



The Minnesota Literacy Council created this curriculum with funding from ECHO (Emergency, Community, Health, and Outreach). The goal of the curriculum is to to create awareness and promote discussion around the sensitive issue of domestic abuse and dating violence. At the end of the curriculum, students will be able to define various types of domestic abuse in the United States and have learned about multicultural resources for those in need of assistance.
We invite you to adapt it for your own classrooms.



ECHO is a nonprofit organization located in St. Paul and serving the needs of Minnesota's immigrant and refugee populations. ECHO's mission is to collaborate with diverse communities to deliver programs and services that help people be healthy, contribute, and succeed. Learn more about ECHO video programs and ELL curriculums by visiting echominnesota.org.

Intermediate Level (CASAS reading scores of 201-220)

Domestic Violence: Week 1

Unit Overview

This is a 1-week unit where students will become familiar with what domestic/dating violence is, who it affects, and what resources are available for help. They will also use "too much/too many" with count/non-count nouns and learn how to quantify non-count nouns.

Focus of Week 1

- Domestic/Dating Violence and its victims
- Getting Help
- "Too much" vs. "Too many, *count/non-count* nouns, and quantifying *non-count* nouns

Domestic Violence Unit: Week 1, Monday

| Objectives <i>Learners will be able to...</i> | Materials |
|---|---|
| <p>Life skill: Identify what domestic violence is and how they can seek help for themselves or others.</p> <p>Literacy: Read about what domestic violence is and who it affects.</p> <p>Listening: Listen to a 5-minute video clip for the main ideas involving domestic violence and how they can seek help.</p> <p>Transitions: Use a graphic organizer to organize the information learned in class.</p> | <p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Pretest • Handout: Key Terms, Student Copy • Handout: Learning More about Domestic Violence • Handout: Getting Help • Handout: Organizing the Information <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • Warm up: Setting the Context Pictures • Key Terms, Teacher Copy <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • ECHO DVD • TV and DVD player |
| | |
| Lesson Plan | |
| <p>Warm up (20mins) <u>Description:</u> Ss will discuss what “Domestic Violence” means and take a pretest. <u>Materials/Prep:</u> make one copy of the Setting the Context Pictures and multiple copies of the Pretest.</p> <p>Activity 1: Literacy (60mins) <u>Description:</u> Ss will define key terms and read about what domestic violence is and who it affects. <u>Materials/Prep:</u> make one copy of the Key Terms, Teacher Copy and multiple copies of the corresponding Student Copy; make copies of the Learning More about Domestic Violence handout.</p> <p>Activity 2: Listening for Gist (20mins) <u>Description:</u> Ss will watch the first 5mins of the ECHO DVD and listen for the main ideas. <u>Materials/Prep:</u> ECHO DVD and TV/DVD Player; make copies of the Getting Help handout.</p> <p>Activity 3: Transitions (20mins) <u>Description:</u> Ss will use a graphic organizer to organize the information they learned in today’s class. <u>Materials/Prep:</u> make copies of the Organizing the Information handout.</p> | |

Teacher Directions: Warm Up

- **Materials:** *Setting the Context Pictures, Pretest*

Step 1: Prep

Cut out the **Setting the Context Pictures**.

Step 2: Setting the Context

Write the word “domestic” on the board and hold up the picture of the house. Ask Ss what they think *domestic* means. Write any appropriate answers on the board.

Then write the word “violence” on the board and hold up the “anti-violence” picture. Ask Ss what they think *violence* means. Write any appropriate answers on the board. Afterwards have them look at the picture more closely and ask them what genders the characters are representing. Finally, ask Ss what they think “domestic violence” means. Discuss.



Explain that this week they will be learning about Domestic Violence – what it is, who it affects, and what resources are available to help someone who is getting abused. Tell them that because this is a sensitive topic, everyone needs to be sensitive to each other’s feelings during discussions and that if someone doesn’t want to respond/participate that is just fine.

Step 3: Pretest

Pass out the **Pretest**.

Explain that they will take the test today and again on Thursday. Tell them that the information is being gathered to document how much Ss learned during the week.

Collect the tests immediately afterward and give them to your Coordinator.

Teacher Directions: Activity 1: Literacy

- **Materials:** *Key Terms, Teacher and Student copies; Learning More about Domestic Violence; ELMO or overhead projector*

Step 1: Defining the Terms

NOTE: These are the key terms: *abuse, abuser, victim, physical, emotional, power and control, single incident, pattern of behavior, sexual assault, scare, threaten, isolated, intimidating*. There are NOT

definitions provided for you, as the idea behind this activity is for you to create them with your Ss. You should, however, think about how YOU would define them in advance.

Put the **Key Terms** handout on the ELMO or overhead projector. Only show one term at a time.

First ask Ss if they know what the word means (i.e., Abuse). Write down any appropriate answers next to the word. If Ss struggle to define the term, then reveal the sentence. Read the sentence for the Ss and then read it together as a class. See if the context helps them define the term. If not, supply a definition for them.

Repeat this procedure for each term.

| Key terms | |
|---|--|
| <p>Teacher Copy</p> <p>1. Abuse –</p> <p>Hitting someone or saying bad things to them is a form of abuse.</p> <p>2. Abuser –</p> <p>Suzanna's dad hurts her. He is the abuser. He makes Suzanna feel pain.</p> <p>3. Victim –</p> <p>Suzanna's dad hurts her. She is the victim. She feels pain because of her dad's actions.</p> <p>4. Physical abuse –</p> <p>Suzanna's dad hits her all over her body. He sometimes chokes her—he puts his hands around her throat so she can't breathe. This is called physical abuse.</p> <p>5. Emotional abuse –</p> <p>Suzanna's dad hits her but he also says hurtful things to her. He calls her stupid. This is called emotional abuse.</p> <p>6. Power and control –</p> <p>Suzanna's dad is bigger than she is. He uses his strength and hurtful words to have power and control over her.</p> | <p>7. Intimidating –</p> <p>Suzanna is afraid of her dad. He is intimidating.</p> <p>8. Pattern of behavior –</p> <p>Suzanna's dad has abused her for ten years. He does it over and over again. This is a pattern of behavior because it has happened more than once.</p> <p>9. Single incident –</p> <p>Suzanna's boyfriend smashed her face <u>once</u> during an argument. This is called a single incident because it happened one time.</p> <p>10. Sexual assault –</p> <p>Suzanna's boyfriend makes her have sex with him even when she says NO. This is called sexual assault.</p> <p>11. Threaten –</p> <p>Suzanna's boyfriend threatens to hit her if she talks to her friend, John. She doesn't want to be hit, so she doesn't talk to John anymore.</p> <p>12. Isolated –</p> <p>Suzanna's boyfriend doesn't want her to have any friends. He wants to control her. Suzanna feels very isolated and alone.</p> |

Step 2: Read

Read the **Learning More about Domestic Violence** handout to the Ss first. Then read it together as a class. Afterwards, ask Ss if they have any questions.

Then tell them to read it quietly, but out loud, to themselves before answering the questions.

| Learning More about Domestic Violence | Comprehension questions |
|---|---|
| <p>ECHO Script Emergency and Community Health Outreach</p> <p>ECHO Show "Domestic Abuse and Your Safety"</p> <p><i>Reading adapted from the ECHO Show's TV script</i></p> <p>No person deserves to be abused. Domestic violence can be physical or emotional. It can be from a family member or spouse. It can be a single incident or a pattern of behavior for years. Domestic violence involves power and control by one person over another.</p> <p>Domestic violence happens in every neighborhood and affects people of all ages and backgrounds. Domestic abuse can happen in any relationship, home, or community. Victims of domestic abuse are usually women.</p> <p>Domestic violence is also called domestic abuse. Some examples of physical domestic abuse are pushing or hitting. Abusers can also punch and choke their victims. Abuse can involve weapons, like guns and knives. Domestic abuse may include sexual assault.</p> <p>Domestic abuse can also be emotional. Some examples are name calling, stalking, and making a person feel threatened or afraid.</p> <p>Abusers' behavior can also be intimidating. They may control money, where a person goes, who they see, and who they talk to. Abusers try to isolate victims from family and friends and may cause the victim to lose their job.</p> <p>Abusers sometimes use children or family pets to scare their victims. Abusers may threaten to hurt or take children and pets to control their victim.</p> <p>No one deserves to be abused. We all deserve to be safe. No one should have to stay in an abusive situation. There is help.</p> | <ol style="list-style-type: none"> What is domestic violence? Who does domestic violence happen to? Where does domestic abuse happen? What are some examples of physical abuse? What are some examples of emotional abuse? What are some things an abuser might control? Does anyone deserve to be abused? |

Step 3: Comprehension Questions

As Ss finish reading, encourage them to answer the comprehension questions. When they finish, pair them up and have them read the questions and their answers together.

Regroup afterward and go over each question/answer.

Teacher Directions: Activity 2: Listening

- **Materials:** ECHO DVD, TV/DVD player, *Getting Help*

Step 1: Listening for Gist

NOTE: The first clip of the **ECHO DVD** is a recap of what Ss just read and learned about.

Watch the first three minutes of the DVD. Pause the DVD after the narrator says, “There is help” (appx. 2 mins and 56 secs). Ask Ss to tell you what the main ideas were from the video. Discuss.

