

# About Dating Violence - Level 3 Staff Activity Guide



## What's Included:

The purpose of this guide is to support teachers in empowering students to make positive choices even when faced with high-risk situations. In this guide you will find: a Student Video Viewing Guide, Student Activity Guide, and a Brain Quiz with an Answer Guide. Each of these resources can be used independently or in conjunction with one another as time allows. For your planning purposes, please find the estimated time needed for each

## Viewing the Video:

Without Student Video Viewing Guide - (8 minutes)

With Student Video Viewing Guide - (12 minutes)

## Student Activities:

Activity #1 Dating Code of Ethics - (5-10 minutes)

Activity #2 Red Flags Art - (15 minutes)

Activity #3 Personal Dating Code of Ethics - (10 minutes)

## Brain Quiz:

(5-10 minutes)

## Student Video Viewing Guide Strategies:

### Before the video (3-5 minutes)

- Have students "popcorn out" (share without raising hand) to get the wheels turning, on the following question:
  - It takes two to date, what do you think this means?
  - What if someone doesn't like you back?
- Have students "pair and share" with a classmate on the question:
  - Could "disrespect" be considered a form of dating violence? Yes or no?
  - Why do you think that?

### During the video (3-5 minutes)

- Pause the video at times for Checks for Understanding (CFU). You can call out a few students to answer, and/or have them pair and share. Students can complete the brain quiz either during or after the video.



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## Staff Activity Guide

### Brain Quiz Answer Key: (5-10 minutes)

1. The part of the brain responsible for our emotions is the: (Answer: B. limbic system.)
2. \_\_\_\_\_ is considered the "love hormone." (Answer: A. oxytocin.)
3. Dating violence can be categorized in all of the following ways EXCEPT: (Answer: B. loving support.)
4. All of the following can be red flags in dating EXCEPT: (Answer: E. all of the above are red flags in dating.)
5. Which of the following can signify a healthy relationship? (Answer: C. mutual respect.)

### Student Activity Options:

#### Activity #1 Dating Code of Ethics (5-10 minutes)

- a. Materials needed: paper and writing utensil, list code on white board or project so students may see to copy.
- b. Prompt or directions: ask each student to rank the order of importance of the statements below in terms of dating:
  - Get permission from your parents.
  - Meet the person's parents.
  - Be honest and communicate.
  - Ask questions to get to know them.
  - Share things about yourself so they can get to know you.
  - Be considerate and think before you act or react.
  - Be safe.
  - Never do anything you do not want to do.
  - Never give in to peer pressure.
  - Respect yourself and the other person.

After each student ranks the statements, have the students talk about their ranking in groups of 3-5 students.

- c. Criteria for success: students are able to share which qualities are most important to them and why.

#### Activity #2 Red Flags Art (15 minutes)

- a. Materials needed: craft or art materials, writing utensils, colored pencils, and paper.
- b. Directions: divide the class into groups of 3-5 students. Have each group brainstorm red flags of dating abuse and create visual art that educates other students on these red flags. Have each group present their artwork to the class.
- c. Criteria for success: students are able to identify and share the red flags of dating (example: being controlling, using physical violence, etc.)

#### Activity #3 Personal Dating Code of Ethics (10 minutes)

- a. Materials needed: journal or paper and writing utensil.
- b. Writing prompt: the first activity gave a dating code of ethics. Have the students use it as an example to create their own.
- c. Criteria for success: students are able to identify personal dating ethics that they value (example: respects my parents, supports me in my extracurricular activities, etc.)