

Harmful Relationships Through The Profiles Lens

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Overview

As a person becomes bonded with another person a relationship is formed. For better or worse, this relationship can either continue in harmony or disharmony, but for some it can be harmful, even deadly. A healthy relationship is one that includes respect, compatibility, and absence of violence. Harmful relationships have become the center of focus for much of the Health curriculum today. A harmful relationship not only causes stressful conditions for the two people involved in an intimate setting, but also has a rippling effect on the family, friends, and community members. It has both physical and emotionally lasting effects that can ultimately shorten one's life span.

There are ways to prevent harmful relationships, and that will be the focus of this unit. This unit will first concentrate on the ten harmful profiles of people who relate in harmful ways. (Meek, Heit, 137 – 142). These profiles will enable teens to recognize particular characteristics of people who act and treat others in harmful ways. The theme throughout this curriculum unit will be harmful relationships prevention. This repetitive theme will drive the point long and hard to the students that harmful relationships are inappropriate and critically unhealthy. The students will learn why people relate in harmful ways, and how they do so. They will also be able to extend this information to friends and family members.

One form of a harmful relationship is abuse. According to the Planned Parenthood of Central Washington, nearly one in three teens have been beaten,

coerced into having sex, or abused in some fashion by a boyfriend or spouse during her lifetime. It is estimated that in the U.S. alone, one in four high school girls will be a victim of dating violence before they graduate. In fact, homicide is the second leading cause of death for persons fifteen to twenty-four years of age. These statistics are sobering. In the year 2007, human beings are still engaging in harmful behaviors that lead to harmful relationships. It is especially all too-well-accepted in the adolescent world. This is the time when young people are exploring relationships and carving out new ideas of what should or should not be acceptable behavior in a relationship. Unfortunately for many, domestic violence has already reared its ugly head in the homes of teens across the country. Here is where they first encounter interpersonal relationships. Children learn relationship behaviors by observing the world around them. Family members are at the head of the list. From these accumulative experiences, they begin their journey through life with a behavior template for future relationships. If their experiences have been healthful for the most part, they will have a better chance of recognizing harmful, unhealthy, behaviors from others. They tend to surround themselves with healthy people and in return imitate a healthy behavioral lifestyle. If however, they experience harmful, unhealthy, family dynamics, they tend to surround themselves with people of the same harmful, unhealthy patterns of behavior. Since these behaviors are introduced at such an early age, they become the norm that which young teens use to navigate and establish other interpersonal relationships.

Rationale

I chose this unit because there are still too many people involved in harmful relationships. According to the U.S. Department of Justice, thirty-seven percent of the women who arrived at emergency hospital rooms for violence-related trauma were assaulted by a spouse or boyfriend. Many women in particular, are unaware of the emotional, psychological consequences, and physical toll that these relationships take on the body. This unit will focus on specific strategies for teens to recognize harmful relationship patterns so that they can prevent becoming another statistic of harmful relationships. It will be designed to identify the specific profile characteristics of the types of people who relate in harmful ways. There are ten profiles of how people relate in harmful ways. Once the students are acquainted with the ten profiles of people who relate in harmful ways, they can begin to understand the risks that exist in getting involved in a relationship with people who demonstrate these profiles. They will further examine the characteristics of a healthy relationship and contrast those characteristics with ones of the harmful.

The students will further explore how harmful relationships create distress in the body and break down the various body systems, the immune, cardiovascular, digestive, and nervous systems. As these break downs occur, a person is more likely to suffer a lifetime of ill effects unaware of the magnitude and scope of the problem until a major or fatal event occurs.

The students will be able to recognize that the psychological damage of being involved in a harmful relationship renders a person susceptible to physical illnesses such as, tension headaches, stomach disorders, and elevated levels of stress hormones in the blood, sleep disturbances, and a host of other physiological problems. These disorders lead to more major and life-threatening medical issues.

Films will be incorporated into the lessons to visually demonstrate the unit's key concepts. Film study will be an intricate part of this unit because it will enhance the students' understanding of how one thing leads to another, and another, until a major consequence unfolds. There will be plenty of room for the students to speculate about outcomes and changes in behaviors to change a person's outcomes. They will be able to answer the, "what ifs," and discuss the outcomes in the film.