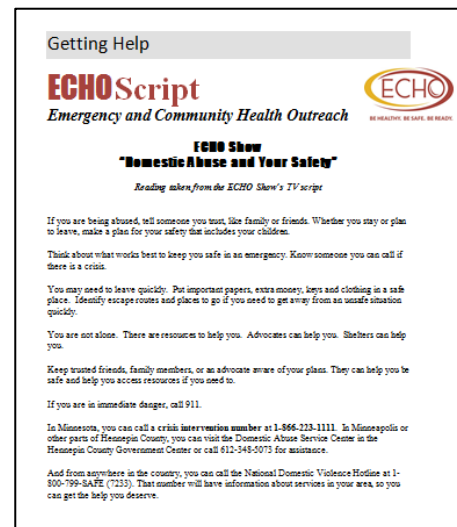
Now press play so the Ss can listen to the remaining minute and a half. STOP the DVD at 4 mins and 30 seconds (when the spokeswoman for ECHO comes back on). **NOTE:** This part of the DVD is all about how people can get help if they need it.

After they listen, ask Ss what the main ideas were. Discuss.

Step 2: Read

Pass out the **Getting Help** handout. This is the exact script of the second part of what they just listened to. Read it aloud first for the Ss; then go around the room and have each student read it sentence-by-sentence.

Check for comprehension and make sure they understand the key points. Then have Ss circle the HELP numbers at the bottom of the page in order to draw attention to them.



Teacher Directions: Activity 3: Transitions

- **Materials:** *Organizing the Information*

Step 1: Setting the Context

Ask Ss what the 6 WH-question words are: *who, what, where, why, when, and how*. Explain that we can use these question words to organize important information.

Step 2: Organizing the Information

Pass out the **Organizing the Information** handout, and put a copy on the ELMO, if possible. Explain to Ss that they will need to organize the information they've learned today in this chart. They need to write down as much information as they can. Then put Ss in pairs and have them work on it together. Regroup afterwards and go over answers.

Domestic Violence Pretest

Name:

Date:

School Location:

Read the question and then **circle** the correct **letter**.

- 1. What is domestic violence?**
 - a) Violence between strangers.
 - b) Physical and emotional abuse
 - c) Power and control of one person over another, usually between two people who know each other well.
 - d) Both B and C are correct.

- 2. Who is victim the MOST to domestic violence?**
 - a) Men
 - b) Women
 - c) Men and women
 - d) None of the above

- 3. What are some examples of physical abuse?**
 - a) Hitting and punching
 - b) Name calling
 - c) Stalking
 - d) Stealing

- 4. What are some examples of emotional abuse?**
 - a) Hitting and punching
 - b) Name calling
 - c) A boyfriend telling his girlfriend no one will ever love her
 - d) B and C are correct

5. What are some examples of sexual assault?

- A) Hitting or punching
- B) Name calling
- C) A man forcing a woman to have sex with him.
- D) None of the above.

6. What is “Dating Violence”?

- a) Violence between strangers
- b) Violence between a boyfriend and girlfriend
- c) Violence that affects young women
- d) B and C are both correct

7. If someone is being abused, who should they tell?

- a) Family
- b) Friends
- c) No one
- d) A and B are correct

8. Are there resources in Minneapolis and St. Paul for victims of abuse?

- a) Yes
- b) No

9. Is abuse ever ok?

- a) Yes
- b) No

10. If someone is abused one time, what is this called?

11. If someone is abused multiple times, what is this called?

12. If someone is ever in immediate danger, what number should be called? _____

Setting the Context Pictures



Key terms

Teacher Copy

1. Abuse –

*Hitting someone or saying bad things to them is a type of **abuse**.*

2. Abuser –

*Suzanna’s dad hurts her. He is the **abuser**. He makes Suzanna feel pain.*

3. Victim –

*Suzanna’s dad hurts her. She is the **victim**. She feels pain because of her dad’s actions.*

4. Physical abuse –

*Suzanna’s dad hits her. He sometimes **chokes** her—he puts his hands around her throat so she can’t breathe. This is called **physical abuse**.*

5. Emotional abuse –

*Suzanna’s dad hits her but he also says hurtful things to her. He calls her stupid. This is **name calling**. He also says no one will ever love her. This is called **emotional abuse**.*

6. Power and control –

*Suzanna’s dad is bigger than she is. He uses his strength and hurtful words to have **power and control** over her.*

7. Intimidating –

*Suzanna is afraid of her dad. He is **intimidating**.*

8. Pattern of behavior –

*Suzanna's dad has abused her for ten years. He does it over and over again. This is a **pattern of behavior** because it has happened more than once.*

9. Single Incident –

*Suzanna's boyfriend smacked her face once during an argument. This is called a **single incident** because it happened one time.*

10. Sexual Assault –

*Suzanna's boyfriend forces sex even when she says NO. This is called **sexual assault**.*

11. Threaten –

*Suzanna's boyfriend **threatens** to hit her if she talks to her friend, John. She doesn't want to be hit, so she doesn't talk to John anymore.*

12. Isolated –

*Suzanna's boyfriend doesn't want her to have any friends. He wants to control her. Suzanna feels very **isolated** and alone.*

Key terms

Student Copy

1. Abuse –
2. Abuser –
3. Victim –
4. Physical abuse –
5. Emotional abuse –
6. Power and control –
7. Intimidating –
8. Pattern of behavior –

9. Single Incident –

10. Sexual Assault –

11. Threaten –

12. Isolated –

Learning More about Domestic Violence

ECHO Script

Emergency and Community Health Outreach



ECHO Show **"Domestic Abuse and Your Safety"**

Reading adapted from the ECHO Show's TV script

No person deserves to be **abused**. Domestic violence can be **physical** or **emotional**. It can be from a family member or spouse. It can be a **single incident** or a **pattern of behavior** for years. Domestic violence involves **power and control** by **one person over another**.

Domestic violence happens in every neighborhood and affects people of all ages and backgrounds. Domestic abuse can happen in any relationship, home, or community. **Victims** of domestic abuse are usually women.

Domestic violence is also called domestic abuse. Some examples of **physical** domestic abuse are pushing or hitting. **Abusers** can also punch and **choke** their victims. Abuse can involve weapons, like guns and knives. Domestic abuse may include **sexual assault**.

Domestic abuse can also be **emotional**. Some examples are **name calling**, **stalking**, and making a person feel **threatened** or afraid.

Abusers' behavior can also be **intimidating**. They may control money, where a person goes, who they see, and who they talk to. Abusers try to **isolate** victims from family and friends and may cause the victim to lose their job.

Abusers sometimes use children or family pets to **scare** their victims. Abusers may **threaten** to hurt or take children and pets to control their victim.

No one deserves to be abused. We all deserve to be safe. No one should have to stay in an abusive situation. There is help.

Comprehension questions

1. What is domestic violence?
2. Who does domestic violence happen to?
3. Where does domestic abuse happen?
4. What are some examples of physical abuse?
5. What are some examples of emotional abuse?
6. What are some things an abuser might control?
7. Does anyone deserve to be abused?

Getting Help

ECHO Script

Emergency and Community Health Outreach



ECHO Show “Domestic Abuse and Your Safety”

Reading taken from the ECHO Show’s TV script

If you are being abused, tell someone you trust, like family or friends. Whether you stay or plan to leave, make a plan for your safety that includes your children.

Think about what works best to keep you safe in an emergency. Know someone you can call if there is a crisis.

You may need to leave quickly. Put important papers, extra money, keys and clothing in a safe place. Identify escape routes and places to go if you need to get away from an unsafe situation quickly.

You are not alone. There are resources to help you. Advocates can help you. Shelters can help you.

Keep trusted friends, family members, or an advocate aware of your plans. They can help you be safe and help you access resources if you need to.

If you are in immediate danger, call 911.

In Minnesota, you can call a **crisis intervention number** at **1-866-223-1111**. In Minneapolis or other parts of Hennepin County, you can visit the Domestic Abuse Service Center in the Hennepin County Government Center or call 612-348-5073 for assistance.

And from anywhere in the country, you can call the National Domestic Violence Hotline at 1-800-799-SAFE (7233). That number will have information about services in your area, so you can get the help you deserve.

