with limited or no data on teen dating violence reported to the Centers for Disease Control and Prevention as of fiscal year 2012-2013 (CDC, 2012). Examination of current legislation demonstrates two needs: one, for actual data collection on dating violence prevalence in California to take place and two, collaboration with states actively participating in effective dating violence prevention programs. This project consists of a dating violence curriculum for high school instructors and examples of dating violence service-learning lesson plans which meet the Common Core State Standards and can be integrated into Art, English and Math specific single-subject classrooms.

**Research Questions**

1. How informative and useful is this curriculum guide on dating violence prevention for current teachers?
2. How comfortable are educators implementing this dating violence prevention curriculum guide into their classrooms?
3. How useful and cohesive are the dating violence prevention lesson plans for Art, English and Math classes with Common Core State Standards?

**Methodology**

Compiling two types of background research to promote this project’s authenticity were required: collection of research articles used for the project’s content analysis, and study of dating violence prevention programs to contribute to the
project’s instructional design. An examination of various studies evaluating past and current dating violence prevention programs utilized in high schools provided historical understanding, track change, and development (Antle et al., 2011; Avery-Leaf et al., 1997; Close, 2005; Foshee et al., 1998; Kervin, & Obinna, 2010; Meyer & Stein, 2000). Research on two dating violence prevention programs; the Youth Action Committee (2003) and Love is Not Abuse (2005) curriculums, along with evaluations included in other various studies were used to support this project’s content (Break the Cycle, 2014; Kervin & Obinna, 2010). While no surveys, interviews or observation is used for the purpose of this project, the content analysis of related studies, research, and dating violence prevention programs, the Youth Action Committee (2003) and Love is Not Abuse (2005), contribute to the process of inductively building distinctive curricula and theoretical constructs (Merriam, 1998).

Content Analysis

Content analysis of the Youth Action Committee (2003) and Love is Not Abuse (2005) manuals for dating violence prevention focused on three data elements: implementation, content and evaluation. The first category on implementation included the cost, availability and provider of the program’s information. Research on the second category, content, revealed theoretical deliverables and what dynamics of dating violence are evident in the program. The third category, evaluation, attempted to determine program validity through study of longitudinal outcomes on attitude and
behaviors associated with dating violence such as gender role stereotypes and reporting (Table 1).

**Instructional Design**

According to Carinci (2007), due to the strong need for gender equity training in classrooms to “…counteract issues of harassment of girls on campus and further shape a student’s personal life choices…” experiential learning and critical pedagogy were used as teaching tools to help educators prompt discussion regarding gender inequality and stereotypes and their relation to dating violence prevention (p. 146). While the curriculum does not comprise a gender equity section or direct gender equity training for instructors, it does encourage problem-posing questions on gender roles and stereotypes’ contribution to dating violence. To further identify valid content for this project, The Youth Action Committee (2003) dating violence prevention program, which contains both collaborative team-building exercises and gender education, was analyzed. The Youth Action Committee’s longitudinal evaluations regarding the program’s positive effects on participants’ attitudes and behaviors associated with dating violence fortified its efficacy. While The Love is Not Abuse (2005) program encompasses more options for educators with regard to ease of implementation, it lacks gender education and follow up scholarly evaluation. The curriculum for this project aims to marry the simplified application available with the Love is Not Abuse program and its extensive content with the Youth Action Committee’s gender education and service-learning elements. To distinguish this
project from past dating violence prevention curriculums/trainings, lesson plans were constructed that can be integrated into single-subject classrooms and which fulfill Common Core State Standards. In addition, the lesson plans enable educators to incorporate dating violence prevention for students into their single-subject (Art, English and Math) without sacrificing primary subject matter.

**Limitations**

One of the limitations of this project is its lack of evaluation in a naturalistic observational setting. Because it is based on the scrutiny of this researcher’s collection of research articles and other researchers’ qualitative and quantitative data on prevalence rates, frequency and evaluation of past and current dating violence prevention programs, another limitation is the project is subject to biases. However, document collection obtained in this project has the advantage of somewhat more stability when compared to interviews and observation where the presence of the investigator can alter what is being studied (Merriam, 1998).

While the project’s dating violence prevention curriculum encourages educators to be mindful of individuals in the Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) community and acknowledge cultural differences, the project lacks specific focus on this underserved population. Because the lesson plans are based on collaborative and service-learning elements, students are provided with an opportunity to bring their own experiences and individualized views on dating violence to light and share with their peers. Educators that lack background, study or agreement with
critical pedagogical methods may find the lesson plans difficult to execute as the lesson plans do not dictate a need for lecture-based teaching styles. Service-learning projects combined with a critical pedagogical approach in the dating violence prevention training and lesson plans is encouraged for promoting collaboration and class discussions.

As previously stated, the project’s dating violence prevention curriculum does encourage discussion gender equity, gender roles and stereotypes and how they contribute to dating violence through problem-posing questions, but no direct gender equity training is included. In addition, dating violence as a topic for student discussion is intense. Educators with no pre-service or post-service training may find the material uncomfortable and fall short of grasping how to further discussion on gender equity as it pertains to dating violence and dating violence prevention.

**Theoretical Basis of the Project**

The project utilizes an array of theories. Due to the topic of dating violence not falling under academia and being generalizable across multiple disciplines, the theories of feminism, gender equity, critical pedagogy, and experientialist driven curriculum are examined for the purposes of this study. These theories shape how students learn, communicate, and form their attitudes towards relationships, society and issues of social justice.
Feminist Theory and Gender Equity

Multiple studies point to a correlation between traditional male attitudes toward women with greater acceptance of violence towards women and a traditional sex-role orientation as a reliable predictor of legitimization of force, with high schools boys having a greater tendency to accept violence and find excuses for it (Jackson, 1999; Wolfe, Crooks, & Jaffe, 2009).

A reoccurring juxtaposition of girls as abusers equal to or more often than boys was found in a multitude of articles and research. While theories regarding this occurrence differ, citing possible self-defense for girls, attempt to gain control, or girls more readily admitting to acts of violence and perpetration on surveys than boys, it does demonstrate a need for gender roles and stereotypes to be discussed (Giordano & Soto, 2010; Lewis & Fremouw, 2000; Molidor & Tolman, 1998; Sikes, Walley, & Hays, 2012; Spencer & Bryant, 2000; Stader, 2011). Feminist theory and gender equity play a major role regarding the dynamics of dating violence and utilizing education as primary prevention. Feminist theory analyzes gender relations: how gender relations are constituted and experienced, how individuals think, and equally important, not think about them. By studying gender equity the hope is to gain understanding on existing gender classification and its contribution to the dynamics in dating violence partnerships.
Critical Pedagogy

While critical pedagogy leans towards a focus predominantly on class structure rather than gender roles and their contribution to oppression, its foundation is based on an awareness of power which is a principal element in gender inequality and dating violence partnerships. Critical pedagogy’s foundation lies in understanding the power dynamics within one’s world and “asks how and why knowledge gets constructed the way it does, and how and why some constructions of reality are legitimated and celebrated by the dominant culture while others are not” (McLaren, 1989, p. 63).

Critical pedagogy calls for the induction of “emancipatory knowledge – which helps us understand how social relationships are distorted and manipulated by relations of power and privilege” (McLaren, 1989, p. 64). An adoption of what Greene (2009) describes as “…ideological control (as) a “social pathology,” which works powerfully against effective inquiry into social institutions and conditions,” becomes the coveted hegemony (p. 90). According to Greene, this hegemony begins with the traditional classroom and ends with the construction of a capitalistic machine whose cogs are the redundant teachings of “self-control” and “voluntary compliance,” fueled by a deliberately constructed class system (p. 87). The hegemony has failed to liberate all women “in a patriarchal and sexist society, where they have been divided by class and color as well” (Weiler, 1988, p. 219). The societal encouragement of girls and women to see each other as rivals serves as a catalyst for potential unhealthy actions in their dating relationships.
Girls and women have been placed in competition and subjugation of one another to sustain hegemony as active participants in their own oppression. This competition is mirrored in dating violence as well, with girls citing jealousy of other girls as the primary cause to initiate abuse towards their partner’s perceived object of desire (another girl), or to initiate violence against their heterosexual partner (Kernsmith & Tolman, 2011, p. 501). Understanding of female to female competition and gender inequity in this project’s curriculum and lesson plans is essential in students recognizing the power and control in gender stereotyping and its effect on dating relationships. Open dialogue and problem-posing questions between students and teacher regarding dating violence found in the project’s lessons may aid in identifying issues of oppression and power in dating violence relationships and lead to resolutions for prevention.

**Experientialism and Service-Learning**

In “Curriculum: Perspective, Paradigm and Possibility,” Schubert (1986) states, “Experientialist curriculum must involve teachers, students, community members and curriculum leaders in a shared community of growth,” (p. 18). With the service-learning approach utilized in the project’s lessons, student discussion on collective experiences is encouraged and offers real world application when interacting with their community and school. The utilization of a service-learning approach to curriculum has evolved to engage students in the communities around them, and help them become good citizens while applying classroom concepts to
community work. Service-learning is distinct from other forms of experiential learning by its “intention to benefit the provider and the recipient of the service equally, as well as to ensure equal focus on both the service being provided and the learning that is occurring” (Colvin & Tobler, 2013, p. 235). This distribution and equalization of knowledge and benefit is one of the mainstays of critical pedagogy, hence service-learning’s importance as a simulator towards gender equality in and outside of the classroom.

**Definition of Terms**


*Dating violence (DV)*: “the use or threat of physical or sexual force and/or verbal/psychological/emotional abuse carried out with the intent of causing pain or injury to another” (Lewis & Fremouw, 2000, p. 106).

*Evaded Curriculum*: “The “evaded” curriculum is a term coined to refer to matters central to the lives of students that are touched on only briefly, if at all, in most schools (includes topics such as suicide, drug abuse, STD’s, and issues on gender and power” (American Association of University Women, 1992, p. 183).

*Service-Learning*: “Service-learning is a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and
development. Reflection and reciprocity are key concepts of service-learning” (Jacoby, 1993, p. 5).

Teen: For the purpose of this project, “teen” will be defined as an individual between the ages of 13-19 which make up the majority of high school age students (Teen, 2013).

Violence: “incorporates the consequences of the aggressive act, such as injury” (Archer, 1994, p. 314).

Organization of Project

This project is organized into four chapters, appendices and references. Chapter 1 describes the importance of the study. Chapter 2 explains and analyzes the relevant literature that justifies the researcher’s assertions. Chapter 3 describes the methods of research used during the study and the procedures for creating this project and curriculum. Chapter 4 includes the conclusions drawn from the presentation and feedback of the curriculum and future recommendations of the researcher. The appendices contain the curriculum.

Background of the Researcher

Bridget Kennedy earned her Bachelor of Arts degree in Literature and Writing from California State University, San Marcos. Ms. Kennedy has presented and trained the adult and high school age Sacramento community on issues surrounding domestic violence and sexual assault during her three years working at WEAVE, Inc. as the Community Educator. Ms. Kennedy also worked for the Elk Grove Police Department
as a Domestic Violence Response Team Advocate, is an active member of the FBI Citizen’s Academy and was certified as a Peer Counselor for domestic violence and sexual assault training in California for seven years. Ms. Kennedy hopes that her curriculum on dating violence prevention for high school single-subject instructors and students will be engaging and help inspire healthy dating relationships.
Chapter 2  

REVIEW OF RELATED LITERATURE  

Introduction  

In compiling this review of literature on dating violence and prevention programs examining evaluation techniques and outcomes on programs’ efficacy, there have been some recognizable discrepancies in research from the first study by Makepeace (1981) to current programs. There are evident differentials in abuse/victimization rates based on gender, while most studies embrace the favorable use of gender studies and feminist theory, and commonalities regarding barriers to program implementation in schools. Prevalence rates vary in studies from 9% to 40% of teens affected by dating violence (Avery-Leaf et al., 1997; Cornelius & Resseguie, 2007; Foshee & Gray, 1997; Foshee et al., 1998; Sikes et al., 2012; Spencer & Bryant, 2000; Stader, 2011; Wekerle & Wolfe, 1999; Wolfe et al., 2009b). This large gap leaves a blind spot in research, as few comparisons of these rates have been compiled examining specifics in percentages. Further analysis may be warranted on percentages for specific parameters such as urban, rural, cultural, and childhood trauma victims.

Rarely were individual case studies or interviews done post program involving participants that may lead to more concise prevalence rates. Another limitation of many studies lacked divulgement of participants’ gender and sex identifiers or sexual orientation, (or studies did not mention this as part of their data collection), making it impossible to determine if findings would be the same for LGBTQ relationships.
Evaluations on dating violence prevention programs examine at pre and posttests/surveys during or immediately following completion of the program and some as far as one year later, but most often long term effects of these programs have not been studied with adequate frequency (Cornelius & Resseguie, 2007; Sikes et al., 2012; Whitaker et al., 2006). A somewhat surprisingly common thread in dating violence studies are the close percentage of rates for both boys and girls as victims and perpetrators/abusers (Foshee & Gray, 1997; Foshee et al., 1998; Foshee et al., 2001; Spencer & Bryant 2000; Stader, 2011; Wekerle & Wolfe, 1999; Wolfe et al., 2009b). However, these percentage rates skewed drastically when sexual abuse/sexual coercion/sexual assault within a dating violence relationship was surveyed, with more male reported perpetration versus female, although rarely was sexual abuse addressed in research (Molidor & Tolman, 1998). Due to the close rates of girls and boys and abusers, and beliefs of traditional gender roles as a contributing factor for dating violence perpetration, several studies call for a closer look at the induction of a feminist approach and discussion on gender roles as imperative for prevention (Edwards, Dardis, Kelley, & Gidycz, 2012; Rhatigan, Street, & Axsom, 2006; Wekerle & Wolfe, 1999; Wolfe et al., 2009b).