Another part of this unit will deal with PSSA writing practice. The PSSA is the Pennsylvania System of School Assessment. It simply measures the students' ability in reading, writing, listening, and mathematics for different grade levels. (http://www.pde.state.pa.us/a_and_t/site/default.asp) The students will be able to successfully complete three writing assignments according to PSSA standards. These writings will then be used as required writing pieces in their English portfolios. This is part of the writing across the curriculum process that all teachers of the Pittsburgh Public Schools take part in. We all share in the educational efforts for our students to become proficient writers. Specific standards called rubrics will be introduced and included to indicate advanced, proficient, basic, and below basic levels of writing. The rubrics allow the students to concentrate on different areas of their writing if they are below standard. The rubrics also give parents and guardians an indication of what is acceptable or not acceptable writing practice. In turn, parents are able to help their children further develop acceptable writing pieces and become more involved in the educational process.

Objectives

One of the most important objectives of this unit will be to thoroughly acquaint the students with the ten harmful profiles and how people relate in harmful ways. This information is so important when someone is deciding to enter a relationship

with another person because they will be able to recognize these harmful components initially. A second objective will be for the students to understand how harmful relationships directly relate to their physical health status. They will be able to recognize the correlation that exists between harmful relationships and physical illness. The students will also be able to share this knowledge with friends, family members, and people in their communities. A third objective will be to enable the students to increase their writing skills and become more skilled in informative paragraph writing. This will help to enhance their PSSA writing scores. Finally, the students will be able to recognize what a healthy relationship should consist of, and how it enhances a person's longevity.

What You Should Know About Dating Violence

Dating violence has four basic components; physical, emotional, psychological, and sexual. Each has its own statistical probabilities based on various organizations' surveys and hospitals' or treatment centers' data. The one thing that all of these organizations agree upon is that dating violence has increased over the years, especially against women, and the age is getting younger.

One of the first issues of dating violence is its definition. One person's definition of dating violence may differ from someone else's. While one person may refer to an incident as dating violence, another may call it an argument that got a little "out-of-hand." Some people minimize the level of violence. They see it for less than what it really is, so they need to be very clear about its definition. Dating violence means the use of any physical, psychological, or sexual force to harm a person while in a dating relationship.

Emotional Abuse

Emotional abuse is one of the most common, but difficult forms of abuse for people to recognize. (Johnson, 4) Most experts agree that emotional abuse starts with the little things. It creeps up in a relationship before the intended victim recognizes or realizes it. The slow, subtle, wearing away of someone's self worth can be accomplished deliberately and in varying degrees. Verbal abuse is one example of how this could be accomplished. The old cliché, "Sticks and stones can break my bones, but names will never hurt me," is not true for most people. Name-calling can hurt; especially if it is done by someone who is trusted by the victim. Name-calling usually involves degrading and humiliating remarks. It not only allows the victim to hear them, but digest them and interpret them as truth. In many cases, depending on the victim's past childhood history, these remarks may seem all-too-familiar. The more familiar these verbal attacks are, the

more tolerated or accepted they may be. In today's society, cursing is all-too-familiar to a majority of people. It is also used to demean and humiliate a victim. It is the words plus the victim's internal interpretation of those words that damages the self-esteem. When someone feels worthless or less than who he/she is, they are at higher risk for being controlled by others. This opens the relationship up to other forms of abuse.

Psychological Abuse

Psychological abuse is a close cousin to emotional abuse in that it also involves the attack on someone's self-worth and self-esteem, but in a bit of a different way. Threats are the primary issue here. A partner may be threatened or coerced into doing something they do not want to do. Again, the threats can be very subtle at first, with varying degrees of escalation later. For instance, an abuser may tell a partner that he/she made them who they are and without them, they would be nothing. This leads the victim to believe that they are somehow indebted to the abuser, instead of accrediting themselves with hard work and diligence.

Objectification is also a component of psychological abuse. (When I love You Turns Violent, 5) As was previously mentioned, little things grow to bigger things. Sooner or later an abuser may treat a partner much like a possession. That's my girl, he's my man, and other comments to show ownership can also be in the mix. After that, commands such as, where to go, how to dress, who to speak with, can also be added until the abuser eventually establishes full control over the other person. Throughout this process, time and persistence dominate. Both psychological and emotional abuses are very effective tools in the slow and deliberate domination of another person. Of course most non-violent forms of abuse lead to physical abuse.