Organizing the Information

| WHAT is domestic violence? | WHO does it affect? | WHERE does it happen? | HOW does it happen (physical/emotional) ? | WHY does it happen? |
|-----------------------------------|----------------------------|------------------------------|--|----------------------------|
| | | | | |

Domestic Violence Unit: Week 1, Tuesday

| Objectives <i>Learners will be able to...</i> | Materials |
|---|---|
| <p>Life and Transitions skills: Determine what dating violence is, who it affects, and how they can help those affected by it.</p> <p>Literacy: Write sentences using new vocabulary words.</p> <p>Listening: Listen for specific information regarding “dating violence”.</p> <p>Grammar: Use count and non-count nouns with the phrases “too much” and “too many”.</p> | <p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Domestic Violence and Getting Help, Student Copy • Handout: 1 is 2 Many, Student Copy • <u>Cut out multiple sets of pictures:</u> <i>Categorizing the Nouns</i> <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • Handout: Domestic Violence and Getting Help, Teacher Copy • Handout: 1 is 2 Many, Teacher Copy • <u>Cut out a singular set of pictures:</u> <i>Count vs. Non-Count Nouns</i> <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • Computer, LCD Projector, and speakers |
| | |
| Lesson Plan | |
| <p>Review: Writing (30mins) <u>Directions:</u> Ss will use some of yesterday’s vocabulary words to write sentences; they will then use those words to fill in missing information in a paragraph. <u>Materials/Prep:</u> make a single copy of the Domestic Violence and Getting Help, Teacher Copy and multiple copies of the corresponding Student Copy.</p> <p>Activity 1: Listening (30-40mins) <u>Description:</u> Ss will listen for specific information regarding “dating violence”. <u>Materials/Prep:</u> make a single copy of the 1 is 2 Many, Teacher Copy and multiple copies of the corresponding Student Copy.</p> <p>Activity 2: Grammar (45-60mins) <u>Description:</u> Ss will categorize <i>count</i> and <i>non-count nouns</i> and use them with the phrases “too much” and “too many”. <u>Materials/Prep:</u> make one copy of and cut out the pictures on Count vs. Non-Count Nouns; make multiple copies of and cut out the pictures on Categorizing the Nouns; make multiple copies of the More Grammar Practice handout.</p> <p>Wrap-Up Time permitting, have Ss get into pairs and write down 5 things they learned in class. Share afterwards.</p> | |

Teacher Directions: Review

- **Materials:** Laptop, LCD projector, speakers; *Domestic Violence and Getting Help, Teacher and Student Copies*

Step 1: Review definitions

Key words: *domestic violence, physical abuse, emotional abuse, single incident, pattern of behavior, power, victim*

Write each word on the board one at a time and create a definition together as a class. Use the **Domestic Violence and Getting Help, Teacher Copy** reading to help you.

The form is titled "Domestic Violence and Getting Help" and features the ECHO Script logo. It is labeled "Student Copy" and contains a section for students to fill in missing information. The text includes definitions of domestic violence, physical abuse, emotional abuse, and single incidents. It also includes a section for students to write about their own experiences or observations. The form is divided into two columns by a vertical line. The left column contains the main text, and the right column contains a sidebar with additional information and a crisis intervention number.

Step 2: Writing

Afterwards, put Ss in pairs and have them come up with sentences using the key words. Perhaps pair up a strong student with a weaker student and have the weaker student write.

As Ss finish, check their work. ONLY correct for comprehension; grammar and spelling are not the focus of this activity. Then give them the **Student Copy** of the **Domestic Violence and Getting Help** reading to work on.

Once most of the class has finished go over the reading together as a class.

Teacher Directions: Activity 1: Listening

- **Materials:** *1 is 2 Many, Teacher and Student Copies*

Step 1: Setting the Context

Discuss the difference between *domestic violence* and *violence* (i.e., *domestic violence* usually happens by someone the victim knows well and *violence* can happen between anybody). Then talk about the term ***dating violence***. Break up the term for Ss:

- *Dating* – Ask Ss what *dating* means. Write any appropriate comments on the board and/or supply a definition.
- *Violence* – Ask Ss what *violence* means. Write any appropriate comments on the board and/or supply a definition.

Explain that young women, ages 16-24 face the highest rates of dating violence in the US and that as mentors, teachers, peers, parents, we need to be aware of this in order to stop it.

Step 2: Listening for Specific Information

Use the **1 is 2 Many**, **Teacher Directions** handout to perform this listening activity. (There are notes directly on the handout for your reference.)

Students will need the **Student Copy** of this handout to perform the *listening* task.

1 is 2 Many

TEACHER COPY

All information adapted from www.whitehouse.gov/1is2many

Go over these statistics first as a class.

1 in 5
YOUNG WOMEN WILL BE A VICTIM OF SEXUAL ASSAULT WHILE THEY ARE IN COLLEGE

1 in 9
TEEN GIRLS WILL BE FORCED TO HAVE SEX

1 in 10
TEENS WILL BE HURT ON PURPOSE BY SOMEONE THEY ARE DATING

1 is 2 Many

Read these two paragraphs slowly for the class. Discuss vocab words and content afterward. Then read it again as an entire class.

Despite the progress made in reducing violence against women, there is still a long way to go. Young women still face the highest rates of dating violence and sexual assault. In the last year, one in 10 teens have reported being physically hurt on purpose by a boyfriend or girlfriend. One in five young women have been sexually assaulted while they're in college.

In response to these statistics, Vice President Biden wants to reduce violence against women, specifically young women ages 16-24.

For Parents: Protect Your Child

Read this slowly. ss will fill in the missing information as you read. Read it multiple times.

Parents have a very important role to play in educating their children about dating violence. A 2008 study found that 69% of students who were abused in a relationship talked to a friend. Only 13% also talked to a parent. Do not wait to talk with your child about dating violence. Find a way to discuss these topics early so your child can make good relationship choices throughout his or her life.

Afterward, discuss what this paragraph means, specifically highlighting the statistics of who children predominantly talk to first.

Consequences of Dating Violence

Before you read this, write each of these key words on the board one at a time and discuss. Leave them on the board so ss can reference them while listening: consequences, depressed, eating disorders, suicide.

Then read this slowly. ss will fill in the missing information as you read. Read it multiple times.

- Teens who are victims are more likely to be depressed.
- They may use drugs and alcohol, and are more likely to have eating disorders.
- Some teens even think about or attempt suicide.
- 1 in 3 high school girls who have been abused by a boyfriend has become pregnant.

1 is 2 Many

Student Copy

All information adapted from www.whitehouse.gov/1is2many

1 in 5
YOUNG WOMEN WILL BE A VICTIM OF SEXUAL ASSAULT WHILE THEY ARE IN COLLEGE

1 in 9
TEEN GIRLS WILL BE FORCED TO HAVE SEX

1 in 10
TEENS WILL BE HURT ON PURPOSE BY SOMEONE THEY ARE DATING

1 is 2 Many

Despite the progress made in reducing violence against women, there is still a long way to go. Young women still face the highest rates of dating violence and sexual assault. In the last year, one in 10 teens have reported being physically hurt on purpose by a boyfriend or girlfriend. One in five young women have been sexually assaulted while they're in college.

In response to these statistics, Vice President Biden wants to reduce violence against women, specifically young women ages 16-24.

For Parents: Protect Your Child

Parents have a very _____ role to play in _____

ss children about _____ A 2008 study found that _____% of students who were _____ in a _____ talked to a _____ Only _____% also talked to a _____ to _____

ss your child about _____

Find a way to _____ those _____

ss so your child can make good choices throughout his or her _____

Consequences of Dating Violence

- Teens who are _____ are more likely to be _____
- They may use _____ and _____ and are more likely to have _____ disorders.
- Some teens even think about or attempt _____
- _____ high school girls who have been _____ by a _____ has become _____

Step 3: Listening for Gist

After completing this activity, tell Ss they are going to watch a 1 minute video and that they need to *listen for the main idea*.

Play the video. Go to www.whitehouse.gov/1is2many and click on the video featuring three men, one of whom is Vice President Joe Biden. Play it as many times as you feel necessary. **NOTE: If this video is not available on the website, SKIP THIS ACTIVITY and move directly to the next point of discussion below...**

Then discuss the term “1 is 2 many” (either by referencing the video or by using the **1 is 2 Many** handout). Ask Ss what they think this phrase means and what message it’s sending in regards to dating/domestic violence.

Teacher Directions: Activity 2: Grammar – *too much vs. too many*

- **Materials:** *Count vs. Non-Count Nouns, Categorizing the Nouns, More Grammar Practice*

Step 1: Prep

Cut out the pictures in **Count vs. Non-Count Nouns** and **Categorizing the Nouns**.

Step 2: Setting the Context:

Show Ss the **Count vs. Non-Count Nouns**. Ask them what the pictures are and then write the words down in two separate columns on the board (i.e., all of the COUNT nouns should go under each other, and the same for the NON-COUNT nouns.)

- **ANSWER KEY:** *count* = apples, pennies, chairs, dogs, French fries; *NON-count* = milk, homework, gas, rice, ginger.

Once the words are on the board, ask Ss to tell you what the differences are between the two columns. (They probably won't know). Then ask: *Which column do you think I would say "too many" with?* Supply the information if Ss don't know by writing it on the board → *too many* = *count nouns*; *too MUCH* = *NON-count nouns*.



Step 3: Explain the Grammar Rule

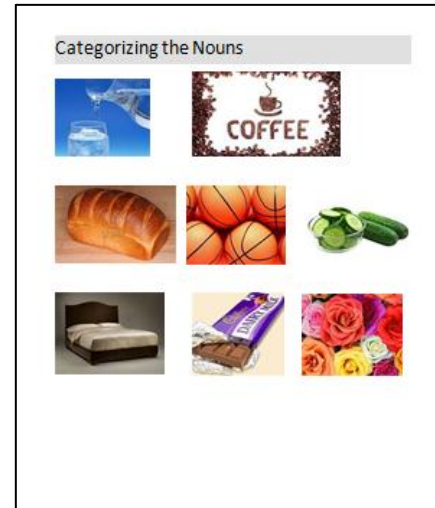
- 'TOO MANY' is used with COUNT nouns – plural nouns that are easy to count, like apples, chairs, etc.
- 'TOO MUCH' is used with NON-COUNT nouns – nouns that are NOT easy to count, like coffee, water; or nouns that we deem as singular, such as bread or corn (NOTE: in order to quantify these nouns we say *slices* of bread or *ear* of corn, but Ss will not be learning this grammar point today).