**History of Dating Violence Prevention in High Schools**

Recognizing that teen dating violence is a significant problem affecting today’s youth unveils a critical need to address this problem by implementing effective prevention programs. However, a study conducted examining teen perceptions on
dating violence and the role of schools revealed schools’ response to dating violence as less than ideal (Gallopin & Leigh, 2009). Students also indicated frustration with their schools’ response to dating violence and identified it as being inconsistent and ineffective (Gallopin & Leigh, 2009). Although dating violence programs are essential within a comprehensive curriculum, it is clear that not all students receive dating violence information.

Prevention programs in the past regarding dating violence have been school-based, community-based or a combination of both. According to Wolfe and Jaffe (2005), there are three levels prevention aimed to address dating violence. The three levels include primary, secondary, and tertiary prevention and range from prevention to intervention initiatives. Primary prevention programs are designed to reduce the problem before it actually occurs. Secondary prevention steps attempt to intervene fairly early after the problem has been identified. Tertiary prevention strategies are offered as a response to a problem that has already caused some type of harm. A study conducted by Close (2005) examined dating violence prevention efforts, which found that, “primary prevention was usually the underlying focus for programs geared for high school students” (p. 5). Primary prevention begins with educating the populace. On the issues surrounding dating violence it is imperative that teens know what dating violence is, how to identify and discuss it, and its long term consequences. For optimal delivery of dating violence prevention information, the classroom offers a captivated audience; a familiar controlled environment for students and typically
represents a safe space. These favorable elements to discuss dating violence prevention combined with collaborative group work, service-learning projects promoting community involvement, real world application, and open-ended questions encompass primary prevention which is shown to decrease future victimization.

**Feminist Approach and Gender Roles**

According to Edelen, McCaffrey, Marshall, and Jaycox (2009), adolescent boys reported they are slightly more accepting of girls resorting to violence in retaliation against boys than girls are accepting of it. In conjunction with this, girls reported they are more accepting of boys retaliating. The aforementioned finding suggests that adolescents are more accepting of their partners than of themselves, based on the assumption that youth tend to identify with their own gender. Edelen et al. (2009) also suggests that this bias could lead to an underreporting of dating violence.

Due to the majority of teens’ inability to identify with the other sex, research shows that boys may resort to greater physical violence over girls. Regardless of reported similarities in prevalence of abusive perpetration by boys and girls, the physical prevalence of violence perpetrated by boys should not go ignored as a demonstration of inequitable power in dating violence partnerships and as part of the discussion for prevention (Hickman, Jaycoff, & Aranoff., 2004; Wekerle & Wolfe, 1999). O’Keefe, Brockopp, and Chew (1986) supported this idea and hypothesized that while girls are frequently perpetrators as much as boys; girls tend to do less
physical damage to their heterosexual partner. If it is true that girls are as common perpetrators as boys, and yet boys tend do more physical damage, the need for gender equity training grows more imperative. While there are differences between the sexes, it is imperative boys and girls are made aware that most of these differences are based on societal learned behavior that can act as a catalytic contributor to dating violence stemming from gender stereotypes.

**Training Educators on Gender Equity and Dating Violence**

Gender equity as part of teacher training to date has received little attention. According to the United Nations Educational, Scientific, and Cultural Organization, a Division of United Nations (UNESCO, 2010),

…governments are moving too slowly to eliminate gender disparities and the omission of gender equity issues in teacher training means that new teachers enter the classroom without realizing how their behavior towards girls and boys and the educational materials they use are inadvertently harming girls’ performance and aspirations. (p. 16)

The lack of gender equity training contributes to gender biased teacher behavior with, “Male students receiving more attention from teachers and being given more time to talk in the classroom,” (Sadker & Sadker, 1986, p. 512). Without gender equity training a snowball effect occurs leading to what Carinci, (2007) describes as a “learned helplessness” for girls as their confidence is shot due to lack of attention and praise by teachers (p. 151). The effects continue into the professional world where
during meetings observation occurred in which, “Men will interrupt females more frequently than other males and also gain verbal dominance by answering questions that are not addressed to them. Women will often not assert themselves and will stay quiet for an extended period” (Sadker & Sadker, 1986, p. 513).

Gender equity training for educators is imperative for the primary prevention of debilitating girls’ confidence and in helping boys recognize inequity and redistribute power. Gender equity training contributes a vital part to dating violence prevention training which is also lacking in pre and post-service teacher training and schools. According to a study by Sela-Shaovitz (2009), that combined dating violence prevention training with identification of gender stereotypes and gender roles showed that, “Teachers who participated in a prevention training program reported higher levels of TOE (teachers’ outcome efficacy) than those with no training” (p. 1063).

While dating violence programs exist through local non-profits, in online formats/websites, or from outside agencies, Sela-Shaovitz concluded that, “…violence prevention programs that are conducted inside the school might contribute to teacher support and the development of cooperation between teachers and administration in dealing with violence” (p. 1066). Due to the high intensity of subject matter that dating violence prevention falls under, teachers may be more comfortable with a training that they know is widely accepted by their administration and school as a whole versus attempting to seek knowledge/training from outside sources. This project attempts to combine the necessary elements of easily accessible dating
violence prevention training with tips for teachers to utilize problem-posing questions related to gender equity, stereotypes and gender roles and the relation to dating violence. Because teachers’ primary subject can rarely be sacrificed for outside training/education, the project can be utilized in single-subject classrooms without having to compromise the primary subject matter and fits within Common Core State Standards criteria.

**Men and Masculinity**

According to Foshee et al. (2001), boys who reported believing teen dating violence as justifiable under certain circumstances are at a higher risk for teen dating perpetration. The circumstances the boys reported justification of dating violence were “if the girlfriend made him mad, if the girlfriend made him jealous on purpose, if the girlfriend hit him first, and if the girlfriend insults him in front of his peers” (p. 130). Foshee et al. (2001) also found that, “boys are at a higher risk of teen dating violence perpetration recurrence if they accept dating violence as a norm” (p. 130). In addition, further research states that, “girls are more likely to be perpetrators when they believe that male-on female violence is unjustifiable and that female-on-male violence is justifiable” (O’Keefe, 1997, p. 549). Gender equity as part of a dating violence prevention curriculum becomes imperative when examining these studies’ findings. According to these studies, boys believe that girls must fit into a specific gender role of politeness toward their boyfriend (i.e. girlfriend should not make him mad, jealous or insult him in front of peers) and girls believe that it is acceptable to
engage in physical violence towards a boy presumably because he is physically stronger and can handle it. If some boys believe girls are threatening and therefore deserving of abuse when they do not fit a “polite” role and some girls believe that boys being physically stronger means boys can be abused, gender equity teachings can aid in the unlearning of these harmful gender roles and may help prevent dating violence.

In a study conducted by Noonan and Charles (2009), utilizing 12 focus groups with eight-ten students per group from varying schools; to protect confidentiality assumed gender roles of what constitutes a healthy relationship became evident across the board:

According to participants, when things are going well, a boy buys his girlfriend things, particularly jewelry, and he “pampers her,” “gives her compliments,” and “holds her hand.” According to both male and female participants, girls were not expected to buy things for their boyfriends. Different expectations emerged regarding the girlfriend’s behavior. They described a girlfriend who is “supportive” of her boyfriend: “She doesn’t hang around too many other guys,” “doesn’t deny the relationship,” and “always tries to be nice with him.” Girls gave examples such as attending his sporting events or doing things to please him. Across the girls’ groups, participants also described a relationship in which the girlfriend treats her boyfriend with respect. (pp. 1091-1092)
In addition the study found that boys between the ages of 11 and 14 reported that there is limited support from their peers for treating their girlfriends well. Boys who treat girls well were thought of as “not manly” and boys reported being afraid that their girlfriends would try to control or manipulate them if they treat them well (Noonan & Charles, 2009, p. 1092). Dating violence is set on precedence that there is insecurity or fear of the opposite sex, the association of meanness as manly, and peer pressure to fit into gender molds. Through gender equity training and discussion on stereotypes educators may break the cycle of violence among teens to help them achieve healthy relationships as adults through teaching of mutual gender respect.

According to a study by Reed, Silverman, Decker, Raj, and Miller (2011), “Male Perception of Teen dating Violence: Association with Neighborhood Violence Involvement, Gender Attitudes and Perceived Peer and Neighborhood Norms,” males’ identification with gender norms plays a role in teen dating violence:

Given study findings from the fully adjusted models, which highlight the relevance of boys’ own neighborhood violence involvement as well as support of traditional gender norms to Teen Dating Violence perpetration, the current study supports interventions that focus efforts (1) to prevent multiple types of violent behaviors among boys across contexts and (2) to address inequitable gender attitudes. The finding that TDV (Teen Dating Violence) perpetration is linked to boys’ greater support of traditional gender norms, particularly norms
related to relationships and sex, is also consistent with previous work among adult and non-urban adolescent samples. (pp. 234-235)

If traditional gender norms and gender attitudes are contributors of teen dating violence, then programs in schools that focus predominantly on how to report violence and what constitutes a healthy relationship may not be enough.

According to Chutter (2009), discussing men’s views towards women and dismantling the “masculine box” through awareness of gender roles works sound when accompanied by:

...deconstructing society’s gender attitudes about women as equally important. Adolescents need to see how society perpetuates the view of women in need of men’s direction and protection due to their lack of intelligence and strength.

This message is further confused with the media’s sexualizing of women, particularly young women, and images of violence against women. (p 42)

Through the use of violent depictions of women in media in combination with the “masculine box” that men are often forced to adopt, the message of women as weaker promotes and festers a violent tone. This violent tone is amplified in a teen relationship where lack of experience, difficulty understanding oneself and peer pressure to fit into a mold can resonate.

**Effects on Schools**

According to the American Association of University Women (1992) article on “The Three Curriculums,” schools more often address procedural policies surrounding
issues in the evaded curriculum (i.e. dating violence, rape, drug use/abuse, and suicide) but provide very little education on the issues themselves (p. 187). Various factors affect the lack of evaded curriculum in schools, external and internal alike. However, the importance of social issues found in the evaded curriculum cannot be ignored by schools much longer as percentages of teens effected by these tribulations skyrocket. In particular, dating violence involves factors of gender inequality as well as power and control. According to Banyard and Cross (2008), there is a correlation between teen dating violence and attitudes towards school, “with higher rates of perpetration were related to lower attachments to school” (p. 1000). However, mental health concerns (i.e., depression and substance abuse) were found to also affect one’s grades and desire to drop out, which complicates the relationship between dating violence and attitudes about school (Banyard & Cross, 2008). Banyard and Cross (2008) suggest that, “both social and educational challenges increase substance use, which increases the risk for teen dating violence” (p. 1009). Due to the cyclical maturation of dating violence with drugs, depression, and other negative behaviors/outcomes for teens and its effect on their academic performance and general well-being, preventative dating violence education and training beyond policies and procedures in schools has become a necessity.

**Critical Pedagogy and the Evaded Curriculum**

In Ornstein, Pajak, and Ornstein’s (2011) collective works, “Contemporary Issues in Curriculum,” included Paulo Freire’s view on curriculum and how teachers
who are followers of Freire’s inspired pedagogy, “attempt to eliminate inequalities on the basis of social class,” and that the use of it in the classroom, “…has also sparked a wide array of anti-sexist, anti-racist, and anti-homophobic classroom-based curricula and policy initiatives” (p. 24). This pedagogical ideal would lend credence to a dating violence curriculum as it has elements of gender inequity, but also unnecessary violence and oppression of individuals, of which Freire sought to deconstruct and eventually dismantle in current society.

Prior to middle school, strict gender roles and social norms are placed on the sexes that perpetuate violence and oppression between boys and girls, and schools are not excused from culpability. In Sadker and Zittleman’s (2005), “Gender Bias Lives, for Both Sexes,” the authors discuss the attitude of teachers towards boys at a young age as, “teachers call on boys more often, wait longer for a response, and provide more precise feedback…but they also punish boys more often than girls, even for similar behavior” (p 28). Boys also see that girls are “praised for their quietness and appearance” (p 30). After a few years of this consistent treatment for six-eight hours a day in the classroom, a negative relationship behavioral model forms. Boys are led to believe that girls are praised when quiet, pretty and accommodating. These consistent messages, found in texts, lesson plans, and reaffirmation of gender stereotypes in the classroom lead to AAUW’s (1992), “Three Perspectives on Curriculum,” which espouses the idea, “students sit in classes that, day in and day out, and delivered the message that women’s lives count for less than men’s” (p 175). Weiler (1988) deems
this continual reaffirmation of messages to both boys and girls as an issue for “feminist reproduction theory” which is “concerned with the ways in which schools function to reproduce gender divisions and oppression” (p. 219). Initiating a gender equitable dating violence prevention curriculum may help counteract the gender divisions found in schools and society, minimizing instances of violence and leading to healthier dating relationships.