Physical Abuse

Physical abuse is the physically attacking of someone. The most common are slapping, pushing, grabbing, choking, punching, and kicking. Objects such as pots, ashtrays, shoes, bats, and other objects can also be used against someone in the attacks. Weapons such as guns and knives are ultimately used.

Sexual Abuse

Sexual abuse is so prevalent in our society today for many reasons. People seem to have no clear boundaries in this area. Media is said to be responsible for this. Today's portrayal of scantily clothed individuals and explicit sexual scenes in much of the programming give people the mistaken impression that sex is no

big deal, and if you want it, take it by whatever means. This kind of mentality indoctrinates children especially into unhealthy sexual attitudes at an early age. Children especially need guidance in this area so that they can maintain a healthy, balanced attitude toward not only sexual issues, but people as well. When the respect and the respect for sexual boundaries are absent, the potential for sexual abuse is imminent.

Sexual abuse is the forcing of sexual contact with someone. (When I love you turns violent p. 7) This can be done through manipulation, coercion, or physical violence. Rape is a form of sexual abuse. Again, people seem to be confused about what constitutes rape. Rape is any forced sexual intercourse between two people. Forced is the key word here. It is done without consent. Another definition is when a person is tricked or manipulated into a position of sexual contact, intercourse. Still another is when a person is unable to give proper consent to sexual intercourse. This is usually because they are under the influence of drugs or alcohol. They may also be mentally incapable of consent by reason of mental defect or mentally challenged. The average person is usually not aware of these stipulations in the law. An abuser in particular, would not necessarily bother with this information. Their intention would be only to satisfy their need for power and control.

Violence Against Males

In recent years, **abuse against males** has been on the increase. There is still a lot of under-reporting by males. This is due to the shame and stigma attached when a male is being brutalized by his spouse.

Healthy Relationship Dynamics

In healthy relationships there is trust and respect for one another. These relationships promote healthy interaction between partners. They are free of alcohol and drug use. People in healthy relationships learn effective ways of communicating when a problem arises that needs to be resolved. They help each other come to an amicable resolution. It is not that they don't ever disagree, but when they do, they use effective ways of communication. They work together, and not against each other, for common ground and a solution that will benefit both partners.

Profiles of People Who Relate in Harmful Ways

There are many ways in which people relate in harmful ways. Ten harmful profiles exist that people should be aware of when they meet and begin to

establish a relationship with someone. These profiles will help a person to recognize a potentially harmful person. They exhibit behaviors that fit the description of each of the following harmful profiles.

(Meeks, Linda. Heit, Philip, and Randy Page. Health and Wellness. 137-139)

The people pleaser is a person who aims to please others at any cost. He/she is so afraid of not being liked by others that he/she will virtually do anything to be liked. This puts them in a victim position because they support their partner's harmful behavior in some fashion. They have low self-esteem and lack the ability to say no to the requests of their partner. Abusive people easily take advantage of the people pleaser because they simply can. People pleasers are easy targets of disrespect and abuse. For example, a people pleaser gets invited out to a dinner with his/her partner. They are so excited because of the attention, but there's a catch. The partner wants them to wear a black dress. The people pleaser had her heart set on wearing her new jeans because of the cold weather, but she will wear the black dress to please her partner. This also allows her to avoid any impending conflict that might happen. The people pleaser gives up her chance at happiness at the requests or demands of her partner in order to please and keep harmony in the relationship. This is at her expense.

The enabler is a person who in some ways supports the harmful behavior of someone else. He/she is usually the victim because of the type of support they lend. It usually involves minimizing his/her partner's behavior, or making excuses for it. He/she does not realize the escalating consequences of this support until something ultimately happens to thrust them into reality. For example, an enabler may allow his/her partner to speak unkindly about a friend or family member. As his/her partner continues to put the friend down, the enabler starts to physically and or emotionally move away from that family member or friend because of the apparent conflict that exists. He/she makes excuses for not attending birthday parties, or other celebrations that would bring them into contact. This creates a form of isolation for the enabler because they start to have less and less contact with that friend. The partner gets what he/she wants while the enabler loses what they once had; a good friend or supportive family member.