Then take the pictures off of the board and give one to a student and have him come up to the board and place it under the correct column (Count or Non-count). Do this for all of the pictures. Then do the **ball toss**: one student says "too much (rice)" or "too many (chairs)", for example, and then tosses the ball to another student who then has to come up with their own phrase. Do this until everyone in the room has made up a phrase.

Step 3: Practice

Put Ss into groups of 2-3. Give them the cut-out pictures from **Categorizing the Nouns**. Tell them to RACE to categorize them into “count” and “non-count” piles. The first team to finish WINS!

Go over the answers as a class; then have the Ss write sentences using “too much” or “too many” with the words. These do not have to be complete sentences (unless Ss are capable of doing so). For the purposes of this activity, “too much bread” is sufficient.



Step 4: More practice – time permitting

Pass out the **More Grammar Practice** worksheet and instruct Ss to work on it independently.

Pair them up to peer-correct as they finish, and then go over the answers together as a class once everyone is finished.

| More Grammar Practice | |
|---|----------------------|
| Fill in the appropriate count or non-count noun for each sentence. | |
| 1. Yesterday, we ate too much _____ (bread/breads). | 13. She bought _____ |
| 2. You can never have too much _____ (chocolate/chocolates). | 14. _____ |
| 3. My uncle said he had too many _____ (friends/friends). | 15. _____ |
| 4. We bought too many _____ (eggs/eggs) at the farmer's market yesterday. | |
| 5. Julie and Jesse spent too much _____ (money/money) on clothes. | |
| Now write "too many" or "too much" for each sentence. | |
| 6. I bought _____ (too many/too much) new last week. | |
| 7. They drink _____ (too many/too much) coffee on Sundays. | |
| 8. My daughter ate _____ (too many/too much) apples and now her stomach hurts. | |
| 9. We drink _____ (too many/too much) beer. | |
| 10. The cat ate _____ (too many/too much) fish. | |
| Finally, write 3 sentences using "too many/too much" and their corresponding count/non-count nouns. | |
| 11. I drank _____ | |
| 12. We ate _____ | |

Domestic Violence and Getting Help

ECHO Script

Emergency and Community Health Outreach

Reading taken from the ECHO Show's TV script



TEACHER COPY

Use these words to fill in the missing information

domestic violence, physical abuse, emotional abuse, single incident, pattern of behavior, power, victim

No person deserves to be abused. **Domestic violence** can be physical or emotional. It can be from a family member or spouse. It can be a **single incident** or a **pattern of behavior** for years. Domestic violence involves **power** and control by one person over another. **Victims** of domestic abuse are usually women.

Domestic violence is also called domestic abuse. Some examples of **physical** domestic abuse are pushing or hitting.

Domestic abuse can also be **emotional**. Some examples are name calling, stalking, and making a person feel threatened or afraid.

No one deserves to be abused. We all deserve to be safe. No one should have to stay in an abusive situation. There is help.

If you are in immediate danger call 911. In Minnesota, you can call a **crisis intervention number** at **1-866-223-1111**. In Minneapolis or other parts of Hennepin County, you can call **612-348-5073** for assistance.

And from anywhere in the country, you can call the **National Domestic Violence Hotline** at **1-800-799-SAFE (7233)**. That number will have information about services in your area, so you can get the help you deserve.

Domestic Violence and Getting Help

ECHO Script

Emergency and Community Health Outreach

Reading taken from the ECHO Show's TV script



Student Copy

Use these words to fill in the missing information

domestic violence, physical abuse, emotional abuse, single incident, pattern of behavior, power, victim

No person deserves to be abused. _____ can be physical or emotional. It can be from a family member or spouse. It can be a _____ or a _____ for years. Domestic violence involves _____ and control by one person over another. **Victims** of domestic abuse are usually women.

Domestic violence is also called domestic abuse. Some examples of _____ domestic abuse are pushing or hitting.

Domestic abuse can also be _____. Some examples are name calling, stalking, and making a person feel threatened or afraid.

No one deserves to be abused. We all deserve to be safe. No one should have to stay in an abusive situation. There is help.

If you are in immediate danger call 911. In Minnesota, you can call a **crisis intervention number** at **1-866-223-1111**. In Minneapolis or other parts of Hennepin County, you can call **612-348-5073** for assistance.

And from anywhere in the country, you can call the **National Domestic Violence Hotline** at **1-800-799-SAFE (7233)**. That number will have information about services in your area, so you can get the help you deserve.

1 is 2 Many

TEACHER COPY

All information adapted from www.whitehouse.gov/1is2many

Go over these statistics first as a class.



1 is 2 Many

Read these two paragraphs slowly for the class. Discuss vocab words and content afterward. Then read it again as an entire class.

Despite the progress made in reducing violence against women, there is still a long way to go. Young women still face the highest rates of dating violence and sexual assault. In the last year, one in 10 teens have reported being physically hurt on purpose by a boyfriend or girlfriend. One in five young women have been sexually assaulted while they're in college.

In response to these statistics, Vice President Biden wants to reduce violence against women, specifically young women ages 16-24.

For Parents: Protect Your Child

Read this slowly. Ss will fill in the missing (bolded) information as you read. Read it multiple times.

Parents have a very **important** role to play in **educating** their children about **dating violence**. A 2008 study found that **67%** of students who were **abused** in a relationship talked to a **friend**. Only **13%** also talked to a **parent**. **Do not wait to talk** with your child about **dating violence**. Find a way to **discuss** these topics **early** so your child can make **good** relationship choices throughout his or her **life**.

Afterwards, discuss what this paragraph means, specifically highlighting the statistics of WHO children predominantly talk to first.

Consequences of Dating Violence

Before you read this, write each of the key words on the board one at a time – *consequences, depressed, eating disorders, suicide* – and discuss. Leave them on the board so Ss can reference them while listening. Then read these sentences slowly. Ss will fill in the missing information as you read. Read it multiple times.

- Teens who are **victims** are more likely to be **depressed**.
- They may use **drugs** and **alcohol**, and are more likely to have **eating** disorders.
- Some teens even think about or attempt **suicide**.
- **1 in 3** high school girls who have been **abused** by a boyfriend has become **pregnant**.

Afterwards, discuss what these stats means, as well as any questions they may have.

Possible Signs of Abuse

Before you read this, write each of the key words on the board one at a time and discuss: *signs* (as in symptoms), *boyfriend, jealous, bruises, excuses, cover*. Leave the words on the board so Ss can reference them while listening. Then read the sentences slowly. Ss will fill in the missing information as you read. Read it multiple times.

Your child:

- Shows **signs** of **depression** or loss of confidence
- Has noticeable **changes** in **eating** or **sleeping**
- **Worries** about making her **boyfriend** angry or **jealous**
- Has **bruises** or injuries
- Makes **excuses** for her boyfriend's **bad** behavior
- Is **scared** of her boyfriend

- Has a very **jealous** boyfriend
- **Avoids** family and friends
- Begins **using** alcohol or drugs
- Suddenly **changes** how she **dresses** in order to **cover** injuries

Afterward, discuss what these stats means, as well as any questions that may have come up.

1 is 2 Many

Student Copy

All information adapted from www.whitehouse.gov/1is2many



1 is 2 Many

Despite the progress made in reducing violence against women, there is still a long way to go. Young women still face the highest rates of dating violence and sexual assault. In the last year, one in 10 teens have reported being physically hurt on purpose by a boyfriend or girlfriend. One in five young women have been sexually assaulted while they're in college.

In response to these statistics, Vice President Biden wants to reduce violence against women, specifically young women ages 16-24.

For Parents: Protect Your Child

Parents have a very _____ role to play in _____
their children about _____. A 2008
study found that _____% of students who were _____ in a
relationship talked to a _____. Only _____% also talked to a
_____. _____ to
_____ with your child about _____.
_____. Find a way to _____ these
topics _____ so your child can make make
_____ relationship choices throughout his or her _____.

Consequences of Dating Violence

- Teens who are _____ are more likely to be _____.
- They may use _____ and _____, and are more
likely to have _____ disorders.
- Some teens even think about or attempt _____.
- _____ high school girls who have been _____ by a
boyfriend has become _____.

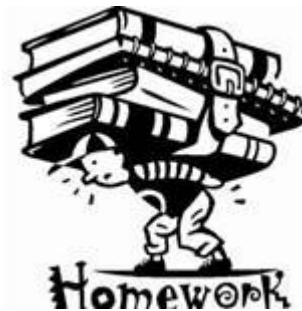
Possible **Signs** of Abuse

Your child:

- Shows _____ of _____ or loss of confidence
- Has noticeable _____ in _____ or _____

- _____ about making her _____ angry
or _____
- Has _____ or injuries
- Makes _____ for her boyfriend's _____ behavior
- Is _____ of her boyfriend
- Has a **very** _____ boyfriend
- _____ family and friends
- Begins _____ alcohol or drugs
- Suddenly _____ how she _____ in order to
_____ injuries

Count vs. Non-Count Nouns



Categorizing the Nouns



More Grammar Practice

Fill in the appropriate *count* or *non-count* noun for each sentence.