Girls internalize gendered messages, “as they reach adolescence, their focus often shifts from being the “good girl” in school, to fitting in with peer groups. For girls, fitting in involves playing dumb, hiding their intelligence, and being quiet” (AAUW, 1998, p. 22). A self-fulfilling prophecy occurs, in which girls believe they are not as important as boys and that validation lies in their passivity, portraying a lack of intelligence, and obsession with outer appearance. If boys come to believe these are appropriate traits for girls to embody, and girls are not readily associated with other characteristics such as strong, smart, etc., beginning in the classroom, hegemony arises in which girls/women are believed more vulnerable and weak. This hegemony is partially sustained through what McLaren (1989) deems “fragmentation,” which “occurs when relations of domination are sustained by the production of meanings in a way which fragments groups so that they are placed in opposition to one another” (p. 70). Even feminist teaching which focuses on gender oppression and building a “counter hegemony” has failed to liberate all women “in a patriarchal and sexist society, where they have been divided by class and color as well” (Weiler, 1988, p.
Girls and women have been placed in competition and subjugation of one another to sustain hegemony as active participants in their own oppression.

This hegemony is mirrored in dating violence as well, with girls citing “jealousy of other girls as the main cause to initiate abuse towards the girl or their heterosexual partner” (Kernsmith & Tolman, 2011, p. 501). While this does not necessarily relate directly to class or race, it demonstrates the existing subjugation among girls from the macro levels of race and class to the competitive micro levels of insecurity based on superficial rhetoric such as perceived flirting or attractiveness of another girl. Sustaining girl to girl competition endures girls’ focus on the mistrust and suspicion of one another, while veiling their attention of societal patriarchal oppression.

Early education on dating violence and understanding of gender roles is imperative for primary prevention. Critical pedagogy offers a way of unearthing this “hidden curriculum” and the “hidden message” that “results in the unwitting and unintended granting of power and privilege to men over women…” (McLaren, 1989, p. 74). The earlier students are exposed to discussions on gender and equitable distribution of power within the classroom, the more likely both sexes may question the gain of oppression and violence later in the outside world or their relationships.

Schools’ lack of critical pedagogical practices and its utilization of “the banking concept of education serves the interests of oppression” and diminishes “critical thinking and the quest for mutual humanization” (Freire, 1970, p. 54). If boys
and men are not part of an open dialogue regarding their privilege and asked to view

girls/women as mutually human, but rather are products of the inequitable gendered hidden curriculum, then oppression is fostered. In addition, the dehumanization of girls/women leads to their objectification. Media, another form of “banking,” promotes an environment for youth to absorb gender biased data versus engaging as active participants in the output of information. With media’s reaffirmed message that girls/women are objects in conjunction with inequitable treatment in and outside of the classroom, some boys/men begin to normalize acts of violence against them.

An awareness and discussion of gender roles in the classroom may not be enough to prevent dating violence. According to McLaren (1989), “…critical pedagogy asks how and why knowledge gets constructed the way it does, and how and why some constructions of reality are legitimated, and celebrated by the dominant culture” (p. 63). Rather than alerting boys and girls to the damage of gender roles and how they relate to oppression and potential violence, an open dialogue regarding why they exist and are perpetuated should take place. There is room for improvement and study on the top down lecture-based gender lesson employed and its delivery in comparison to a critical pedagogy approach.

The foundation of critical pedagogy comprises adoption of an open dialogue, problem-posing methodology and collaboration with equitable power distribution in the classroom may help counteract gender inequality and offset negative gendered learned behaviors. At the Freire Charter in Philadelphia there are 500 students, 94%
of which go on to college with an equal number of boy and girls moving on to higher education (Freire Charter School, Results & Fast Facts, 2014). From the Board of Directors, to middle and high school faculty there is an almost even distribution of gender which is not always typical of the national average, especially among higher grade levels. There is a focus on mediation, peers helping peers, and peaceful conflict resolution where students can comfortably confront issues with other students, administration and faculty (Paulo Freire Charter School, Board of Directors, 2014). At the Paulo Freire Social Justice Charter School in Holyoke, Massachusetts, science and math classes consist almost equally of both male and female instructors. Classes include Social Justice Math, Social Justice Literacy and Social Justice Social Studies where it is encouraged that unlike the “banking method,” “…students have a direct relationship to their education and are able to experience personal ownership for learning, become active participants in the development, teaching and evaluation of their studies, and grow in both ethical and intellectual development” and service-learning is prominent (Paulo Freire Charter School, Curriculum, 2014). Through the use of gender equitable modeling, open dialogue and peaceful conflict resolution practices, the use of critical pedagogy in a dating violence prevention curriculum may provide a basis for critical pedagogical methodology as a catalyst for prevention.

**Common Core**

A notable distinction between the studied dating violence prevention programs for this project and the construction this project’s own curriculum and lesson plans is

The Common Core State Standards wants students to Know (strong content background) and Do (respond to varying demands of audience, task, and purpose; comprehend as well as critique; use technology and digital media strategically) and Be (independent learners who value evidence and appreciate other perspectives and culture). Rarely is Being identified in a curriculum, although it is usually in the standards. The Common Core State Standards want students to Be college and career ready. Service-learning is another route to interdisciplinary work and the Be with critical thinking and problem solving cutting across all disciplines. (p. 83)

Examination of Common Core Standards described a consistent need for students to analyze, develop, engage, and design solutions across disciplines. Additional examination on Common Core State Standards produced concerns, such as Zhau (2009) states “(Common Core)...distracts attention from really addressing the causes of inequality,” through its use of, “blind faith that a set of common expectations will solve a problem” (p. 52). To reduce an avoidance of societal issues surrounding inequality and enhance critical thinking to encourage a myriad of solutions, Common Core State Standards, “… establish what students need to learn but do not dictate how teachers should teach. Instead, schools and teachers will decide how best to help
students reach the standards” (California State Board of Education, California Common Core State Standards, modified 2013). Using a critical pedagogical approach with problem-posing questions/discussions along with service-learning projects enables both teachers and students to meet the goals found in CCSS’s mission:

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents will know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy. (California State Board of Education, California Common Core State Standards, modified 2013)

Critical pedagogy encourages real world understanding for students, reflecting knowledge and skills in conjunction with service-learning to promote connection and the importance of contributing to their communities.

**School-Based Programs**

Grasley, Wolfe, and Wekerle (1999) found changes in attitudes concerning teen dating violence and behaviors in hypothetical situations for adolescents who participated in school-based intervention/prevention programs. These changes lasted through a short-term assessment, but it is unknown whether or not they were lasting
changes. In addition perpetration rates also decreased; however, victimization rates were not affected. Advocacy for programs to focus on more protection and avoidance skills for victims and short-term evaluations of school-based teen dating violence intervention/prevention programs were positive, but due to limitations in measurement, experimental design, and follow-up, Q long-term evaluations were lacking (Grasley et al., 1999). In a study a decade later by Wolfe et al. (2009b), the conclusion that a school-based program, that can reach more students in a controlled and familiar environment aiding in the, “...universal prevention of violence and holds considerable promise in reducing high-risk and health-compromising behaviors in youths, and this randomized controlled trial supports the effectiveness of school-based efforts toward reduction of dating violence” (p. 697). If school-based efforts pose the best chance for student success, this project aims to help side step barriers such as instructor training time, budget constraints, provide convenient implementation and fulfillment of Common Core State Standards.

**Instructional Materials**

According to Whitaker et al. (2006) review of 11 dating violence prevention programs, two of these, Safe Dates and the Youth Relationships Project, were shown to include a fidelity percentage of over 85% with regards to the attendance of participants, curriculum covered and objectives met. Both of these programs were examined due to their use predominantly among teen aged students, their evaluations following program completion, and service-learning projects.
The Safe Dates Project is one of the most extensively evaluated dating violence prevention programs (Foshee et al., 1998; Foshee et al., 1999; Foshee et al., 2001). Created by Vangie Foshee, Ph.D., and Stacy Langwick, Ph.D., in 1994, the program utilizes a ten-session dating abuse curriculum (each completed in 50 minutes), parent materials, a Likert scale evaluation questionnaire, and students performing in a 45 minute play on dating abuse, and student created posters for display on campus. Foshee et al. (1998) conducted a study on Safe Dates Project’s outcomes in 14 public schools in rural North Carolina using 1,886 8th and 9th grade students using a treatment group and control group (Foshee et al., 1998). An evaluation questionnaire given to students at baseline one month into the project’s implementation, following its conclusion, and one month post completion, researched participants’ potential for attitude and behavioral changes towards gender roles, dating violence and healthy relationships. The project itself ran approximately seven months with 81% of students completing the questionnaires. At baseline, 70% of the students involved in the program reported dating with 34% of girls and 38% of boys reported having been in a victim of dating violence at least once (Foshee et al., 1998). According to Antle et al. (2011), “the Safe Dates program demonstrated an impact on actual physical and sexual aggression, and a four year post program evaluation showed significant decrease in perpetration and victimization when compared to the control group” (p. 174).
The Youth Relationships Project (YRP) called for problem solving strategic group work, multiple sections on gender bias and how it relates to power and control in relationships, as well as discussion on dating violence and underserved populations. Wolfe, Wekerle, Scott, Straatman, Grasley, and Reitzel-Jaffe (2003) studied the Youth Relationships Project, which is a community-based intervention/prevention program. The study included adolescents with histories of childhood maltreatment as the population. The population examined suggested a connection between childhood maltreatment and aggression in peer and dating relationships (Foshee et al., 1999; Foshee & Gray, 1997; Wekerle et al., 2009; Wolfe, Wekerle, Scott, Straatman, & Grasley, & Reitzel-Jaffe, 2003). YRP’s objective is to prevent aggression/abusive behavior, while promoting healthy relationships. Its goal is to teach adolescents to use nonviolent communication techniques and to make informed decisions regarding their dating relationships. Compared to other programs, it is based on primary prevention and building adolescents’ strengths and competencies instead of an intervention specifically targeting adolescents who are already perpetrating teen dating violence (Wolfe et al., 2003).

YRP has three components: first, to educate and raise awareness of abuse and power dynamics, second, to develop skills in identifying and third, implementing positive problem solving techniques as alternatives to violence, and to engage adolescents in social action (Wolfe et al., 2003). A man and a woman lead each group, and it is interactive. Adolescents visit local agencies, complete community
social action projects, listen to guest speakers, watch videos, and participate in group discussions. The program utilizes an experiential approach to learning with “experiential, action-based intervention activities that focus on putting skills to use in promoting movement from the preparation stage to the action and maintain stages of change” (Grasley, Wolfe, & Wekerle, 1999, p. 214). For this project, the YRP program occurred in local youth centers, and it consisted of 18 sessions over four years. The average age of participants was 15 (Wolfe et al., 2003).

Wolfe et al. (2003) found a decrease in the frequency and severity of abusive behavior in participants of YRP when compared with controls. However, adolescents in both the control and prevention/intervention groups experienced a decrease in perpetration and victimization over time with the prevention/intervention group’s rates of perpetration and victimization decreased faster than the control group’s rates. Emotional distress also decreased for both groups, but again it decreased quicker for adolescents in the intervention/prevention group. One hypothesis not validated was that adolescents in the intervention/prevention group would show growth in their relationship skills. The authors hypothesized that this is due to a lack of sensitivity in the measurement tools. Even with the overall positive outcomes of this study, findings are not generalizable due to the specificity of the population as this study focused solely on adolescents with histories of childhood maltreatment.
Youth Action Committee

Kervin and Obinna’s Youth Action Committee (2003) teen dating violence curriculum began in an alternative high school as an after school program. Students were invited by the chosen school’s social worker to join. Invitation for the program was based on students who showed interest in learning about dating violence prevention and embodied behaviors that would exemplify positive role modeling for others. The program utilized a “saturation” method versus “sprinkling,” focusing on a smaller group of teens for a more profound and longer-lasting impact (Kervin & Obinna, 2010, p. 364). The curriculum included nine month (full school year) volunteer based 50 minute sessions twice a week. Also found in the curriculum is a set of pre and post-test questions that examined the students’ likelihood of engaging in healthy relationship behaviors, such as communicating about their feelings and controlling their anger. The YAC class encouraged discussions about these positive behaviors, many of which became the focus of the skits performed by the YAC. Kervin admits that without inferential statistics it is impossible to determine if the increases in most items from pre-tests to post-tests is significant. Focusing more on small steps such as students “stopping himself/herself from saying a habitual gendered put-down,” in conjunction with the smaller group saturation effect, “teens are engaged across an entire school year, forging close relationships and building trust with each other and with caring adults” (Kervin & Obinna, 2010, p. 371). Post-tests took place for additional three years following the program’s completion.
Love is Not Abuse

Developed for English language arts classes, the Love is Not Abuse curriculum attempts to combine critical thinking with health education. It is nationally renowned and the first curriculum available to middle and high schools to include technology abuse. There are four different classroom lesson plans in the curriculum comprised of handouts for classroom activities, homework assignments, and background information for teachers about issues of teen dating violence. The three-day lessons include: (a) What is Dating Abuse? (b) The Pattern of Abuse in Dating Violence, (c) Digital Abuse in Dating Violence, and (d) Ending Teen Dating Abuse (breakthecycle.org, 2014). The high school edition facilitator’s training manual contains scenarios of fictional characters and literature to discuss healthy alternatives to unhealthy and abusive relationships. The training can be implemented by the teacher themselves and as Love is Not Abuse’s website claims that teachers do not require training beyond the available manual. However, there is an option to request a trainer to visit the site and facilitate a presentation. After extensive searching regarding the Love is Not Abuse curriculum, while the program had been issued many awards, no follow up research on its efficacy could be found.