The clinger in a relationship is a person who because of low self-esteem or low self-worth gravitates towards and holds onto his/her partner. He/she is someone who cannot establish independence within the relationship. He/she is always in need of attention from his/her partner, negative or positive. He/she smothers the relationship because his/her partner has no time or place to be with other people. All the attention is focused on him/her. For example, a clinger can be someone who stalks his partner. When she is invited out by friends without him, he may text message her 25 times during the evening. He may also show up unannounced at the outing. He may even cause something to happen so that she

will have to cancel her engagement and be with him. The clinger does not allow his/her partner enough room in the relationship to maneuver independently.

The fixer is a person in the relationship who not only tries to give advice or solutions to in other people's problems, but goes out of his/her way to solve them. Plainly spoken, the fixer meddles in other people's affairs. It is alright to give someone possible solutions to difficulties, but the fixer jumps in and tries to resolve the problem for his/her partner instead of allowing him/her to resolve it. For example, a mother may want to help her daughter out of financial difficulty having her get a job. Instead of letting the daughter research for a job, fill out an application and set up an interview, the mother steps in and does it for her. This is what a fixer would do; take over.

The distancer is a person who does not allow anyone to get too close emotionally. He/she keeps people at a distance because he/she is afraid of getting hurt. For example, Joe may become involved with Sally. They may date and even share sexual intimacy, but Joe keeps Sally at a distance by not trusting her with his deep feelings. He finds things to do like work to avoid becoming too emotionally close to her.

The controller is a person who needs to be in charge all the time. They are demanding and usually dominate the other person. He/she has been known to micro-manage others. He/she is a power-seeker who monopolizes and manipulates others to get what he/she wants. When that does not work, he/she use coercion to seal his/her partner's fate. He/she usually ends up disrespecting those around them. For example, Sally wants Joe to go to her mother's for Thanksgiving dinner. Joe agrees to do so only if at Sally's mother's he can watch football all the while they are there. Sally reluctantly agrees just to satisfy him.

The center is a person who is all about themselves. He/she cares less about his/her partner's wants or feelings. It's all about them. When engaged in conversation with him/her, the center focuses the conversation around them. For instance, Sally brings Joe to a picnic. He meets her friends and immediately begins telling them how great he is at his job. He continues to dominate the conversation about the importance of his position at work. Whenever someone has a chance to break in and say a few words, he isn't open to what they are saying, and re-establishes his point of importance.

The Abuser is a person who harms others. This is done in somewhat of a confusing manner at first. The victim is usually unaware of the abuser's intent until something violent happens. Threats and or bodily injury are most likely to occur.

The liar is a person who in one way or another bears false witness. He/she simply lies. For instance, Joe may tell Sally he lost interest in the last job he had because it was not challenging enough for him, and he wants a managing position, when in fact he was fired for being late too many times. He does not tell Sally the truth because he wants to impress her.

The promise breaker is a person who makes plans with someone, but at the last minute changes them without notice. They break commitments that they agree on. They are untrustworthy and therefore unreliable. They promise to change or do better, but never do. For instance, Sally and Joe have plans to go to dinner at six, but his friend calls him and invites him to a football game. Joe calls Sally at five to tell her that he will not be able to make dinner because something has come up. He has broken his engagement with Sally to do something he likes better, watching football.

How People Relate in Harmful Ways

People relate in harmful ways by participating in specific roles. One person may be a controller, while the other, an enabler. As a controller begins his/her domineering ways, the enabler helps him/her along by giving into his/her demands. For instance, Sally and Joe begin to date. He asks her where she would like to go to have dinner. She says she doesn't care, so he takes her to his favorite place. It seems harmless enough, but if we think about it, she has already given up a piece of her power by saying, "I don't care." Joe didn't seem like a controller because he got what he wanted without any struggle. Sometimes two people can be in a relationship for a while without any conflict because the controller is getting what he/she wants when he/she wants. There is no reason for him/her to manipulate or dominate. It is only when things are not going the way he/she expects that he/she becomes manipulative or coercive. This is when his/her true profile is exposed. It is unfortunately also harder for the partner to take a stand because he/she has become emotionally entangled with them by this time.