1. Yesterday we ate too much _____ (bread/breads).
2. You can never have too much _____ (chocolate/chocolates).
3. My child said he had too many _____ (friend/friends).
4. We bought too many _____ (egg/eggs) at the farmer's market yesterday.
5. Julia and Jessie spent too much _____ (money/moneys) on clothes.

Now write "too many" or "too much" for each sentence.

6. I bought _____ (too many/too much) rice last week.
7. They drink _____ (too many/too much) coffee on Sundays.
8. My daughter ate _____ (too many/too much) apples and now her stomach hurts.
9. He drinks _____ (too many/too much) beer.
10. The cat had _____ (too many/too much) milk.

Finally, write 5 sentences using "too many/too much" and their corresponding *count/non-count* nouns.

11. I drank _____

12. We ate _____

13. She bought _____

14.

15.

Domestic Violence Unit: Week 1, Wednesday

| Objectives <i>Learners will be able to...</i> | Materials |
|---|--|
| <p>Life skill: Identify what domestic violence is and that there are multiple resources available for help.</p> <p>Literacy and Transitions Skills: Read domestic violence brochures for the general idea.</p> <p>Speaking: Use the phrases “too much” and “too many” with count and non-count nouns.</p> <p>Grammar: Quantify non-count nouns by using their respective phrases (i.e., ear of corn, loaf of bread, etc.).</p> | <p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: More Grammar Practice • <u>Cut out multiple sets of words:</u> <i>Quantifying Non-Count Nouns</i> • Handout: Non-Count Categories, Student Copy • Handout: Domestic Violence Center brochure and No One is Alone brochure • Handout: What is the Main Idea? <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • <u>Cut out a singular set of pictures:</u> <i>Count vs. Non-Count Nouns</i> • Non-Count categories, Teacher Copy • Stop Abuse brochure • <u>Volunteer Manual:</u> Walking Dictation, p. 59 <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • Food realia • ELMO or overhead projector |
| Lesson Plan | |
| <p>Review : Grammar/Speaking (30mins)</p> <p><u>Description:</u> Ss will review <i>too much/too many</i> and <i>count/non-count nouns</i> by filling out a worksheet and doing a walking dictation.</p> <p><u>Materials/Prep:</u> make a copy of Count vs. Non-Count Nouns and <u>cut out</u> the pictures; make copies of the More Grammar Practice worksheet; reference <u>Volunteer Manual:</u> walking Dictation, p. 59.</p> <p>Activity 1: Grammar (30mins)</p> <p><u>Description:</u> Ss will quantify non-count nouns.</p> <p><u>Materials/Prep:</u> Ask your coordinator for food Realia (or bring in some of your own); make copies of and cut out the Quantifying Non-Count Nouns words; make a copy of the Non-Count Categories, Teacher Copy worksheet and multiple copies of the corresponding Student Copy.</p> <p>Activity 2: Reading (60mins)</p> <p><u>Description:</u> Ss will read domestic violence brochures for their general idea(s).</p> <p><u>Materials/Prep:</u> make one copy of the Stop Abuse brochure; make multiple copies of the Domestic Violence Center brochure, You are Not Alone brochure, and the What is the Main Idea? worksheet.</p> <p>Wrap-up</p> <p>Time permitting, ask Ss to tell you what they learned today.</p> | |

Teacher Directions: Review

- **Materials:** *Count vs. Non-Count Nouns, More Grammar Practice, Volunteer Manual: Walking Dictation, p. 59*

Step 1: Prep

Cut out the **Count vs. Non-Count Nouns** and tape them in the hallway or around the room for the **walking dictation** activity.

Step 2: Grammar Review

Pass out the **More Grammar Practice** worksheet given in yesterday's class as Ss walk in. Use this activity as a buffer for those late Ss.

| More Grammar Practice | |
|---|---|
| <p>Fill in the appropriate count or noncount noun for each sentence.</p> <p>1. Yesterday, we ate too much _____ (bread/breads).</p> <p>2. You can never have too much _____ (photos/photoses).</p> <p>3. My child said he had too many _____ (friends/friend).</p> <p>4. We bought too many _____ (peaches) at the farmer's market (yesterday).</p> <p>5. Julie and Jesse spent too much _____ (money/moneys) on clothes.</p> <p>Now write "too many" or "too much" for each sentence.</p> <p>6. I bought _____ (too many/too much) new blue jeans.</p> <p>7. They drink _____ (too many/too much) coffee on Sundays.</p> <p>8. My daughter ate _____ (too many/too much) apples and now her stomach hurts.</p> <p>9. We drink _____ (too many/too much) beer.</p> <p>10. The cat had _____ (too many/too much) milk.</p> <p>Finally, write 3 sentences using "too many/too much" and their corresponding count/non-count nouns.</p> <p>11. I drink _____</p> <p>12. We ate _____</p> | <p>13. She bought _____</p> <p>14. _____</p> <p>15. _____</p> |



Step 3: More Grammar Practice (20-30 mins)

NOTE: Ss are going to do a **walking dictation**. Reference **p. 59 in the Volunteer Manual** if necessary. You will need to **model** this activity before executing it.

Put Ss into pairs and explain the activity → *Student 1 will run and look at picture #1 and come back and make a sentence out of it using TOO MUCH/TOO MANY and the corresponding COUNT/NON-COUNT NOUN.* Student 2 will write what Student 1 says. Then the partners will switch. The game ends when someone finishes first.

Go over the Ss answers afterward. Discuss any confusion Ss are having with the grammar point.

Teacher Directions: Activity 1: Grammar

- **Materials:** Realia, *Quantifying Non-Count Nouns, Non-Count Categories, Teacher and Student Copies*

Step 1: Prep

Ask your coordinator for plastic fruit and/or food-related **realia** (box of cereal, can of coffee, etc.) Feel free to bring some items in from your home as well. Try to gather as many NON-COUNT items as you can. You should have at least a few of each.

Make copies of and cut out the **Quantifying Non-Count Nouns** words. You will need a set for each pair of Ss (i.e., 14 Ss = 7 sets).

Step 2: Setting the Context

Hold up a piece of **realia** and ask Ss to tell you what it is. Write the word on the board.

Then go over the list and ask them: *Is this one a count or non-count noun?* Erase the count nouns, leaving ONLY the non-count nouns on the board.

Quantifying Non-Count Nouns

| | |
|----------|------------|
| Ear | corn |
| Head | lettuce |
| Loaf | bread |
| Bar | soap |
| Bottle | water |
| Tube | toothpaste |
| Box | cereal |
| Can | soup |
| Gallon | milk |
| Cup | rice |
| Teaspoon | salt |
| Cup | coffee |

Step 3: Explaining the Grammar Rule – *quantifying non-count nouns*

Tell Ss that there IS a way to count non-count nouns → We put certain phrases in front of them.

See if anyone knows how to quantify the words you have on the board (i.e., bread → *loaf of bread*, water → *bottle of water*, etc.). If they don't, then supply the information for them and write it on the board.

Explain that some of the *non-count phrases* need to be memorized, some of them can be determined by the container they're in (i.e., bottle, can) or by their measurement (i.e., cup, gallon).

Then put the **Non-Count Categories, Teacher Copy** on the ELMO or overhead projector and work through it as a class. (There are additional instructions on the worksheet for extra guidance.)

Non-Count Categories

TEACHER COPY

Go over each category with Ss and make sure they understand what "containers" means, as well as "measurement". Have them repeat each non-count phrase (i.e., ear of corn) after you say it.

After you've gone over these items, see if they can come up with 2 more per column. Write those down.

| Memorize | Container | Measurement |
|--|---|--|
| Ear of corn Head of lettuce Loaf of bread Bar of soap | Bottle of water Tube of toothpaste Box of cereal Can of soup | Gallon of milk Cup of rice Teaspoon of salt Cup of coffee |
| 1. | 1. | 1. |
| 2. | 2. | 2. |

Step 4: Practicing

Put Ss in pairs and give them a set of **Quantifying Non-Count Nouns** words. Tell them to organize them appropriately (i.e., ear corn, loaf bread, etc.) When everyone is finished, go over the answers. See if anyone can tell you what word is missing from the phrases → *OF*.

Then have the Ss categorize their phrases (i.e., memorize, container, measurement) by writing them in the ***Student Copy*** of the **Non-Count Categories** worksheet. As they finish, walk around the room and make sure they included the word “of” (i.e., ear OF corn, loaf OF bread).

Go over the answers together again afterward.

| Non-Count Categories | | |
|----------------------|-----------|-------------|
| Student Copy | | |
| Memorize | Container | Measurement |
| | | |

Teacher Directions: Activity 2: Reading

- **Materials:** *Stop Abuse* brochure, *Domestic Violence Center* brochure, *No One is Alone* brochure, *What is the Main Idea?*

Step 1: Setting the Context

Hold up the **Stop Abuse brochure**, or put it on the ELMO, and ask Ss what they think the symbol means (i.e., the *stop sign* with the word *abuse* written on it).

Ask them some review questions from the week: *What does domestic violence mean? What are some examples of physical abuse? What are some examples of emotional abuse? Who are usually the victims? What is dating violence? Who does it affect? What are some things a person can do to escape?*



Step 2: Reading for Gist

Hold up the **Stop Abuse brochure**, or put it on the ELMO, again and ask Ss to tell you what the main categories of information are on the brochure (i.e., *resources, questions to ask yourself*, etc.)