Summary

Gender equity training for instructors would establish a significant benefit for the efficacy of this project’s curriculum. While the curriculum does not focus on gender education or gender equity training for high school educators, gender roles and
Stereotypes are mentioned in discussion points and as problem-posing questions over a dozen times in the curriculum guide and lesson plans to promote dialogue on gender roles and stereotypes and their contribution to dating violence. The service-learning projects/lesson plans assume collaboration among students and offer instructors another foreground to address gender equity. The inclusion of the lesson plans' relation to Common Core State Standards, allows instructors to delve deeper into critical thinking and discussions on gender roles and stereotypes.
Chapter 3

METHODOLOGY

Introduction

Dating violence awareness and prevention are part of the evaded or hidden curriculum, in high schools, which means they are often negated from daily or even occasional classroom learning and discussion. Lack of dating violence prevention training is worrisome due to the prevalence and frequency rates of dating violence among teens. While this issue should not be the sole responsibility of teachers to instruct, the effects of dating violence both directly and indirectly affect student academic success and are linked to other consequences such as drug and alcohol abuse, early pregnancy, and suicide. In the spirit of primary prevention, the most optimal environment to begin is the classroom. Due to the barriers in implementing dating violence prevention training in schools including budget constraints, accessibility and time allotment, this project attempts to alleviate some of these issues while providing sufficient training and knowledge for instructors. A collaboration of various studies’ evaluations on dating violence prevention programs, content analysis of two teen dating violence prevention curriculums, pedagogical-based theories, and use of instructional design determined the construction of this project’s dating violence prevention curriculum guide.
Research Design

This project’s research design included three data elements: implementation, content, and evaluation of dating violence prevention programs in schools. To aid in this effort, the researcher analyzed two complete dating violence prevention curriculums. The first curriculum is the Youth Action Committee (YAC) funded by a DELTA grant through the Centers for Disease Control and Prevention to Jennifer Obinna and Denise Kervin and their team who were part of the Wisconsin Coalition to End Domestic Violence (WCADV) in 2003 (Kervin & Obinna, 2010). The second is the Love is Not Abuse: Teen Dating Abuse Prevention Curriculum High School Edition, formerly founded by Liz Claiborne Inc., and now under Break the Cycle Org., an organization that since 1996 has reached more than 3.5 million youth and was instrumental in the 2000 Violence Against Women’s Act (VAWA). The Love is Not Abuse curriculum first introduced and tested in high schools across the United States in 2005 (breakthecycle.org, 2014). The three goals of Love is not Abuse were to “increase students’ understanding of teenage dating violence/abuse, help students challenge misconceptions or beliefs that support dating violence, [and] increase help-seeking behavior among students involved in abusive relationships” (Busch-Armendariz, 2008, p. 8).

Construction of Curriculum Manual Checklist and PowerPoint

As previously stated, the content analysis of the Youth Action Committee (2003) and Love is Not Abuse (2005) manuals for dating violence prevention focused
on three data elements: implementation, content, and evaluation. A Curriculum Manual Checklist of both programs was created to readily ascertain commonalities and differences. The content analysis used in creating the Checklist combined with the feminist theory, experientialism, service-learning, men and masculinity and gender equity research aided in instructional design and systematically identifying this project’s needs, goals, and effective delivery system.

The first data element of implementation included the cost, availability and provider of the program’s information. The Love is Not Abuse program proved conveniently available to educators because of its cost-free online curriculum and digital options/resources for instructors whereas the Youth Action Committee program was implemented through an outside agent and the curriculum, in its entirety, is not readily available online. This project aims to afford accessibility to educators by using a familiar easy to access format (PowerPoint), and attempts to go a step further with the inclusion of lesson plans that coincide with single-subject classrooms. Both implementations will eliminate time constraint barriers and still simultaneously fulfill Common Core State Standards.

Research on the second data element, content, revealed theoretical deliverables and what dynamics of dating violence are included in the program. The Love is not Abuse program did not contain material specifically related on gender equity and gender stereotypes that would incite discussion as contributors to dating violence. Instead, the program focused primarily on statistics and general information on dating
violence such as safety planning, how to identify potential victims and warning signs of an abuser. Without some discussion on gender equity and how men and women perceive one another due to learned societal behaviors, the program denies students and educators the ability to critically think about why dating violence exists.

The third data element, evaluation, attempted to determine program validity through the study of longitudinal outcomes on attitude changes and behaviors associated with dating violence such as gender role stereotypes and reporting rates. Due to lack of epistemic evaluation of the Love is Not Abuse program’s content its longitudinal range of success is unknown. However, it obtained critical acclaim for reaching, “…an estimated 50 million Americans” in addition it “…received positive feedback from teachers and doubled the number of schools with its free easily accessible message” (Hendrix & Hayes, 2010, p. 345). The Love is Not Abuse program’s content coincides with the Youth Action Committee curriculum and other dating violence prevention trainings, but without sufficient evaluation of its longitudinal achievements or failures it is difficult to measure its level of success. The Youth Action Committee program collected post evaluations of participants three years after its completion. Results proved favorable among participants, showing a decrease in verbal/physical abuse, change in attitudes regarding gender role stereotypes, and an increase in seeking help for dating violence and reporting. While it cannot be concluded that the Youth Action Committee’s inclusion of gender equity discussion directly contributed to its positive results, changes in attitude of gender
roles and stereotypes was at the forefront of its longitudinal evaluations on overall program success. In studying the success rate of the Youth Action Committee and this researcher’s training and work at WEAVE, Inc., both programs’ inclusion of gender equity in their trainings/curriculums increased their assimilation in this dating violence prevention curriculum guide.

This project utilized qualitative research by employing content analysis to analyze aforementioned dating violence prevention programs for determining inclusion of gender equity, service-learning projects. Program success was based on longitudinal evaluative measures gauging the program’s efficacy using follow up surveys of participants’ attitude/behavior regarding dating violence prevention. According to a study by Neuendorf (2011), there are multiple forms of content analysis with, “most content analyses utilize theory primarily as an underlying rationale for the study of messages” (p. 278). Research on critical pedagogy, feminist theory, gender equity, men and masculinity and experientialism in combination with extensive review of dating violence prevention programs and studies were utilized to substantiate this project and curriculum.

This project, using instructional design as a research modeled platform, attempts to incorporate critical pedagogical and experientialist method of teaching, integrating feminist theory with the intent of succinctly covering a broad subject area using a one-hour PowerPoint teacher training and service-learning lesson plans that fit into single-subject high school classrooms with relative ease. Service-learning is used
for the lesson plans in this project to promote connection to community and reinforce understanding of dating violence prevention. Levesque-Bristol, Knapp, and Fisher (2010), describe service-learning as “an experiential education practice that provides students with the opportunity to interact with local agencies, effect change in the community, and potentially enhance the learning climate for students” (p. 215). Whitley and Walsh (2014), state it is, “ideal for the service-learning course to be voluntary rather than mandatory, as this increases the likelihood that students will participate with a higher degree of intrinsic motivation, enthusiasm, and interest” (p. 36). Since the lesson plans in this project are the most integral piece for experientialism and encouraging student involvement in dating violence prevention, problem-posing questions have been added in the instructional presentation teachers can use student for discussion and student collaboration in small groups. Similarly to Kervin & Obinna’s (2010), Youth Action Committee curriculum showed that students seem to work best when they feel ownership of the group, for example, making planning decisions and seeing their work appreciated by others, especially during presentations (Kervin & Obinna, 2010). The lesson plans found in this project encourage students to present their service-learning experiences to the class/campus community following completion.

feminist classroom is that it creates an environment in which ‘a collaborative’, decentralized style of teaching is designed to empower students to become active participants in the learning process” (p. 104). Furthermore, its use in a dating violence prevention curriculum with a foundation in experientialism can help shape “a (student’s) individual’s worldview and priorities for social action (or inaction) and the need and desire to identify both theoretical and practical frameworks that present opportunities to share learning experiences while empowering multiple generations of students to take individual ownership of choices” (Ward, 2007, p. 105). The Love is Not Abuse campaign does not address gender roles or stereotypes. While the program’s media-driven popularity may lend it some credence, for the purposes of this project, studies that reflect a reduction of dating violence because they employ gender and feminist approaches are more effective and therefore imperative.

For the one hour teacher training on dating violence dynamics and lesson plan implementation, an easy to follow and comfortable format was integral. Adams (2006) states that, “PowerPoint helps in the organization of a clear, concise, and complete lecture from start to finish” (Adams, 2006, p. 390). However, as Adams (2006) points out, there must be multi-media elements used (audio, video, discussion questions, etc.) so that “the participant does not merely take in what is being said by a lecturer, but engages in an inner dialogue with the lecturer” (p. 394). Included in the project are an audio feature, links and recommendations to dating violence and gender equity videos, and problem-posing questions.
The PowerPoint format used for delivering the content on dating violence prevention attempts to amend the lack of attainability of the Youth Action Committee program. By offering instructors a familiar format that can be emailed or attained by a website link allows for accessible saturation of the information. The dating violence prevention PowerPoint content can be edited by the instructors; the audio element can be removed and instructors can refer to the “notes” section on the slides if they need to enhance their discussion with the students viewing the presentation.

Examination of the content found in both the Youth Action Committee, Love is Not Abuse programs, and the researchers’ professional training at WEAVE Inc., aided in this project’s curriculum content. Notes found on the PowerPoint slides and the Common Core State Standards sections, offer tips to instructors on how to incorporate gender roles/stereotypes. Collaboration, team building exercises, and guidelines for discussion are found in the PowerPoint notes, lesson plans and Common Core State Standards sections, respectively. The PowerPoint curriculum contains slides specific to red flags/warning signs of potential abusers, how to identify potential victims, bystander intervention, and how to identify a healthy relationship versus an abusive one. Information omitted in this project includes Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) community information and safety planning. These omissions are part of the limitations of this project. Lack of inclusion of LGBTQ information was done to keep the curriculum generalized to avoid inadvertent reinforcement of pre-existing stereotypes regarding domestic
violence/sexual assault within the LGBTQ community. The information and content provided is meant for any audience regardless of sexual orientation. Considering that the audience will not be a targeted group of, for example, victims, the possibility of an abuser being in the group exists. Typically in a specialized group of victims, safety planning would be implemented. In this setting with a wider, less specific audience, the safety planning was omitted to prevent any kind of forewarning to the abuser (of the victim’s escape plan) that might potentially counteract the victim’s attempts in achieving safety.

At the inception of the Youth Action Committee and Love is Not Abuse programs, only service-learning projects and lesson plans for instructors were implemented; these programs do not include Common Core State Standards or the integration of dating violence prevention and specific subject matter, rather each dating violence prevention program (Youth Action Committee and Love is Not Abuse) remain separate from school curriculum. For this project, three dating violence prevention service-learning projects that could be used in Art, English, or Math classes were developed for instructors with ease of implementation and inclusion of subject matter in mind. This project’s dating violence prevention curriculum developed three dating violence prevention service-learning projects to be implemented by instructors with ease in art, English or math classes.
Common Core State Standards English Language Arts Standards Reading

Literature, Speaking and Listening, & Math/Algebra I (Statistics and Probability) Grades 9-10th

Because the Common Core State Standards (CCSS) are currently mainstreamed in education, providing descriptions for each subject’s lesson plan and how each showed cohesion with Common Core State Standards was necessary to fulfill State requirements. Examination of a high school educator’s guide for grades 9-12 on human trafficking by UNICEF (2012), includes lesson plans and align with Common Core State Standards. The California Department of Education’s (CDE) website, which provides the CCSS requirements for 9th and 10th grade literature and math, and the UNICEF’s educator’s guide, were both utilized and considered to support the instructional design of this project’s lesson plan. The CCSS’s requirements’ tables found on the CDE website were used for each lesson plan including how each fulfills the Common Core State Standards. Standards are categorized as, “key ideas and details, craft and structure, integration of knowledge and ideas, and range of reading and level of text complexity” (Common Core State Standards Initiative, 2014, p. 1). These standards are used for reading literature, speaking and listening, and Algebra 1 (statistics), all which are found in the lesson plans included in this project’s dating violence prevention curriculum guide for educators.