Strategies

At the end of two weeks, the students will have accomplished a thorough understanding of the ten harmful profiles of people who relate in harmful ways, viewing the film, What's Love Got to Do with It, and will have read the article, "A Thin Line." The first and most important will be to understand the profiles. It will enable the students to view the film with a greater understanding of the concepts of how people relate in harmful ways. The students will first read pages 137-139 for understanding. The instructor will check for understanding by following the reading with a discussion. The students will then complete a three

paragraph essay depicting a profile of choice for a PSSA writing piece for their English portfolio.

Next the students will view the film, What's Love Got to Do with It. They will fill out a film analysis sheet during the viewing. It will contain the ten profiles on both sides. On side one of the sheet, they will put the characters' names under whatever profile they think he/she has shown to be in the film. On side two, they will state in short fact form, parts of the film where they saw certain harmful profile concepts applied. The film analysis sheet is to be completed by the end of the film. After its completion, the students will use it to write a second three paragraph essay. This will give them a second PSSA writing piece for their English portfolio.

Lastly, the students will read the article, "A Thin Line". It depicts the lifetime struggle of a woman who started out in an abusive relationship. It took her 9 years to leave the relationship and explains how she is living today. The students will be required to write a one paragraph summary of the article which will be used for another PSSA writing piece for their English portfolio. A small unit quiz on the ten profiles will complete the unit.

Classroom Activities

The students will be introduced to the concept of how people relate in harmful ways. The instructor will briefly identify the importance of the unit information and the new terms associated with the unit. These terms will make up a word wall in the classroom. This wall of words will help the students to verbalize with specific terms throughout the ten day unit.

Activity # 1 Sustained Silent Reading

Objectives: The students will be able to:

1. read several pages of the textbook for understanding
2. increase their PSSA reading skills
3. increase their health literacy
4. understand the ten harmful profiles

Procedure

The students will be asked to read, "Ten Profiles of People Who Relate in Harmful Ways" on pages one thirty seven to one thirty nine (Meek, Heit, 137-139) silently. They will fill out a profile sheet depicting at least 3 behaviors that

each profile represents. An all-class discussion will follow, directed by the teacher to make sure everyone is familiar with each of the terms and concept information shared within those pages. The instructor will then review the appropriate PSSA information including the connection between the health unit and their English class.

Teacher Note: The instructor should walk around the classroom to monitor students reading skills. Remind students that their attention should be focused on the reading especially for PSSA practice.

Activity # 2 Writing the Three Paragraph Essay

Objectives: The students will be able to:

1. increase their PSSA writing skills
2. explain how people relate in harmful ways
3. increase their health literacy
4. increase their sustained silent reading skills

Procedure

The students will enter the classroom and be asked to review the information on the ten harmful profiles given the day before. They will then be asked to silently read pages 140-142. These pages explain the interaction of the harmful profiles in harmful relationships. When they finish they will then be given an informative writing prompt and begin to write a three paragraph essay answering the prompt: Write a three paragraph essay explaining how people relate in harmful ways. Remember to site examples from the text to support your explanation.

Teacher Note: The teacher should walk around the room observing students while helping them to get started or answering any questions they may have. Students may also appreciate any helpful hints a teacher can give to ease them into the PSSA writing process. They write a three paragraph essay instead of the standard five paragraphs because they are practicing the introduction, body, and conclusion of an essay only. This is to assist the students in their efforts towards PSSA proficiency.

Activity # 3 Proof-Reading Written Work – Public Speaking

Objectives: The students will be able to:

1. identify behaviors associated with the ten profiles of people who relate in harmful ways
2. understand the importance of proof-reading all written work
3. increase their health literacy skills
4. increase their unit vocabulary skills
5. increase their public speaking skills

Procedure

The students will be given several minutes to finish their writings from the day before. They will then exchange their papers, with others in the room, preferably someone next to them. These students will then proof-read the paper for errors such as spelling, punctuation, grammar, and sentence structure. When finished, they will discuss the paper with the student. All students will then re-write the essays with the corrections made. Each student will then be asked to present their informative essay to the class. The students will be asked to stand in the front of the class and read their essay. A class discussion on the similarities and differences in each essay can follow if time permits.