Then go over the 4 categories one-by-one and ask them to read for the “main idea(s)”. Explain that they don’t need to understand every word, but that they need to read for the main idea(s) of each paragraph. Give them a minute or two to read independently; then ask what the main idea(s) are.

Next, put Ss in pairs and pass out the (purple) **Domestic Violence Center brochure** to half of the class and the (white) **“No One is Alone” brochure** to the other half of the class. Give them the **What is the Main Idea?** worksheet and have them work together on the questions.

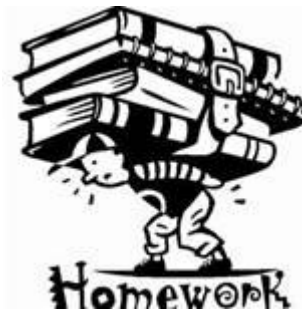
The collage shows three documents. At the top right is a purple brochure from the Domestic Violence Center, titled 'Are you experiencing any of these forms of abuse?'. It lists Physical Abuse (Hitting, Slapping, Kicking, Choking, Burning, Bruising, Rape, Sexual Abuse, Stalking, Harassment, Threats, Intimidation, Coercion, Isolation, Jealousy, Possessiveness, Controlling, Monitoring, etc.) and Emotional Abuse (Blame, Guilt, Shame, Humiliation, etc.). Below this is a white brochure titled 'NO ONE IS ALONE Safe Dating for Teens & Young Adults'. It features a photo of two hands holding each other and lists contact information for the Domestic Violence Center. To the left of these brochures is a worksheet titled 'What is the Main Idea?'. It contains four questions for students to answer based on the brochures, with a 'Main Idea:' line for each answer.

Step 3: Checking for Understanding

As Ss finish, pair them up with similar brochures and have them check their answers together.

Afterwards, go over each brochure as a class. Hold up, or project, the brochure being discussed. Explain that tomorrow they will be creating their own “get help” brochures.

Count vs. Non-Count Nouns



More Grammar Practice

Fill in the appropriate *count* or *non-count* noun for each sentence.

1. Yesterday we ate too much _____ (bread/breads).
2. You can never have too much _____ (chocolate/chocolates).
3. My child said he had too many _____ (friend/friends).
4. We bought too many _____ (egg/eggs) at the farmer's market yesterday.
5. Julia and Jessie spent too much _____ (money/moneys) on clothes.

Now write "too many" or "too much" for each sentence.

6. I bought _____ (too many/too much) rice last week.
7. They drink _____ (too many/too much) coffee on Sundays.
8. My daughter ate _____ (too many/too much) apples and now her stomach hurts.
9. He drinks _____ (too many/too much) beer.
10. The cat had _____ (too many/too much) milk.

Finally, write 5 sentences using "too many/too much" and their corresponding *count/non-count* nouns.

11. I drank _____

12. We ate _____

13. She bought _____

14.

15.

Quantifying Non-Count Nouns

| | |
|----------|------------|
| Ear | corn |
| Head | lettuce |
| Loaf | bread |
| Bar | soap |
| Bottle | water |
| Tube | toothpaste |
| Box | cereal |
| Can | soup |
| Gallon | milk |
| Cup | rice |
| Teaspoon | salt |
| Cup | coffee |

Non-Count Categories

TEACHER COPY

Go over each category with Ss and make sure they understand what *memorize*, *container*, and *measurement* mean. Have them repeat each non-count phrase (i.e., *ear of corn*) after you say it.

After you've gone over these items, see if they can come up with 2 more per column. Write those down.

| Memorize | Container | Measurement |
|--|---|--|
| Ear of corn Head of lettuce Loaf of bread Bar of soap | Bottle of water Tube of toothpaste Box of cereal Can of soup | Gallon of milk Cup of rice Teaspoon of salt Cup of coffee |
| 1. | 1. | 1. |
| 2. | 2. | 2. |
| | | |

Non-Count Categories

Student Copy

| Memorize | Container | Measurement |
|----------|-----------|-------------|
| | | |

What is Domestic Violence?

Domestic violence is control by one partner over another in a dating, marital or live-in relationship. The means of control include physical, sexual, emotional, and economic abuse, threats, and isolation.

Survivors face many obstacles in trying to end the abuse in their lives although most are able to...psychological and economic entrapment, physical isolation and lack of social support, religious and cultural values, fear of social judgement, threats and intimidation over custody or separation, immigration status or disabilities and lack of viable alternatives. Increased public, legal and healthcare awareness and improved community resources enable survivor to rebuild their lives.



How Do You Know if You Are Being Abused?

Abusers use many ways to isolate, intimidate, and control their partners. Early signs of abuse:

- Wanting to be with you all the time
- Jealousy at any perceived attention to or from others
- Attempts to isolate you in the disguise of loving behavior
- Hypersensitivity to perceived slights
- Quick to blame others for the abuse

Questions to Ask Yourself

- Are you ever afraid of your partner?
- Has your partner ever actually hurt or threatened to hurt you or someone you care about?
- Do you constantly worry about your partner's moods?



How Common is Domestic Violence?

- Nearly 25% of women have been raped and/or physically assaulted by an intimate partner during their lives
- 15.4% of gay men, 11.4% of lesbians and 7.7% of heterosexual men, are assaulted by a date or intimate partner during their lives.
- More than 1 million women and 371,000 men are stalked by partners each year.

Resources

American Psychiatric Association (APA)
703-907-7300
www.healthyminds.org

National Domestic Violence
Hotline: 800-799-SAFE (7233)
or 800-787-3224 (TTY)
www.ndvh.org

National Coalition Against Domestic Violence
303-839-1852
www.ncadv.org

National Network to End Domestic Violence
202-543-5566
www.nnedv.org

The Family Violence Prevention Fund
415-262-8900
www.endabuse.org

National Resource Center on Domestic Violence
800-537-2238
www.nrcdv.org

The Battered Women's Justice Project
800-903-0111
www.bwjp.org

The Domestic Violence and Mental Health Policy Initiative
312-726-7020
www.dvmhpi.org

Rape Abuse and Incest National Network (RAINN)
800-656-HOPE
www.rainn.org



Domestic Violence Center of the Santa Clarita Valley

Center Services

Women's Support Groups
Individual Counseling Referrals
Legal Service Referral
Community Educational Outreach

Crisis Services

24 Hour Crisis Hotline
Crisis Intervention
Emergency Shelter
Court Advocacy

Sí Habla Español

**24 Hour Crisis Hotline
(661) 259-HELP (4357)**

Are you experiencing any of these forms of abuse?

Physical Abuse

- *Pushing/Shoving
- *Pulling Hair
- *Attempt Murder
- *Strangulation
- *Hit with Objects
- *Threaten with weapon
- *Shaking
- *Slapping
- *Kicking
- *Burning/Cutting
- *Punching/Beating

Emotional Abuse

- *Put downs
- *Intimidation
- *Hurt/kill pets
- *Isolation
- *Sleep Deprivation
- *Ignoring
- *Blaming
- *Insults
- *Humiliation
- *Destroy Property

Sexual Abuse

- *Jealousy
- *Affairs
- *Unwanted sex
- *Rigid sex roles
- *Rape
- *Accusations
- *Unwanted touch
- *Diseases
- *Put down-Jokes
- *Prostitution



Rate your Relationship

If you answered yes to any of the following questions, you may be in an abusive relationship.

My Partner

- ☐ Makes me feel afraid
- ☐ Tells me what to do
(what I can wear or buy, where I can go)
- ☐ Pressures me to do things
(sex, alcohol or other drugs)
- ☐ Often gets jealous
- ☐ Keeps me from seeing loved ones
or having my own interests
- ☐ Gets angry often
- ☐ Calls or texts constantly
- ☐ Blames me for everything
- ☐ Has hit, kicked or punched me
(or my pet)- or threatened to
- ☐ Often insults or humiliates me
(in person, online or in public)

Cycle of Abuse



Domestic Violence Center of the Santa Clarita Valley
P.O. Box 220037 *Newhall, CA 91322
Phone: (661) 259-8175
Crisis Hotline: (661) 259-4357
www.dvcsantaclarita.com

Safety Planning

Deciding whether or not to go on a date:

- Know about the person who asked you out before you say yes.
- Review the warning signs to see whether this person fits into any of the categories.
- Did any of your friends warn you about going out with this person?
- Do you have gut feelings of concern when you think about saying "yes" to this person?

Going on the date:

- Go to a public place.
- Double-date or go out with a group.
- Do not allow yourself to become pressured by your date. Trust your ability to decide what's going on between the two of you.
- Have money with you in case you need to get home or to a safe place.
- Have your cell phone with you and charged.
- Be aware of the location of the exit doors.

Leaving an abusive relationship:

- End the relationship over the phone where the abuser can't hurt you.
- Don't walk or drive to school alone. You are safe when you are with other people.
- When you are alone, do not let your abuser into your home, no matter what he or she says.
- Call the police and get some help if the abuser is hurting you or you are in danger.

NO ONE IS ALONE

There are many people in your school, community and family who can help you change or leave an abusive relationship. If you have a friend who is in an abusive relationship, you can help her or him seek help from someone you and they trust.

If you or anyone else is in immediate danger, call 911. Below is a list of other local and national resources.