**Reading Literature: Key Ideas and Details**

- CCSS.ELA-Literacy.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

- CCSS.ELA-Literacy.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**Reading Literature: Craft and Structure**

- CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

- CCSS.ELA-Literacy.RL.9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- CCSS.ELA-Literacy.RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

**Reading Literature: Integration of Knowledge and Ideas**

- CCSS.ELA-Literacy.RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).

- (RL.9-10.8 not applicable to literature)

- CCSS.ELA-Literacy.RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

**Reading Literature: Range of Reading and Level of Text Complexity**

- CCSS.ELA-Literacy.RL.9-10.10

  By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

- By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
• By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

**Speaking and Listening: Comprehension and Collaboration**

• CCSS.ELA-SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

• CCSS.ELA-SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

• CCSS.ELA-SL.9-10.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

**Speaking and Listening: Presentation of Knowledge and Ideas**

• CCSS.ELA-SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task.
• CCSS.ELA-SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

• CCSS.ELA-SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)

**Math/Algebra 1: Statistics and Probability**

• CCSS.ELA-S-ID.AI.1 Interpreting Categorical and Quantitative Data. Summarize, represent, and interpret data on a single count or measurement variable. Represent data with plots on the real number line (dot plots, histograms, and box plots).

• CCSS.ELA-S-ID.AI.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

• CCSS.ELA-S-ID.AI.3 Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). Summarize, represent, and interpret data on two categorical and quantitative variables. [Linear focus, discuss general principle.]

• CCSS.ELA-S-ID.AI.4 Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data
(including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.

- CCSS.ELA-S-ID.A5 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.

  Informally assess the fit of a function by plotting and analyzing residuals.

  Fit a linear function for a scatter plot that suggests a linear association.

**Research Questions**

1. How informative and useful is this curriculum guide on dating violence prevention for current teachers?
2. How comfortable are educators implementing this dating violence prevention curriculum guide into their classrooms?
3. How useful and cohesive are the dating violence prevention lesson plans for Art, English and Math classes in coordination with Common Core State Standards?

**Settings**

The researcher created this project for high school educators who teach single-subject courses for 9th and 10th grade students. However, removing the dating
violence prevention PowerPoint audio, serves as an appropriate presentation for individuals above the 10\textsuperscript{th} grade level. It is highly recommended educators familiarize themselves with the background of dating violence provided in the Teen Dating Violence Prevention Guide/PowerPoint before implementing the dating violence prevention service-learning lesson plans to students. It is also recommended that educators familiarize themselves with critical pedagogy and gender equity constraints in society. Currently the dating violence prevention curriculum guide does not include direct training on gender equity education, but the PowerPoint offers notes on each slide which are within the Common Core State Standards in an attempt to encourage problem-posing question techniques along with information that aid in discussion of gender roles.

**Procedure**

Using the Youth Action Committee and Love is Not Abuse programs’ curriculums, the researcher constructed a Curriculum Manual Checklist Table in which three column headings were used including, Implementation, Content, and Evaluation. Subsequent subheadings for each were used to check off important curriculum information such program cost in an effort to avoid budget constraints at school districts, Gender Role/Stereotyping Education, and if the program was evaluated (Table 1). This Curriculum Manual Checklist Table along with content analysis of both the Youth Action Committee and Love is Not Abuse programs’ served as a guide in creating this project and helped augment its instructional design.
The researcher found that while the Youth Action Committee program excelled in its evaluation efforts but it lacked in its implementation. On the opposite spectrum, the Love is Not Abuse program favored implementation efforts but did not have sufficient evaluation of its success level. Both programs offered sufficient content on the dynamics of dating violence and prevention, but only Youth Action Committee contained extensive discussions and projects for students regarding gender roles and its contribution to dating violence (Table 1).
Table 1

**Curriculum Manual Checklist**

<table>
<thead>
<tr>
<th>Curriculum Manual Checklist</th>
<th>Youth Action Committee</th>
<th>Love is Not Abuse</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Implementation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>by School Faculty/Staff</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>by Non-profit or outside</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>agency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Available for Instructors to receive training/curriculum autonomously</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Disclosures/Mandated Reporting Information for Instructors</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Digital/Options for Instructors</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Free of charge</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender Role/Stereotyping Education</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Collaboration/Team Building Exercises</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Handouts/Tips for Discussion</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Red Flags/Potential Warning Signs of an Abuser</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>How to Identify Potential Victims</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Bystander Intervention</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>LGBTQ Community Information</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Healthy Relationship Content</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Safety Planning</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Additional Resources</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>Evaluation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase knowledge about dating violence</td>
<td>X</td>
<td>NA</td>
</tr>
<tr>
<td>Change gender role stereotypes</td>
<td>X</td>
<td>NA</td>
</tr>
<tr>
<td>Increase use of school-based and community anti-violence programs</td>
<td>X</td>
<td>NA</td>
</tr>
<tr>
<td>Decrease verbal/physical abuse within dating relationship</td>
<td>X</td>
<td>NA</td>
</tr>
<tr>
<td>Increase help seeking behavior</td>
<td>X</td>
<td>NA</td>
</tr>
<tr>
<td>Improve conflict management skills</td>
<td>X</td>
<td>NA</td>
</tr>
<tr>
<td>Increase peer education</td>
<td>X</td>
<td>NA</td>
</tr>
<tr>
<td>Change attitudes that justify/ are supportive of dating violence</td>
<td>X</td>
<td>NA</td>
</tr>
</tbody>
</table>
Evaluation of Project

Measuring the dating violence prevention rate as a result of a completed program is vital for solidifying the validity of said program. The conclusion of this project includes evaluations from six educators. The educators were provided with a copy of the curriculum guide, directions and evaluator questions. The participating educators completed ten open-ended questions designed to guide the researcher toward efficacy of the project format, implementation, and content.

Educators

Six educators volunteered to read the curriculum guide and complete the evaluator questions. Each educator was provided with a PowerPoint of the curriculum guide and evaluator questions. Four of the educators currently teach high school age students and have for over three years, one is a Principal of a high school who has taught in the past eight years, and one educator currently teaches middle school. All six educators have earned a teaching credential; five earned bachelor’s degrees, and one earned a doctorate in Education. Five evaluators were female, and one was male. Table 2 contains demographic information for each evaluator.
Table 2

Evaluator Demographics

<table>
<thead>
<tr>
<th>Evaluator</th>
<th>Gender</th>
<th>Degree</th>
<th>Credential</th>
<th># of Years Teaching</th>
<th>Grade Level</th>
<th>Subject(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>F</td>
<td>Bachelor</td>
<td>Y</td>
<td>4</td>
<td>10\textsuperscript{th} &amp; 11\textsuperscript{th}</td>
<td>English</td>
</tr>
<tr>
<td>2</td>
<td>F</td>
<td>Bachelor</td>
<td>Y</td>
<td>5</td>
<td>High School</td>
<td>Math</td>
</tr>
<tr>
<td>3</td>
<td>M</td>
<td>Bachelor</td>
<td>Y</td>
<td>3</td>
<td>10\textsuperscript{th}</td>
<td>Social Studies</td>
</tr>
<tr>
<td>4</td>
<td>F</td>
<td>Doctorate</td>
<td>Y</td>
<td>8</td>
<td>High School</td>
<td>English</td>
</tr>
<tr>
<td>5</td>
<td>F</td>
<td>Bachelor</td>
<td>Y</td>
<td>5</td>
<td>High School</td>
<td>Speech</td>
</tr>
<tr>
<td>6</td>
<td>F</td>
<td>Bachelor</td>
<td>Y</td>
<td>NA</td>
<td>6\textsuperscript{th} &amp; 7\textsuperscript{th}</td>
<td>ELA/SS</td>
</tr>
</tbody>
</table>

Summary

Content analysis and instructional design included research on previously published dating violence prevention curriculums. The researcher created a table to categorize common implementation, content and evaluation techniques. This research method aided the researcher in designing curriculum that addressed the following barriers: ease in accessing program (i.e. cost-free, can be emailed, posted on website, format is familiar), absence of gender equity, and service-learning lesson plans that fulfill Common Core State Standards. The evaluation of this project’s dating violence prevention curriculum guide was conducted by six educators. This project encourages educators to use gender equitable and critical pedagogical approaches while inciting collaborative learning and community involved projects to promote dating violence prevention.
Chapter 4

DISCUSSION, CONCLUSIONS, LIMITATIONS, AND RECOMMENDATIONS

Introduction

The intention of this project is to help educators recognize and discuss gender equity issues in society through a dating violence prevention curriculum’s inclusion in their classroom subject matter. Using content analysis and instructional design, the researcher found that current dating violence prevention curriculum guides contained little or no gender equity training, but the curriculums as a whole lacked accessibility for teachers. The curriculum required implementation by an outside agency, could only be utilized as a separate training for students or was not easily incorporated into the classroom subject matter. The dating violence prevention curriculum guide would be best employed as a supplemental resource to in-depth gender equity training for instructors.

Discussion

The lack of previous dating violence prevention training in educators’ academic or professional careers, lends to what Cascardi and Avery-Leaf (2014) describe as most instructors initial response regarding first exposure, “…discomfort for teachers,” causing hesitation to implement this type of curriculum in the classroom (p. 14). However, Cascardi and Avery-Leaf go on to state, “Training is a key component to successful implementation that cannot be minimized or eliminated” (p. 6). A dating violence prevention and gender equity training in a credential program
may help with reducing discomfort in implementing a curriculum guide/lesson plans
later in the instructor’s career thereby increasing the teachers’ outcome efficacy.

Identifying educators comfort level about dating violence prevention
information, implementation for students, while using a critical pedagogical approach,
proved exceedingly important in determining this curriculum guide’s efficacy,
limitations and recommendations for change. Six educators were asked ten open-
ended questions covering the following: teaching experience, subject area, training on
dating violence and/or gender equity, and comfort level with this project’s dating
violence prevention curriculum guide.

Evaluation Questions of the Project

1. Do you currently or have you taught students ages 13-18?

2. Have you received any training in dating violence prevention? If so where did
   you receive your training? What did your training include? What was the
duration of your training?

3. Do you usually use a curriculum guide when you teach a topic outside your
   subject area?

4. Would you teach dating violence prevention in your classroom? Why or why
   not? Explain.

5. The central message of this guide is the need for educators to discuss issues of
dating violence, gender equity, and promotion of critical thinking with teens. If
the target audience of this curriculum is high school teachers, how effective was the messaging?

6. What information in the curriculum guide would work well in your classroom?

7. What information in this guide was lacking or confusing?

8. After reading/listening to the curriculum, how comfortable do you feel facilitating a discussion on dating violence prevention and the projects/prompts in your classroom? Circle a number and please explain.

1  2  3  4  5
Least comfortable  Most comfortable

9. If you chose to utilize this curriculum with your students, how do you see yourself implementing/using it?

10. Do you have any other suggestions for the researcher?

Educators Evaluation Feedback

Do you currently or have you taught students ages 13-18? All evaluators hold a teaching credential. One evaluator is a 7th-grade English-language arts teacher at a public school in California. The second evaluator currently teaches math at a high school in Northern California and has done so for five years. The third evaluator was a high school English teacher for eight years and stated, “I have also been a high school assistant principal and principal for a comprehensive high school and a director of alternative ed. for high school.” A fourth evaluator teaches Spanish, speech and debate to high school students grades 9th-12th and has also taught Spanish at the middle
school level. The fifth evaluator teaches language arts to 10th and 11th-grade high school students. The last evaluator teaches math for grades 9th-12th.

Have you received any training in dating violence prevention? If so, where did you receive your training? What did your training include? What was the duration of the training? Only one of the educators has formally received dating violence prevention training. The female evaluator, who is a Principal stated, “I have received training via my administrative educational program and experience. I’ve also done many ‘self-studies’ to teach about it for a leadership program as an assistant principal.” The other five evaluators stated they had received no formal training on dating violence prevention, one female evaluator stated, “Our district does not provide dating violence prevention training to teachers; counselors may have access to this training.” While current legislation exists in most states mandating that dating violence policies and procedures are inducted into high schools, only a few states require dating violence prevention training or education for educators as part of their proposed Bill(s) (Centers for Disease Control and Prevention, National Conference of State Legislators, 2014). According to the United States Department of Education, “… the real work of preventing teen dating violence and sexual assault happens at the local level, in schools, in homes, and in community centers across the nation” calling for schools to provide, “mandatory annual training for staff” (United States Department of Education, 2014). With federal recognition of teen dating violence increasing and current legislation beginning to stride towards schools’ responsibility,
having an administrative backed training for educators, accessible on campus, may aid in dispelling discomfort on this intense subject matter and promote student reporting on school grounds.

**Do you usually use a curriculum guide when you teach a topic outside your subject area?** Two out of the six evaluators stated that curriculum guides are beneficial and consistently use them outside their subject areas. Three of the evaluators use curriculum guides as aids to teach topics outside their subject area. One out of the six evaluators stated, “It is very rare that I teach outside my subject area. When I have done so it was only a 20-30 minute lesson plan on PowerPoint that someone had created for others to use.”