Teacher Note: This exercise allows the students to witness the different writing styles and interpretations of others. It can increase their vocabulary and demonstrate different ways of stating a particular point. A sample essay prompt and rubric is located in the appendices. This rubric can be attained online: <http://www.pps.k12.pa.us/ProfDevelopment/portfolio.asp> (Informative Rubric).

Activity # 4 “What’s Love Got to Do with It” – Film

Objectives: The students will be able to:

1. identify specific abusive behaviors from the film
2. identify specific harmful profiles of the characters in the film
3. increase their ability to recognize harmful profiles
4. increase their ability to avoid harmful dating relationships
5. recognize the difficulty in leaving a harmful relationship
6. realize the benefit of leaving a harmful relationship

Procedure

The students will be given a film analysis sheet. They will be asked to review the sheet prior to viewing the film. This will allow for any clarification of terms or concepts before the film. Under each category listed on the analytical sheet, the

students will list words or phrases of what they depict from the film using the unit vocabulary. At this point, the students should have a keen awareness of what to look for based on their previous readings and class discussions. They can also use the word wall to assist them. One side of the analytical sheet will have harmful profiles in which they are to list the names of characters under each appropriate profile. A character may be listed under several harmful profiles. On the other side of the sheet, they will list specific behaviors and other observations they made under each specific category.

Teacher Note: The analysis sheet guarantees that each student is on task while viewing the film. It also involves them in the story at a more critical level. They view it for detail, not entertainment. A sample of the analysis sheet and rubric is located in the appendices.

Activity # 5 Three Paragraph Essay – “What’s Love Got to DO with It”

Objectives: The students will be able to:

1. increase their PSSA informative writing skills
2. increase their understanding of harmful relationships
3. increase their knowledge of the way people relate in harmful ways
4. increase their understanding how difficult it may be to leave a harmful situation
5. be able to give helpful suggestions for people in harmful relationships

Procedure

The students and teacher will review the film analysis sheet for supporting details and clarifications. They will discuss different segments of the film for points of interest.

When they are finished, they will be given an informational writing prompt and begin writing a three paragraph, film-explicit essay addressing the prompt: Write a three paragraph informative essay explaining how Ike and Tina related in harmful ways. Remember to cite examples from the film to support your explanation.

Teacher Note: This writing prompt reinforces the PSSA practice in a health classroom setting. It also enables the students to take a closer look at how two individuals who start out liking each other end up harming each other. Furthermore, this assignment is a continuation of the previous writing prompt. It brings the students from a harmful profiles point to a more situation-specific

harmful relationship point. The students are not only aware of the harmful profiles, but how they interrelate and are demonstrated in a film. It will also be used as a writing piece for their English portfolio. The rubric can be attained online: <http://www.pps.k12.pa.us/ProfDevelopment/portfolio.asp> (Informative Rubric).

Activity # 6 A Thin Line – magazine article

Objectives: The student will be able to:

1. increase their PSSA sustained silent reading skills
2. increase their understanding of how people are involved in harmful relationships
3. increase their knowledge of how to prevent harmful relationships
4. increase their knowledge of how to leave a harmful relationship

Procedure

The students will be given a magazine article, A Thin Line, to read during the sustained silent reading time. They will be asked to underline/highlight key points of interest in the article. Following the reading the students will write a short one paragraph summary of the article. When completed, the students will exchange papers with someone in the class for proof-reading. They will then be asked to correct any errors and submit their final copy. A rubric is located in the appendices.

Teacher Note: This summary can be submitted as a writing piece for their English portfolio. It will also serve as a concluding piece for the harmful relationships unit. This rubric can be attained online: <http://www.pps.k12.pa.us/ProfDevelopment/portfolio.asp> (Summary Rubric).

Word Wall Terms

These are some of the terms and definitions from Webster's dictionary that students should be aware of in forming the language for the harmful behaviors unit. Other words can be added at the instructor's discretion.