DATING VIOLENCE RESOURCES

Hotlines:

National Teen Dating Abuse Helpline: 1-866-331-9474
Laurel House: 800-642-3150

Information:

Contact Tommie Wilkins at twilkins@laurel-house.org
Or 610-277-1860 ext 100

Websites:

www.laurel-house.org
www.loveisnotabuse.com
www.youthresource.com
www.chooserespect.org
www.safeteens.org

Books (fiction):

Nineteen Minutes (Jodi Picoult)
Black and Blue (Anna Quindlen)
I know this much is true (Wally Lamb)
Dolores Claiborne (Steven King)

Books (Non-Fiction):

The Gift of Fear (Gavin Becker)
Not People Like Us: Hidden abuse in upscale marriages (Susann Wertzman, PhD)
The Domestic Violence Sourcebook (Dawn Bradley Berry)

NO ONE IS ALONE

Safe Dating for Teens & Young Adults



LAUREL HOUSE
P.O. BOX 764
NORRISTOWN, PA 19404
610-277-1860

TOMMIE WILKINS
610-277-1860 EXT. 100

What is the Main Idea?

Use your brochure to answer the questions below.
If you need help, raise your hand and ask your teacher.

1. What is the name of the organization this brochure is from?
2. What is the address of the organization?
3. What are the names of the main categories of information?
4. *Read each category* – What are the main idea(s) of each category? (NOTE: You might not have 5 categories on your brochure and that's okay.)

EXAMPLE

Category 1: Resources

Main Idea(s): This category lists many resources to help people.

Category 1: _____

Main Idea(s):

Category 2: _____

Main Idea(s):

Category 3: _____
Main Idea(s):

Category 4: _____
Main Idea(s):

Category 5: _____
Main Idea(s):

Domestic Violence Unit: Week 1, Thursday

| Objectives <i>Learners will be able to...</i> | Materials |
|--|--|
| <p>Life and Transitions skills: Create domestic violence “get help” brochures in groups.</p> <p>Literacy: Read vignettes and classify them by using some “key terms” discussed this week.</p> <p>Grammar: Use “too much/too many” with count/non-count nouns, as well as quantify non-count nouns.</p> | <p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Grammar Review • Handout: Defining the Terms, Student Copy • Handout: Domestic Violence Center and No One is Alone brochures • Handout: Post Test <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • <u>Volunteer Manual</u>: Ball Toss, p. 46 • Defining the Terms, Teacher Copy <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • ELMO or overhead projector • Paper and markers |
| | |
| Lesson Plan | |
| <p>Review: Grammar (30-40mins) <u>Description:</u> Ss will write their own sentences using “too much/too many” and their corresponding <i>count/non-count phrases</i>; they will also quantify non-count nouns. <u>Materials/Prep:</u> make copies of the Grammar Review handout; reference <u>Volunteer Manual</u>: Ball Toss, p. 46.</p> <p>Activity 1: Reading (30-40mins) <u>Description:</u> Ss will define key terms used throughout this week and read stories that depict these definitions. <u>Materials/Prep:</u> make a single copy of the Defining the Terms, Teacher Copy and multiple copies of the corresponding Student Copy.</p> <p>Activity 2: Transitions (45mins) <u>Description:</u> Ss will create domestic violence “get help” brochures in groups. <u>Materials/Prep:</u> paper and markers; make copies of the Domestic Violence Center brochure and the No One is Alone brochure.</p> <p>Post Test (15mins) Make copies of the post test and give them to Ss. <u>Make sure to leave 15mins at the end of class</u> for this activity. Collect the tests afterwards and give them to your Coordinator.</p> | |

Teacher Directions: Review

- Materials: *Grammar Review*, Volunteer Manual: Ball Toss, p. 46

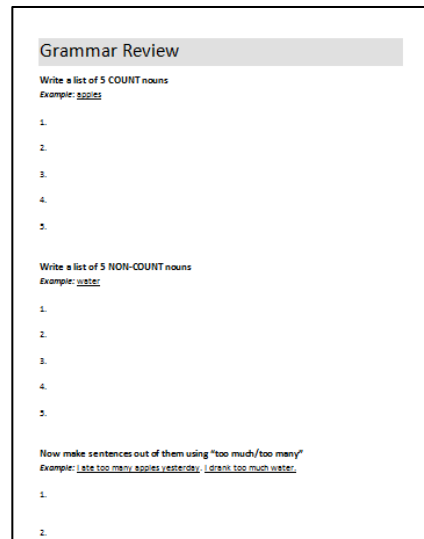
Step 1: Review – *too much/too many, count/non-count nouns*

As Ss come in, give them the **Grammar Review** worksheet and have them work on it independently. After about 10-15 minutes, do the **ball toss** (reference the **Volunteer Manual** if necessary) and have Ss share their sentences.

Step 2: Review – *quantifying non-count nouns*

Afterwards, have Ss tell you their lists of non-count nouns from their worksheet (i.e., gas, rice, water, etc.). Write them on the board. Try to get at least 10 different nouns on the board.

Put Ss in pairs and have them RACE to write the correct *quantifier* for each noun (i.e., bread → *loaf of bread*, water → *bottle of water*). **Model** some examples first so they understand what you want them to do. The first person to finish wins! Go over answers as a class afterwards.



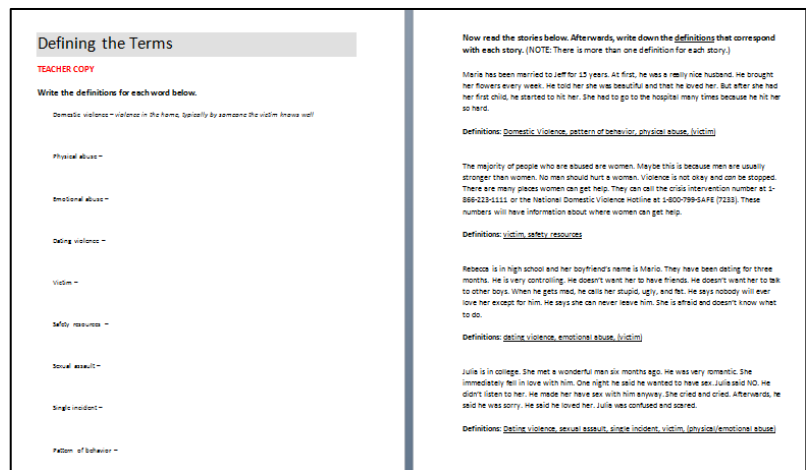
The worksheet is titled "Grammar Review". It contains two sections. The first section is "Write a list of 5 COUNT nouns" with an example "apples" and a numbered list from 1 to 5. The second section is "Write a list of 5 NON-COUNT nouns" with an example "water" and a numbered list from 1 to 5. Below these sections is a prompt: "Now make sentences out of them using 'too much/too many'" with an example: "I ate too many apples yesterday. I drank too much water." and a numbered list from 1 to 2.

Teacher Directions: Activity 1: Reading

- Materials: ELMO or overhead projector; *Defining the Terms, Teacher and Student Copies*

Step 1: Setting the Context

Put the first page of the **Defining the Terms, Teacher Copy** on the ELMO or overhead projector and pass out the **Student Copy** to the rest of the class. Go over each definition one at a time as a class and make sure the Ss write down the definitions on their handout. Ask them first, however, what **THEY** think the definitions are.



The worksheet is titled "Defining the Terms". It is divided into two columns. The left column is labeled "TEACHER COPY" and contains definitions for Domestic violence, Physical abuse, Emotional abuse, Dating violence, Victim, Safety resources, Sexual assault, and Single incident. The right column is labeled "STUDENT COPY" and contains the same definitions for the student to write down. It also includes a section for "Now read the stories below. Afterwards, write down the definitions that correspond with each story." with two stories: one about Maria and one about Rebecca. Each story is followed by a prompt to write down the definition.

Step 2: Reading

In pairs, have Ss flip over their handout so they can read the vignettes on the other side. Do the first one together so they understand what you want them to do.

Afterwards, read each vignette as a class and discuss answers.

Teacher Directions: Activity 2: Transitions

- Materials: paper and markers; *Domestic Violence Center* brochure, *No One is Alone* brochure, *Information on Domestic Violence*

Step 1: Setting the Context

Put Ss in groups of 3-4 and pass out the (purple) **Domestic Violence Center** and (white) **No One is Alone** brochures. Tell them to look the brochures over and tell you what similar information is included on both of them (i.e., resources, a definition of what the brochure is “selling”, etc).



Step 2: Making brochures

Explain that in groups, they will create their own “get help” brochures. Ask Ss what information should be included on the brochures. Write any appropriate answers on the board. (**NOTE:** Ss can have some freedom with what their brochures say and look like, but the list below is a specific guideline for what information they should include):

- A definition of what domestic (or dating) violence is.
- Examples of what physical and emotional abuse are.
- Who it affects.
- Statistics?
- Where they can get help.

Give them the **Information on Domestic Violence** **ECHO Script** **Emergency and Community Health Outreach** **ECHO Show** **“Domestic Abuse and Your Safety”** *Reading adapted from the ECHO Show’s TV script*

Domestic violence is also called domestic abuse. Some examples of physical domestic abuse are pushing or hitting. Abusers can also punch and choke their victims. Abuse can involve weapons, like guns and knives. Domestic abuse may include sexual assault.