The purpose of using PowerPoint as a program is because it embodies a universally familiar format, fulfills multimedia usage (i.e. visuals, audio ability, notes, and animation), and allows users to dictate their own pace. The American Association of University Women, (1992) reported that teachers often only have access to curriculum guides that are twenty years old and do not always reflect current curriculum standards (p. 174). This project’s inclusion of Common Core State Standards combined with teachable dating violence information sets out to fulfill current curriculum guidelines and provide teachers with knowledge of an increasing societal trend recognized by the federal government.

**Would you teach dating violence prevention in your classroom? Why or why not? Explain.** Four out of the six evaluators reported they would teach dating violence prevention in their class with the conditions that, “there is parental approval”
and “back up by staff and the principal.” The female evaluator who is a principal, and has taught dating violence prevention in her classroom, stated that a dating violence prevention curriculum would be better utilized, “in a health or sex ed. class.” However, she also stated, “the projects and lesson plans included in this curriculum guide help in combining dating violence prevention to a teacher’s core subject.” One of the female evaluators who teaches speech class, would utilize dating violence prevention in her classroom and stated that, “Up until this point, I had not really considered discussing dating violence prevention because of lack of awareness, knowledge, time and resources. But I love getting new resources. Having the subject specific projects at the end is a great way to bring this important discussion to the curriculum itself.” Two of the six evaluators stated they would be uncomfortable teaching dating violence prevention in their classrooms due to, “…the boundaries between normal classroom instruction and social issues” and felt the curriculum would be better suited solely in a health class or sex education course. The level of comfort an educator has with dating violence prevention material may be a direct result of the lack of training that occurs during pre and post-service. Often issues that are part of evaded curriculum (i.e. sexual assault, bullying, STD’s) are predominantly found in health or sex education courses and not necessarily in academic single-subject coursework. However, school-wide and campus based training on dating violence prevention proved cumulatively effective in increasing teacher awareness and student reporting (Orpinas et al., 2013; Sikes, Walley & Hays, 2012).
The central message of this guide is the need for educators to discuss the issues of dating violence, gender equity, and promotion of critical thinking with teens. If the target audience of this curriculum is high school teachers, how effective was the message? Five of the six evaluators felt that the central message was reached in every aspect, with effective resources, lesson plans and open ended questions to discuss dating violence prevention, gender equity and promote critical thinking with teens. The evaluator who is a principal stated, “The information on dating violence is clear, with cited research and valuable curricular ideas for integration,” but felt that more instruction on, “gender equity and the promotion of critical thinking,” should be included. In addition to dating violence prevention information during teacher pre-service, gender equity training is imperative to deconstruct societal issues students face. Currently, teachers’ inequitable treatment of boys and girls in the classroom leads to, “The clear message to both boys and girls is that girls are not worthy of respect and that appropriate behavior for boys includes exerting power over girls…” (AAUW, 1992, p. 181). This in turn carries over into their dating relationships where boys may exert power tactics over girls as a prominent precursor to abusive behavior. According to Carinci (2007), “Research suggests that educators, once aware of gender equity techniques, are more eager to implement such methods in the classroom” (p. 158). Adding more background from this project’s research on gender equity and how it relates to dating violence may prove beneficial for greater instructor comprehension and thereby increase teacher outcome efficacy.
What information in the curriculum guide would work well in your classroom? All six of the evaluators stated that the information provided in the curriculum was useful. Four out of six evaluators appreciated the lesson plans as part of the curriculum and felt they would work well in discussing dating violence prevention in a single-subject classroom. Two of those four evaluators who found the lesson plans helpful, specifically referenced the inclusion of the lesson plans’ cohesion to Common Core State Standards as beneficial. Two evaluators that did not comment explicitly on the lesson plans noted various slides that, “defined abuse,” “the cycle of violence,” and “how to talk to friends” as valuable and informative.

What information in this guide was lacking or confusing? Four of the six evaluators stated there were areas of the curriculum guide’s formatting or information that was confusing or lacking. The male evaluator referenced the “causes of abuse” slide, and stated that the curriculum’s declaration about the causes of abuse as, “excuses abusers use, but not justifications for abuse,” required more explanation and clarification. A female evaluator stated that while, “Nothing was confusing for me,” the evaluator felt a slide with information on “how to prepare teachers for this type of subject matter, especially for new teachers,” should be included. A third evaluator who has taught high school for five years felt the information was geared towards college age students, but admitted, “I am realistic that kids are exposed to situations like this long before my generation was.” The fourth evaluator was unsure if the audio component on the PowerPoint was specific to the instructor or if it could be used with
students. Two evaluators described the guide and its information as, “clear and concise” with no recommendations for improvement.

After reading/listening to the curriculum, how comfortable do you feel facilitating a discussion on dating violence prevention and the projects/prompts in your classroom? Circle a number and please explain. Five out of the six evaluators gave the curriculum guide a 4 out of 5 on the Likert Scale, with one evaluator, the Principal, scoring the guide 3 out of 5. The evaluator with the score of 3 stated that dating violence prevention education and this curriculum, “is best left up to the most equipped teachers and parental permission would be mandatory to protect the teacher.” One of the five evaluators that scored the curriculum as a 4 out of 5 stated, “I am quite comfortable with touchy issues; we live in a world where parents don’t take the lead in educating their children. Using this guide I would not hesitate to discuss this topic with a student.” The male evaluator was concerned with the “maturity level” of his students in discussing dating violence prevention, but felt that the notes and audio option added to the PowerPoint guide were a “great resource.” In the analysis of the feedback, a pattern emerged regarding the level of comfort concerning the students’ ability to handle the material, as well as parental permissions. As previous research has shown, greater teacher outcome efficacy directly relates to the climate of the school, behavior of administration to inspire a common sense of purpose, sense of school community, and consistent decision-making with fewer perceived impediments to teaching (Hoy & Woolfolk, 1993; Lee, Dedick, & Smith,
If a dating violence prevention curriculum could be administered in a school, encouraged by the administration, and legitimized by the community it may heighten the comfort level of the teachers thereby increasing their outcome efficacy along with student understanding and involvement of the material presented.

If you choose to utilize the curriculum with your students, how do you see yourself implementing/using it? One female evaluator stated the curriculum is useful for “identifying students in need and finding the best way to help them.” Another female evaluator expressed interest in implementing the lesson plan included in the curriculum for an English class. A third female evaluator stated that the curriculum would be helpful for their speech class to instigate, “…questions that would provoke thought and conversation.” Other responses included utilizing the dating violence prevention information as a topic for debate, classroom activities and as an extension of an existing lesson plan. To encourage critical thinking, the dating violence prevention guide’s problem-posing questions and lesson plans reinforce what Drake (2012) refers to as imperative for Common Core State Standards, “Service-learning as another route to interdisciplinary work and the Be (students) with critical thinking and problem solving cutting across all disciplines” (p. 82).

Do you have any other suggestions for the researcher? Five of the six evaluators did not have suggestions to add other than stating their satisfaction with the guide and complimenting the information stating, “Great work and good information,” and “Nice work. I can see you put a lot of thought into this. It seems the common core
requirements are there, and the lesson plans are really terrific.” Only one of the six evaluators included a suggestion for a lesson plan that would work in a social studies/history course that, “could discuss social norms then and now, and maybe examine the possibilities of types of dating violence that are more present today, and what gender roles are found in varying time periods that play in situations of violence or abuse.”

Conclusion

Evaluator comments expressed interest in the dating violence prevention curriculum guide and the majority described the formatting as useful and informative. The ability to provide the curriculum guide in a PowerPoint format that evaluators were familiar utilizing and the ability to email the guide directly to evaluators enabled them to view it at their own pace while taking their time to submit thoughtful feedback. Though only one of the evaluators received formal training on dating violence prevention, none of the evaluators referred to their lack of training as a hindrance in understanding the curriculum guide with the included lesson plans discussed as helpful and well done. While the absence of training in both dating violence prevention and gender equity did not affect the evaluators’ understanding of the material, it most likely contributed to their hesitancy in utilizing the curriculum in their classroom and projected comfort level. It may be possible to disband teacher hesitancy and elevate comfort levels in teaching issues found in the evaded curriculum such as dating violence, if there is recognition regarding, “The absence of adequate
instruction and discussion as only a piece of the problem…awareness that relationships with others and the development of intimacy involve both the body and the mind should be critical components.” (AAUW, 1992, p. 188).

Although five out of the six evaluators’ utilized curriculum guides to varying degrees, all six found the PowerPoint format for this curriculum guide easy to follow, convenient and containing sufficient information. According to a study done by Kahraman, Cevik, and Kodan (2011) on the effective use of PowerPoint in teaching lesson plans in high school and college courses showed, “there is no statistical meaningful difference in the attitude scores in terms of gender. In other words, both female and male students displayed similar positive attitudes regarding the use of PowerPoint presentations when used as a supporting teaching tool” (p. 1345). The creation of a curriculum guide in a format that is useful and understood equally by both sexes proved imperative for this project as it encompasses discussion on gender equity and how it relates to contributors of dating violence. If teachers and students alike did not have an effective format for the dating violence prevention curriculum guide it could act as a fundamental limitation in learning and considering the information.

According to feedback the researcher adding more preliminary context and explanation on how to use the curriculum guide would aid in an increased understanding of societal constraints identified in gender equity studies and how these constraints contribute to dating violence prevention. Because the comfort level was
conferred by all evaluators as a form of hesitation in discussing dating violence prevention in schools due to parental permission, administrative support, and maturity of students, the researcher will consider adding slides to the curriculum guide that provides tools on proposing this type of training in a high school setting.

**Limitations (of the Study Guide Curriculum)**

The omission of more extensive explanation on certain slides such as the “causes of abuse” and the exclusion of gender equity and how it directly contributed to dating violence proved limiting for evaluators and may have added to their inability in feeling completely comfortable with the information and how to present it. Lack of detailed explanation on the purpose of the audio portion of the dating violence prevention curriculum guide and how to implement it in the classroom proved confusing for one evaluator.

It is evident that instruction explaining how gender equity relates to dating violence and its importance in primary prevention is needed. Overall the evaluators reported positive feedback on the lesson plans, their correlation to Common Core State Standards, and the significance of the dating violence information. However, it is unknown if the discussion tips and problem-posing questions on gender equity, gender roles and stereotypes made the impact the researcher intended and heightened the awareness of its importance as a contributor to dating violence.
Recommendations

The goal of this project was to create an accessible dating violence prevention curriculum for high school instructors and incorporate it into classrooms without sacrificing primary subject matter while complying with Common Core State Standards. The project strived to motivate discussion and promote critical thinking about societal constraints surrounding gender equity and how those constraints contribute to dating violence. The curriculum guide, lesson plans, and Common Core State Standards’ tables include notes, problem-posing questions and service-learning components that fuse the dynamics surrounding dating violence prevention and gender equity using elements of feminist theory and experientialism.

The researcher believes, after receiving feedback from evaluators, that more gender equity training is needed as an addition to or separate from, this curriculum guide. The audio component seemed to help explain the slides’ information and presented problem-posing questions for students, but a live presentation or video training may be beneficial in alleviating discomfort for teachers. A live presentation insures the most optimal approach for answering immediate questions regarding dating violence prevention, gender equity and how to propose the curriculum guide to administration and or parents which was voiced by evaluators as a consistent concern. However, since a live presentation is not the most accessible for educators, a video portion with visual aids showing how gender roles and stereotypes directly contribute
to dating violence and are a key component to primary prevention may prove effective.

It is imperative future studies on dating violence prevention curriculums include longitudinal evaluations to assert validity regarding a curriculum’s efficacy. Due to a growing trend of acceptance concerning girls’ aggressive tendencies towards dating partners, researchers may find increased rates of female perpetration (AAUW, 1998, p. 189). If so, studies on gender equity training as part of a dating violence prevention program lend credence to understand changing dynamics for both genders and how these dynamics and gender roles affect teen dating relationships.

**Reflections**

Gender roles and stereotypes remain a deep-rooted condition in our society and often become reaffirmed in the classroom through the inequitable treatment of boys and girls. Hammering men into the “masculine box” has simultaneously prevented a redistribution of power that for some leads to over aggression and dominance. Media repeatedly objectifies and infantilizes girls and women, creating a false weakness, an inhuman portrayal, making them easier to commit violence against. Gender equity training for teachers is an integral contributor for primary prevention of teen dating violence. Only with early treatment to counteract gender inequity can both sexes begin to truly empathize and respect one another. While physical and sexual abuse is abhorrent, teaching our children not to hit or commit violence is not enough.
Emotional abuse like jealousy, insults, disparagement, and minimizing of feelings can do more damage to a victim than the bruise or cut from physical violence.

Teachers who receive training on teen dating violence prevention and how to identify it will be better equipped to support their students and in a way, save lives. This project is a start in its attempt to break implementation barriers such as budget, loss of time on primary subject, and accessibility in an easy to follow format, but educators’ discomfort enacting it may be the principal barrier. Schools, legislators, parents, and the community need to stand behind teen dating violence prevention for change to occur. Over the last two years Bills presented by some States have begun to include mandatory dating violence prevention education on school campuses, not just policies and procedures. More evaluative research must be done on what programs work leading to a uniformed dating violence prevention curriculum accepted by the moral majority.
APPENDIX A

Evaluator Letter
Dear Evaluator

Thank you for assisting in the feedback of my curriculum guide on the Prevention of Teen Dating Violence. Enclosed you will find ten Evaluator Questions and the curriculum guide.