Abusive – the harmful treatment of another
Abuser- a person who threatens or harms others

Aggression – an unprovoked attack
Apologizing – asking pardon for a wrong doing
Assault – a violent attack
Assertiveness – done with confidence
Belittling – to make seem less than
Boundaries – something marking a limit
Controller – someone who has power and focus over someone else
Criticizing – finding fault with
Dangerous – in harms way
Deceitful – to trick by lying
Degrading – to lower someone’s self-esteem, disgrace, dishonor
Dehumanizing – to treat someone like an object
Demanding – to ask with authority
Demeaning – to humble
Dependence – to rely on someone
Differentiate – distinguish between
Economics - money
Emotional abuse – attacking one’s feelings
Enabling – supporting a in some way
Exploited – taking unfair advantage of
Financial abuse – harming a person’s monetary status
Harassment – bothersome; to trouble someone with
Harmful - hurtful
Humiliation – hurt someone’s pride or dignity
Ignoring – pay no attention to
Intimate – to make afraid
Intimidation – using threats
Isolation – left alone,
Jealousy – wanting something someone else has; protective of
Limits – boundaries, borders
Objectifying - dehumanizing
Physical abuse – threats and physical violence
Peer pressure – being forced by one’s own friends or acquaintances
Prevention – to stop from happening
Promise breaker – makes plans and cancels them sometimes without notice
Psychological abuse – attacking someone mentally
Recognize – to be familiar with
Relationships – connecting with someone
Respect – to think highly of
Sarcasm – sneering remark meant to hurt someone
Self-esteem – one’s thoughts of one’s self; self-respect
Self-worth – one’s value to one’s self
Sexual abuse – attacking someone in a sexual manner

Stalking – following someone in a quiet or cautious way

Threats – a warning that one plans to hurt someone

Victim – someone who is the end result of someone’s bullying, trickery, violence

Violence – physical force used to cause injury

Pennsylvania Department of Education Standards

10.1.9. A. Analyze factors that impact growth and development between adolescence and adulthood.

- Relationships (e.g., dating, friendships, peer pressure)
- Interpersonal communication

10.1.12 A. Evaluate factors that impact growth and development during adulthood and late adulthood.

- Acute and chronic illness
- Health status
- Aging process

10.1.12 B Evaluate factors that impact the body systems and apply protective/preventive strategies.

- Health status (e.g., physical mental, social)

10.3.9 A. Analyze the role of individual responsibility for safe practices and injury prevention in the home, school and community.

- Self-protection in the home
- Self-protection in public places

10.3.9 C. Analyze and apply strategies to avoid or manage conflict and violence during adolescence.

- Effective negotiation
- Assertive behavior

10.3.12 A. Assess the personal and legal consequences of unsafe practices in the home, school, or community.

- Loss of personal freedom
- Personal injury
- Loss of income
- Impact on others

10.3.12 C. Analyze the impact of violence on the victim and surrounding community.

Internet Resources for Teachers and Students

www.google.com

This search engine was valuable for all of my online informational searches.
Available as of May 19, 2007

<http://www.google.com/search?hl=en&q=PSSA&btnG=Google+Search>

This website is valuable for PSSA information. Available as of May 19, 2007

<http://www.pps.k12.pa.us/profdevelopment/writetools.asp>

This website is valuable for PSSA writing help. It gives step-by-step directions for PSSA writing skills. Available as of May 19, 2007

www.cdc.com

This website is valuable for statistical information about **intimate partner violence**. It also breaks down IPV into informational categories. Available as of May 19, 2007

www.lifetime.com

This website is instrumental for buying the VHS or DVD of "What's Love Got to Do with It." Available as of May 19, 2007

www.amazon.com

This website is valuable for browsing and purchasing films for this unit. The film "What's Love Got to Do with It" can be purchased here. Available as of May 19, 2007

"Teen Dating Violence." Planned Parenthood. Planned Parenthood of Central Washington. 6 May 2007

<http://www.plannedparenthood.org/centralwa/files/TDV_Newsletter.pdf>.

This website is valuable for statistical information and statement from victims.
Available as of May 19, 2007

<http://www.pps.k12.pa.us/predevelopment/stuff/su...>

This website is valuable for the PSSA informative and summary rubrics.
Available as of May 19, 2007

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Appendices

Name _____ Period _____ Date _____

Fill in the correct harmful profile to each of the following statements.

10 Harmful Profiles Quiz

1. _____ is a person who is possessive, jealous, and domineering.
2. _____ is a person who is unreliable; makes plans and cancels them.
3. _____ is a person who suffocates others.
4. _____ is a person who supports the harmful behavior of others.
5. _____ is a person who does not tell the truth.
6. _____ is a person who does the talking, but not the listening.
7. _____ is a person who seeks the approval of others.
8. _____ is a person who avoids sharing feelings; keeps people at arms length.
9. _____ is a person who is quick to give advice; takes over other's responsibilities.
10. _____ is a person who threatens and harms others.