To be an evaluator, please begin with the PowerPoint sent to your email. There is an audio component on the PowerPoint to help supplement the information on the slides. The PowerPoint could take as long as one hour to complete, but should take no more than 90 minutes. This curriculum guide is for students’ ages 13-18. However, the lesson plans included are geared towards 9th and 10th grade levels in subjects Art, English and Math, as these meet Common Core State Standards criteria.

You are welcome to keep the curriculum guide or feel free to make suggestions and comments on the guide and return it to me. Please make arrangements to return the Evaluator Questions by August 10th. For assistance please contact Dr. Sherrie Carinci or researcher Bridget Kennedy at xxxxx. All feedback is welcome and appreciated.

I sincerely thank you for your time and effort.
APPENDIX B

Evaluator Questions
Evaluator Questions

1. Do you currently or have you taught students ages 13-18?
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

2. Have you received any training in dating violence prevention? If so, where did you receive your training? What did your training include? What was the duration of the training?
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_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

3. Do you usually use a curriculum guide when you teach a topic outside your subject area?
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_____________________________________________________________________

5. The central message of this guide is the need for educators to discuss issues of dating violence, gender equity, and promotion of critical thinking with teens. If the target audience of this curriculum is high school teachers, how effective was the message?
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

6. What information in the curriculum guide would work well in your classroom?
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

7. What information in this guide was lacking or confusing?
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
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8. After reading/listening to the curriculum, how comfortable do you feel facilitating a discussion on dating violence prevention and the projects/prompts in your classroom? Circle a number and please explain.


Least
Comfortable

Most
Comfortable

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

9. If you chose to utilize this curriculum with your students, how do you see yourself implementing/using it?
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10. Do you have any other suggestions for the researcher?
APPENDIX C

Curriculum Guide
This guide/presentation is meant to help inform high school instructors on the dynamics surrounding teen dating violence and offers service-learning projects/prompts for English/Language, Math and Art courses.

This PowerPoint includes notes for instructors to further class discussion and promote critical thinking.

This guide can be shown as a presentation for high school age students and is recommended prior to implementation of service-learning projects, but is not required.

- For use as a presentation with high school age students it is recommended the audio portion be omitted.
• Ask the students to give their definition before moving to the next slide.
THE USE OR THREAT OF:

1. PHYSICAL FORCE
2. SEXUAL FORCE
3. VERBAL/PSYCHOLOGICAL/EMOTIONAL ABUSE
4. CARRIED OUT WITH THE INTENT OF CAUSING PAIN OR INJURY TO ANOTHER

Dating violence occurs between non-married intimate teenaged partners. Ex. Boyfriend/girlfriend, boyfriend/boyfriend or girlfriend/girlfriend.

• Reveal answer given here. To engage critical thinking have a quick discussion with students on why this definition does or does not work, the terms used (i.e. what is intent?, do pain/injury need to be visible?, etc.), does it apply to them, what would they change, etc.

Further explanation may include asking another way – “Why would someone commit violence towards their partner?” “What societal factors contribute to violence?” (i.e. media, beliefs in gender roles/objectification of women, etc.)

Ask students to come up with some potential causes of teen dating violence or violence in general before moving on to the next slide.
• While these are not causes they can be contributing factors.

• Although these can be contributors they are not justifications for violence/abuse in a relationship.
WHAT IS PHYSICAL ABUSE?

- Ask students to come up with actions/behaviors that constitute physical abuse before moving on to the next slide.
PHYSICAL ABUSE

- Hitting/Slapping
- Kicking
- Strangling
- False Imprisonment
  - not allowing someone to leave
- Holding Someone Down
- Throwing Objects/Punching Walls
  - intimidation/scaring partner with physical force – “That’s not you, but it could be”
- Harming Pets
  - About 50% of abusers will harm animals/pets
WHAT IS SEXUAL ABUSE?

- Ask students to come up with actions/behaviors that constitute sexual abuse before moving on to the next slide.
SEXUAL ABUSE

• Rape
• Coercion
• Cheating/Affairs
• Refusing to Use Protection
  - forced pregnancy or abortion
  - possible STD’s
• Unwanted Pornography
• Sexting
  - pressuring boyfriend/girlfriend to take unwanted pictures or sending/sharing unwanted pornographic images via texting

• Coercion – this denotes a partner wearing a victim down with physical or mental force/threats. Ask students what would constitute coercion. What would a boyfriend/girlfriend say/do to pressure their partner into sex?
  • Possible Answers:
    • “If you really loved/cared about me you’d have sex with me.”
    • “If you don’t have sex with me, I will find someone who will.”

• Refusing to use protection – partners that do not use protection run the risk of STD’s or possible unwanted pregnancy.

• Forced pregnancy or abortion – forcing a partner to become pregnant or get an abortion is an act of control.
• Male abusers may force a partner to become pregnant to keep control. The more children she has, the harder it is for her to leave the abusive relationship.

• Unwanted pornography – ask students what they consider “unwanted”. This includes forcing someone to take pictures, be filmed, etc.

• Sexting – pressuring a partner to take pictures of their body or sharing unwanted pornographic images via texting is considered abusive and is unnecessary for a healthy relationship.
  • What are some of the consequences of sexting? (i.e. images can be used/for anywhere/anything – social media, sent to others, to manipulate/blackmail/coerce victim, etc.)
• Ask students to come up with actions/behaviors that constitute emotional/psychological/verbal abuse before moving on to the next slide.
Isolation and jealousy - very common types of abuse in teen dating. Students may not recognize either of these in their dating relationships or misconstrue them as love. Reinforce trust, honesty and support of friendships as part of a healthy relationship.

Demeaning/Belittling - often abusers will belittle their partner in order to diminish their self-esteem. Also, abusers are known to demean the victim in public to humiliate them.

Crazy-making – the abuser is typically laying a ground work in order to make the victim doubt him/herself in order to make them easier to control.

Blaming – abusers rarely if never hold themselves accountable for their actions. When abuse occurs they will often blame the victim for the violence.
• Spying/Stalking – the average stalking case lasts 1.8 years (WEAVE Inc., 2004 Presentation. Retrieved from Centers for Disease Control and Prevention, 1998).
• How do most dating relationships begin? (i.e. lots of time together, compliments, gifts, etc.)

• What kind of problems can come up in a relationship? What are the differences between a healthy relationship and a potentially abusive one?
• This is based off of Lenore Walker’s Cycle of Violence in domestic violence relationships.

• Honeymoon Phase – The reason this is called a “false” honeymoon is because in a dating violence partnership the honeymoon phase is a ruse. After the Explosion phase the abuser claims to be remorseful, apologizes, may purchase gifts for the victim and generally acts nice for a while, but this is only to keep the victim with them.

• Tension Phase – This is a normal part of any relationship. Even healthy relationships can move into a tension phase. There are two differences within the Tension phase that deem a relationship healthy or abusive:
1. In an abusive relationship during the Tension phase the victim is “walking on eggshells” waiting for the abuser to explode.

2. In a healthy relationship during the Tension Phase the couple works their problems/arguments out with constructive communication and goes back into the Honeymoon Phase, they never reach the Phase 3 Explosion phase.

• Trigger – an abuser will look for any reason to commit violence; it literally could be anything, everything and nothing. In my work with domestic violence victims I’ve had some that were beaten when they were asleep or just sitting on the couch. An abuser does not need to be provoked to commit abuse. There is no gain to trying to find out what the victim did or blaming victims for abusers’ actions.

• Explosion – This could be any form of abuse that occurs.

• The Cycle of Violence goes round and round through each phase. Over time the Explosion Phase usually gets worse while the Honeymoon Phase gets shorter and shorter often disappearing altogether.

• Some questions for students:
  1. Why does the Honeymoon Phase get shorter and shorter and eventually disappear?
  2. What are some healthy ways couples can deal with problems/arguments in the Tension Phase?
• When you/students think of a victim of dating violence what do they look like?

• Do you/students immediately think of a girl or boy?

• What is the victim’s physical appearance?

• What kinds of personality traits do they have/lack?
Some students may have an idea of what a victim looks like. This is an opportunity to discuss gender roles, not in order to portray males as abusers and females as victims, but to recognize the societal ideals put on each sex – what are their differences, similarities, how do gender stereotypes relate to violence in general, teen dating violence, etc. How do we counteract negative stereotypes? Why is it important? What are the gains/losses to using aggression/violence in a relationship? What traits can we focus on that promote healthy relationships and communication?
• Most of the time students will be aware at this point where the slideshow is headed and that anyone can be an abuser.
One in 10 adolescents reported being hit or physically hurt on purpose by a boyfriend or girlfriend at least once in the previous year (Center for Disease Control, 2014).

Over time, controlling and demanding behavior may become increasingly violent and that violence can have negative effects on physical and mental health throughout life (including depression, eating disorders and suicidal thoughts) (Center for Disease Control, 2006).
WHAT ARE RED FLAGS OF A POTENTIAL ABUSER?

- Further explanation – “When you hang out with someone, what are things they say or do, which send that alarm off in your head?”

- Encourage students to listen to that alarm or their “gut reaction.” If they feel someone may demonstrate abusive behavior down the line, it’s a warning system they should trust.
• Isolation is common for abusers to implement. Particular focus should be paid to this. Ask students what they think isolation means with regards to dating violence. What are some ways an abuser may isolate a victim? Why would an abuser attempt to isolate a victim?
  • Possible Answers – attempting to sabotage/remove victim from social support (i.e. friends, family, etc.)
    • An abuser will isolate a victim to have more control. The less people the victim has to confide in or turn to the easier it is for the abuser to sustain power.

• Jealousy, Control Tendencies & Isolation – this is often subtle. It can start out with comments like:
  • “You know your friend Erica, she just doesn’t seem to like me very much, why do you hang out with her?”
• “Your friend Jacob doesn’t seem very nice, even to you, I think you deserve better. Hang out with me and my friends instead.”
• “I text you so much because I love you.”
• “I want to know where you are because there are so many jerks out there.”
• “I have never met anyone like you, that’s why I don’t want you hanging out with other guys/girls.”

• Quick Involvement – for students dating, this is the person that comes on very strong out of the gate. Overly complimentary and demands the other person spend all of their time with him/her. Remind students that keeping solid friendships is important and a loving partner would encourage that.

• Uses force during an argument – any threats of violence, throwing objects, pounding/kicking walls, degrading or foul language is a red flag.

• Hypersensitivity – someone who takes themselves way too seriously and often lacks a sense of humor unless it directly hurts another person’s feelings.

• Blames others for problems – this is a big one to watch out for. Abusers’ blame victims for the violence they commit. Often saying things like:
  • “You know I have buttons that you just can’t push, why do you make me do this to you?”
  • “I don’t like hurting you, but you just make me so angry…”

• Intense Mood Swings – This is not the same as bipolar disorder. That would imply that individuals with bipolar disorder are prone to violence, which is not true in most cases. Many people don’t know an individual is an abuser when they meet him/her or even after knowing them for a long time. Abusers can be very charming until they get behind closed doors.
• Gender Role Beliefs – has strong mindset on how girls and boys should act, these characteristics/abilities should not overlap. Some critical thinking questions that go with gender roles, “Why do you think men do not report dating violence/domestic violence as often as women?” Possible discussions:
  • What is the gain to making fun of men who are being intentionally harmed in a relationship?
  • What is the gain to degrading women in advertising and music?
  • When we do these things as a society what are the consequences for men and women? How do these consequences affect dating relationships?
• None of these things are love. A healthy relationship has trust between partners. This person is not your parent, if they aren’t treating you as an equal it’s time to step back and see if the relationship is right for you.
http://www.teendvmonth.org/dating-violence
HOW TO TALK TO A VICTIM IN A DATING VIOLENCE RELATIONSHIP
Important Statistics:

- **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. Liz Claiborne Inc., conducted by Teenage Research Unlimited, (February 2005).

- Eighty one percent of parents believe teen dating violence is not an issue or admit they don’t know if it’s an issue. “Women’s Health,” June/July 2004, Family Violence Prevention Fund and Advocates for Youth, http://www.med.umich.edu/whp/newsletters/summer04/p03-dating.html.
• Though 82% of parents feel confident that they could recognize the signs if their child was experiencing dating abuse, a majority of parents (58%) could not correctly identify all the warning signs of abuse
The following lesson plans attempt to encourage discussion and understanding of dating violence while incorporating the core subject.

Each lesson plan involves a service-learning project and promotion of real world application.

Following each lesson plan is Common Core State Standard charts that demonstrate how the lesson plan fits into the Common Core State Standards criteria for 9th – 10th graders including:

1. Reading standards for literature
2. Speaking and listening standards
3. Math I and Math II – statistics

Not Included:

1. Writing Standards – these will be left up to the instructor to add or omit from the lesson plan
2. Language Standards - these will be left up to the instructor/peer review since the 9th – 10th grade standards consist primarily of proper grammar use, vocabulary inquisition, interpreting figures of speech, etc.
It is encouraged that students evaluate their work following project completion.
# ENGLISH CLASS

**“ACT TO END DATING VIOLENCE” LESSON PLAN – COMMON CORE STANDARDS**

<table>
<thead>
<tr>
<th>COMMON CORE STANDARDS for Reading Literature</th>
<th>English Class Lesson Plan</th>
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<td>Grades 9-10</td>
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1. **Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

   Students describe author’s use of imagery, language, etc. to strengthen song/play/poem’s correlation to dating violence.

2. **Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.**

   In groups, students can analyze the theme (dating violence) as the song/play/poem progresses – does the violence escalate, what imagery/tone is used to show the progression or development of dating violence.

3. **Analyze how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of the text, interact with characters, and advance the plot/theme.**

   Can students identify a victim, abuser, bystander, etc. in the chosen text? What textual evidence can they use to identify the characters? How does each character advance or develop the plot/theme? Are there evident gender stereotypes? If so how do they contribute/detract from the theme/message/progression of the text?

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**ENGLISH CLASS**

*"ACT TO END DATING VIOLENCE" LESSON PLAN – COMMON CORE STANDARDS*

**COMMON CORE STANDARDS for Reading Literature continued**

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<tr>
<th>Grades 9-10</th>
<th>English Class Lesson Plan</th>
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<td>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g. how the language evokes a sense of time and place; how it sets a formal or informal tone)</td>
<td>What words or phrases do students identify as relating to dating violence? What type(s) of language are used (e.g., informal prose, casual/street language, formal prose)? What imagery is evoked with the language used?</td>
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<tr>
<td>5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects as mystery, tension, or surprise.</td>
<td>What is the author's tone? How does the author's tone effect the text/plot? If a different tone/language was used, would this effect the text and if so in what way?</td>
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<td>6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on wide reading of world literature.</td>
<td>Does dating violence reach other cultures/parts of the world? Are there commonalities in cultures that have high rates of dating/domestic violence (e.g., gender roles, lack of education on dating violence, etc.)</td>
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## ENGLISH CLASS

**“ACT TO END DATING VIOLENCE” LESSON PLAN – COMMON CORE STANDARDS**

**COMMON CORE STANDARDS for Reading Literature Continued**

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<th>Grades 9-10</th>
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<td>7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musee des Beaux Arts” and Brueghel’s “Landscape with the Fall of Icarus”).</td>
<td>In groups, students will be searching for various texts on dating violence (e.g., poems, songs, plays, etc.) and will be encouraged to discuss their thoughts on each text with group members, identifying differences and similarities.</td>
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<tr>
<td>8. (Not applicable to literature)</td>
<td>NA</td>
</tr>
<tr>
<td>9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</td>
<td>By identifying tone of the text, language used, and the imagery evoked, students will have the ability to identify common themes among various texts.</td>
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<tr>
<td>10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently with scaffolding as needed at the high end of the range.</td>
<td>Through teacher-led and collaborative group work, students will be able to engage in critical thinking. The service learning component of the lesson plans meet the scaffolding requirement as it will move students progressively toward stronger understanding and, ultimately, greater independence in the learning process.</td>
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## ENGLISH CLASS

"ACT TO END DATING VIOLENCE" LESSON PLAN — COMMON CORE STANDARDS

### COMMON CORE STANDARDS for Speaking and Listening

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<td>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in small groups, in large discussion groups, in asynchronous discussions, or with teachers, experts or peers) with diverse partners on 9-10 Grade topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.</td>
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<td>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts, other research, and personal knowledge.</td>
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<td>b. Work with peers to set rules for collaborative discussion and decision-making (e.g., informal consensus, taking votes or making decisions by majority rule), clear goals and deadlines, and individual roles as needed.</td>
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<td>c. Propose, develop, clarify, and defend ideas and conclusions; interact productively in groups.</td>
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<td>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and clarify own or others’ positions on the topic.</td>
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<td>e. This can be done as a group evaluation on each member or teacher.</td>
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| 1. Students will engage in collaborative discussion during the group research of texts and individual construction of presentations. |
| a. Students will hold each other accountable for workload. |
| b. Students will need to find ways to work together effectively, identifying strengths of each group member and agreeing on deadlines and responsibilities. |
| c. Working collaboratively through the course will help students incorporate all group members into the discussion and stay focused on central ideas and themes. |
| d. May be helpful to remind students to be respectful of one another and discuss different perspectives. |

### Craft and Structure

| 1. Integrate multiple sources of information presented in a variety of media or formats (e.g., visually, quantitatively, orally) to support claims and make complex, novel, and persuasive arguments. |
| 2. Evaluate a speaker’s point of view, reasoning, and use of evidence and data, identifying any flawed reasoning or exaggerated or distorted evidence. |

# ENGLISH CLASS

## “ACT TO END DATING VIOLENCE” LESSON PLAN – COMMON CORE STANDARDS

### COMMON CORE STANDARDS for Speaking and Listening continued

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| 4. Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience and task. CA.  
   a. Plan and deliver an informative/explanatory presentation that:  
      presents evidence in support of thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points (8th or 10th grade) CA.  
   b. Plan, memorize, and present a recitation (e.g., poem, selection from a speech or dramatic soliloquy) that: Conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect. (9th or 10th grade) CA.  
| Students are encouraged to present their chosen texts/pieces in innovative presentation styles. Individual or group performances of their texts are encouraged using a range of formats (e.g., video, monologues, plays, song/dance, etc.).  
| An evaluation following completion of the project is recommended for students to convey the reasoning and organization of their chosen text and work. Also an evaluation of their feelings on the group/collaboration with fellow students.  
| 5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence to add interest.  
| Students can be asked to put on live presentations in front of the class using various visual aids (e.g., PowerPoint, video, audio, etc.) and evaluate their use. Or a campus-wide presentation is encouraged.  
| 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (See grades 9-10 Language standards 1 and 3 for specific expectations.)  
| The lesson plan contains multiple contexts and tasks for students that will require the use of formal language and critical thinking on other forms (e.g., informal prose, casual/street language, etc.)  

MATH CLASS

STUDYING PERCEPTIONS USING SURVEYS & STATISTICS

1. Divide class in half, requesting students to construct a survey about dating violence to determine how understood and relevant it is to their school/community.

   a) One groups’ survey will be used for students and the other for staff/faculty.
   b) These surveys will comprise a pre-evaluation of data.
   c) Students can utilize the mean in presenting percentage of participants’ responses to each question and can be collated into bar charts, central tendency summarized by the median or the mode.

2. Students may be prompted to use Survey Monkey, Excel, or other software/technological aids to formulate survey and comprise data.

3. To better gauge students’/faculty’s knowledge of dating violence from the pre-evaluative survey, it is encouraged that the class as a whole research their local dating/domestic violence non-profit to request an informational presentation for both students and faculty.

4. Following the presentation the surveys will be handed out again as a post-evaluation, data collected and changes, if any, to original data should be analyzed. Findings can be presented to administration, faculty, student body, parents, etc.
MATH CLASS

"STUDYING PERCEPTIONS" LESSON PLAN – COMMON CORE STANDARDS

COMMON CORE STANDARDS for Mathematics – (Algebra I: Statistics)
Math Class Lesson Plan

Statistics and Probability
Interpreting Categorical and Quantitative Data
Summarize, represent, and interpret data on a single count or measurement variable.
1. Represent data with plots on the real number line (dot plots, histograms, and box plots).
2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

Summarize, represent, and interpret data on two categorical and quantitative variables. [Linear focus, discuss general principle.]
4. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies).
Recognize possible associations and trends in the data.
5. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.
a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.
b. Informally assess the fit of a function by plotting and analyzing residuals.
c. Fit a linear function for a scatter plot that suggests a linear association.

1. Students individually create paintings, sketches, models, ceramics, etc. depicting their interpretation of dating violence, healthy relationships, gender roles, etc.

2. Students collaborate in groups to research visual marketing strategies and logos of local, statewide, national domestic violence and dating violence non-profits.

3. Each group creates one flyer/poster of their own to display on campus inviting students to attend their group’s gallery opening displaying their art on dating violence.

4. At the gallery opening, students present PowerPoint or video of relevant information – what dating violence means to them, its relevance in society, art as a function of awareness, etc.
   a) If allowed, students may auction off their work and have proceeds go to their local domestic violence/dating violence shelter or non-profit.

5. Students will discover how much revenue was made looking at the cost of producing their art and marketing materials to determine Return on Investment.
   a) This will show them how much a company/non-profit is able to contribute to a cause, the importance of social responsibility, and real world application.
## ART CLASS
### ART AS CHANGE

<table>
<thead>
<tr>
<th>COMMON CORE STANDARDS for Reading Literature</th>
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<tbody>
<tr>
<td><strong>Grades 9-10</strong></td>
<td>Students' individual depictions of dating violence, healthy relationships, gender roles, etc. can be analyzed by the group to help with creative marketing materials. Students will research marketing strategies utilized by established organizations/non profits to help support their own marketing development.</td>
</tr>
<tr>
<td><strong>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</strong></td>
<td>In groups, students can discuss, through analysis and using their individual art pieces, which marketing strategies and artwork is most appealing and useful for their purposes.</td>
</tr>
<tr>
<td><strong>2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</strong></td>
<td>Can students identify a victim, abuser, bystander, etc. in the chosen marketing material? How does the layout/imagery advance or develop the theme? Are there evident gender stereotypes? If so how do they contribute/detract from the theme/message/progression of the text and their artwork?</td>
</tr>
<tr>
<td><strong>3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of the text, interact with characters, and advance the plot/theme.</strong></td>
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<td>4. Determine the meaning of words and phrases as they are used in the</td>
<td>What words/phrases/imagery do students identify as relating to dating violence? What</td>
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<td>text, including figurative and connotative meanings; analyze the</td>
<td>types of language are used (e.g., informal prose, casual/street language, formal</td>
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<td>cumulative impact of specific word choices on meaning and tone (e.g.,</td>
<td>prose)? What imagery is evoked with the language used?</td>
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<td>how the language evokes a sense of time and place; how it sets a formal</td>
<td></td>
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<tr>
<td>or informal tone)</td>
<td></td>
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<td>5. Analyze how an author's choices concerning how to structure a text,</td>
<td>What is the tone of the marketing material? Why do the text evoke? What feelings do</td>
</tr>
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<td>order events within it (e.g., parallel plots), and manipulate time (e.g.</td>
<td>their individual art pieces evoke? (pathos, ethos, logos, etc.)</td>
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<td>pacing, flashbacks) create such effects as mystery, tension, or surprise.</td>
<td></td>
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<td>6. Analyze a particular point of view or cultural experience reflected in</td>
<td>Does dating violence reach other cultures/parts of the world? What artwork exists</td>
</tr>
<tr>
<td>a work of literature from outside the United States, drawing on wide</td>
<td>outside of the U.S. that portrays dynamics of dating/domestic violence? How do other</td>
</tr>
<tr>
<td>reading of world literature.</td>
<td>dating/domestic violence non profits advertise/market?</td>
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### Art Class

#### Art as Change

**Common Core Standards for Reading Literature Continued**

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#### Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s "Musee des Beaux Arts" and Brueghel’s Landscape with the Fall of Icarus). In groups, students will be searching for various artwork and marketing texts on domestic violence (e.g., poems, songs, plays, etc.) and will be encouraged to discuss their thoughts on each text with group members, identifying differences and similarities.

#### Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). By identifying tone of the text, language used, and the imagery evoked, students will have the ability to identify common themes among various texts and show relation to their chosen flyer/poster/marketing materials.

#### Range of Reading and Levels of Text Complexity

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10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently with scaffolding as needed at the high end of the range.

11. By the end of grade 10, read and comprehend literature, including short stories, dramas, and poems, at the high end of grades 9-10 text complexity band independently and proficiently.

Through teacher-led and collaborative group work, students will be able to engage in critical thinking. The service learning component of the lesson plans meet the scaffolding requirement as it will move students progressively toward stronger understanding and, ultimately, greater independence in the learning process.
# ART CLASS

## ART AS CHANGE

### COMMON CORE STANDARDS for Speaking and Listening

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<td>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</td>
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<td>b. Work with peers to set rules for collaborative discussion and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</td>
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<td>c. Propose or respond to questions that relate to the current discussion, broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</td>
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<td>d. Respond thoughtfully to diverse perspectives, summarizing, points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</td>
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| Students will engage in collaborative discussion during the group research of marketing materials, individual artwork and construction of presentation. |
| a. Students will hold each other accountable for work done. |
| b. Students will need to find ways to work together effectively, identifying strengths of each group member and agreeing on deadlines and responsibilities. |
| c. Working collectively through teacher facilitation will help students incorporate all group members into the discussion, and stay focused on central ideas and themes. |
| d. May be helpful to remind students to be respectful of one another and discuss different perspectives. |

2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Students can be asked to put on live presentations in front of the class using various visual aids (e.g., PowerPoint, videos, audio, etc.) and evaluate their use. An campus-wide presentation is encouraged.

3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any flawed reasoning or exaggerated or distorted evidence.

This can be done as a group evaluation on each member or teacher-led.

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# ART CLASS

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