Bonus: Name 3 things a person can do about harmful relationships.

1. _____
2. _____
3. _____

Teacher Note: You may add a word bank or have students use the word wall in your classroom

Sample: Activity # 1 Harmful Behavior Profile Sheet

Sample: Also for the reverse side of Activity Sheet # 4

Name _____ Period _____ Date _____

The People Pleaser

The Enabler

The Clinger

The Fixer

The Distancer

The Controller

The Center

The Abuser

The Liar

The Promise Breaker

Name: _____ Date: _____

WRITING

Informative Writing Prompt

Directions: You will have up 45 minutes to plan, write and proof read your response to this writing prompt.

Plan

Based on the harmful behavior profile information you've read from pages 137-142 in the health book text, write a five paragraph essay explaining how people relate in harmful ways. Remember to give examples to support your essay.

Before you write:

- ✓ Read the prompt carefully so you understand exactly what you are being asked
- ✓ to do.
- ✓ Consider topic, task, and audience.
- ✓ Think about what you want to write.
- ✓ Use scratch paper to organize your thoughts. Use strategies like mapping or outlining.

Write

As you write:

- ✓ Maintain a clear and consistent focus.
- ✓ Include specific details; use examples and reasons to support your ideas.
- ✓ Use a variety of well-constructed, complete sentences.
- ✓ Use a logical organization with an obvious introduction, body, and conclusion.

Proofread

After you write:

- ✓ Did you support your ideas with specific details?
- ✓ Do the point of view and tone of the essay remain consistent?

Check for capitalization, spelling, sentence structure, punctuation, and usage

Sample Activity Sheet# 4

When No One Would Tell Film Analysis Sheet

Name _____ Period _____ Date _____

Characters

Enabling Behaviors

Drugs Used

Toxic People

Physical Abuse

Emotional Abuse

Stressors

Financial Abuse

Sexual Abuse

Be prepared to explain your analysis through accountable talk.

Name: _____ Date: _____

WRITING

Informative Writing Prompt

Directions: You will have up 45 minutes to plan, write and proof read your response to this writing prompt.

Plan

Based on the information from the film, “When No One Would Tell,” write a five paragraph essay explaining how Bobby and ____ related in harmful ways? Remember to give examples from the film to support your essay.

Before you write:

- ✓ Read the prompt carefully so you understand exactly what you are being asked to do.
- ✓ Consider topic, task, and audience.
- ✓ Think about what you want to write.
- ✓ Use scratch paper to organize your thoughts. Use strategies like mapping or outlining.

Write

As you write:

- ✓ Maintain a clear and consistent focus.
- ✓ Include specific details; use examples and reasons to support your ideas.
- ✓ Use a variety of well-constructed, complete sentences.
- ✓ Use a logical organization with an obvious introduction, body, and conclusion.

Proofread

After you write:

- ✓ Did you support your ideas with specific details?
- ✓ Do the point of view and tone of the essay remain consistent?

Check for capitalization, spelling, sentence structure, punctuation, and usage

Name: _____ Date: _____

WRITING **Informative Writing Prompt**

Directions: You will have up 45 minutes to plan, write and proof read your response to this writing prompt.

Using the information given in the article, "**A Thin Line**" write a one paragraph summary of the article. Make sure your summary is at least 5 or more sentences.

Plan

Before you write:

- ✓ Read the prompt carefully so you understand exactly what you are being asked to do.
- ✓ Consider topic, task, and audience.
- ✓ Think about what you want to write.
- ✓ Use scratch paper to organize your thoughts. Use strategies like mapping or outlining.

Write

As you write:

- ✓ Maintain a clear and consistent focus.
- ✓ Include specific details; use examples and reasons to support your ideas.
- ✓ Use a variety of well-constructed, complete sentences.
- ✓ Use a logical organization with an obvious introduction, body, and conclusion.

Proofread

After you write:

- ✓ Did you support your ideas with specific details?
- ✓ Do the point of view and tone of the essay remain consistent?

Check for capitalization, spelling, sentence structure, punctuation, and usage