Domestic violence is also called domestic abuse. Some examples of physical domestic abuse are pushing or hitting. Abusers can also punch and choke their victims. Abuse can involve weapons, like guns and knives. Domestic abuse may include sexual assault.

Domestic abuse can also be emotional. Some examples are name calling, stalking, and making a person feel threatened or afraid.

No one deserves to be abused. We all deserve to be safe. No one should have to stay in an abusive situation. There is help.

If you are being abused, tell someone you trust, like family or friends. Whether you stay or plan to leave, make a plan for your safety that includes your children.

Think about what would best to keep you safe in an emergency. Know someone you can call if there is a crisis.

Step 3: Sharing – time permitting

After everyone is finished, have a few Ss share their brochures to the class. You could even have Ss vote on the best one and then make copies of it so they can take them home. Otherwise, choose a favorite of yours and make copies of it so everyone can have one to take home as a resource. (If you don’t have time to do this, give one of the brochures to your coordinator and s/he can make copies.)

Information on Domestic Violence

ECHO Script
Emergency and Community Health Outreach

ECHO Show
“Domestic Abuse and Your Safety”
Reading adapted from the ECHO Show’s TV script

No person deserves to be abused. Domestic violence can be physical or emotional. It can be from a family member or spouse. It can be a single incident or a pattern of behavior for years. Domestic violence involves power and control by one person over another.

Domestic violence happens in every neighborhood and affects people of all ages and backgrounds. Domestic abuse can happen in any relationship, home, or community. Victims of domestic abuse are usually women.

Domestic violence is also called domestic abuse. Some examples of physical domestic abuse are pushing or hitting. Abusers can also punch and choke their victims. Abuse can involve weapons, like guns and knives. Domestic abuse may include sexual assault.

Domestic abuse can also be emotional. Some examples are name calling, stalking, and making a person feel threatened or afraid.

No one deserves to be abused. We all deserve to be safe. No one should have to stay in an abusive situation. There is help.

If you are being abused, tell someone you trust, like family or friends. Whether you stay or plan to leave, make a plan for your safety that includes your children.

Think about what would best to keep you safe in an emergency. Know someone you can call if there is a crisis.

You may need to leave quickly. Put important papers, extra money, keys and clothing in a safe place. Identify escape routes and places to go if you need to get away from an unsafe situation quickly.

You are not alone. There are resources to help you. Advocates can help you. Shelters can help you.

Keep trusted friends, family members, or an advocate aware of your plans. They can help you be safe and help you access resources if you need it.

If you are in immediate danger, call 911.

In Minnesota, you can call a crisis intervention number at 1-866-323-1111. In Minneapolis or other parts of Hennepin County, you can visit the Domestic Abuse Service Center in the Hennepin County Government Center or call 612-348-5073 for assistance.

And from anywhere in the country, you can call the National Domestic Violence Hotline at 1-800-799-SAFE (7233). That number will have information about services in your area, so you can get the help you deserve.

ADDITIONAL RESOURCES

Asian Women United of America, St. Paul: crisis line: 612-224-2620

Casa de Esperanza, St. Paul: crisis line: 651-772-5811; www.casadesperanza.com

Domestic Abuse Project, Minneapolis: crisis line: 612-874-7043; www.mnabp.org
204 West Franklin Avenue, Minneapolis, MN 55404

Women’s Advocates, St. Paul: crisis line: 651-227-8284; www.wadomestic.org
588 Grand Avenue, St. Paul, MN 55101

Grammar Review

Write a list of 5 COUNT nouns

Example: apples

1.

2.

3.

4.

5.

Write a list of 5 NON-COUNT nouns

Example: water

1.

2.

3.

4.

5.

Now make sentences out of them using “too much/too many”

Example: I ate too many apples yesterday. I drank too much water.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Defining the Terms

TEACHER COPY

Write the definitions for each word below.

Domestic violence – *violence in the home, typically by someone the victim knows well*

Physical abuse – *hurting somebody's body → punching, hitting, etc.*

Emotional abuse – *hurting somebody's feelings → name calling, etc.*

Dating violence – *violence between a boyfriend and girlfriend, usually young women between the ages of 16-24*

Victim – *a person who is abused*

Safety resources – *places victims can go to for help; numbers victims can call for help*

Sexual assault – *being touched or hurt in a sexual way when the victim has said NO*

Single incident – *something that happens one time*

Pattern of behavior – *something that happens multiple times*

Now read the stories below. Afterwards, write down the definitions that correspond with each story. (NOTE: There is more than one definition for each story.)

Maria has been married to Jeff for 15 years. At first, he was a really nice husband. He brought her flowers every week. He told her she was beautiful and that he loved her. But after she had her first child, he started to hit her. She had to go to the hospital many times because he hit her so hard.

Definitions: Domestic Violence, pattern of behavior, physical abuse, (victim)

The majority of people who are abused are women. Maybe this is because men are usually stronger than women. No man should hurt a woman. Violence is not okay and *can* be stopped. There are many places women can get help. They can call the crisis intervention number at 1-866-223-1111 or the National Domestic Violence Hotline at 1-800-799-SAFE (7233). These numbers will have information about where women can get help.

Definitions: victim, safety resources

Rebecca is in high school and her boyfriend's name is Mario. They have been dating for three months. He is very controlling. He doesn't want her to have friends. He doesn't want her to talk to other boys. When he gets mad, he calls her stupid, ugly, and fat. He says nobody will ever love her except for him. He says she can never leave him. She is afraid and doesn't know what to do.

Definitions: dating violence, emotional abuse, (victim)

Julia is in college. She met a man six months ago. He was very romantic. She immediately fell in love with him. One night he said he wanted to have sex. Julia said NO. He forced her. She cried. Afterwards, he said he was sorry. Julia was confused and scared.

Definitions: Dating violence, sexual assault, single incident, victim, (physical/emotional abuse)

Defining the Terms

Student Copy

Write the definitions for each word below.

Domestic violence –

Physical abuse –

Emotional abuse –

Dating violence –

Victim –

Safety resources –

Sexual assault –

Single incident –

Pattern of behavior –

Now read the stories below. Afterwards, write down the definitions that correspond with each story. (NOTE: There is more than one definition for each story.)

Maria has been married to Jeff for 15 years. At first, he was a really nice husband. He brought her flowers every week. He told her she was beautiful and that he loved her. But after she had her first child, he started to hit her. She had to go to the hospital many times because he hit her so hard.

Definitions: _____

The majority of people who are abused are women. Maybe this is because men are usually stronger than women. No man should hurt a woman. Violence is not okay and *can* be stopped. There are many places women can get help. They can call the crisis intervention number at 1-866-223-1111 or the National Domestic Violence Hotline at 1-800-799-SAFE (7233). These numbers will have information about where women can get help.

Definitions: _____

Rebecca is in high school and her boyfriend's name is Mario. They have been dating for three months. He is very controlling. He doesn't want her to have friends. He doesn't want her to talk to other boys. When he gets mad, he calls her stupid, ugly, and fat. He says nobody will ever love her except for him. He says she can never leave him. She is afraid and doesn't know what to do.

Definitions: _____

Julia is in college. She met a wonderful man six months ago. He was very romantic. She immediately fell in love with him. One night he said he wanted to have sex. Julia said NO. He didn't listen to her. He made her have sex with him anyway. She cried and cried. Afterwards, he said he was sorry. He said he loved her. Julia was confused and scared.

Definitions: _____



Domestic Violence Center of the Santa Clarita Valley

Center Services

Women's Support Groups
Individual Counseling Referrals
Legal Service Referral
Community Educational Outreach

Crisis Services

24 Hour Crisis Hotline
Crisis Intervention
Emergency Shelter
Court Advocacy

Sí Habla Español

24 Hour Crisis Hotline
(661) 259-HELP (4357)

*Are you experiencing any of
these forms of abuse?*

Physical Abuse

- | | |
|-----------------------|-------------------|
| *Pushing/Shoving | *Shaking |
| *Pulling Hair | *Slapping |
| *Attempt Murder | *Kicking |
| *Strangulation | *Burning/Cutting |
| *Hit with Objects | *Punching/beating |
| *Threaten with weapon | |

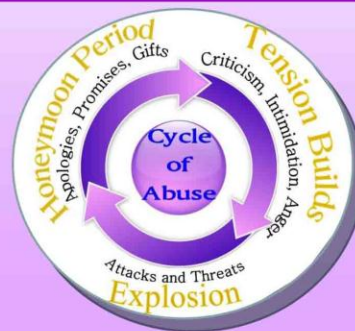
Emotional Abuse

- | | |
|--------------------|-------------------|
| *Put downs | *Ignoring |
| *Intimidation | *Blaming |
| *Hurt/kill pets | *Insults |
| *Isolation | *Humiliation |
| *Sleep Deprivation | *Destroy Property |

Sexual Abuse

- | | |
|------------------|-----------------|
| *Jealousy | *Accusations |
| *Affairs | *Unwanted touch |
| *Unwanted sex | *Diseases |
| *Rigid sex roles | *Put down-Jokes |
| *Rape | *Prostitution |

Cycle of Abuse



Rate your Relationship

If you answered yes to any of the following questions, you may be in an abusive relationship.

My Partner

- ☐ Makes me feel afraid
- ☐ Tells me what to do
(what I can wear or buy, where I can go)
- ☐ Pressures me to do things
(sex, alcohol or other drugs)
- ☐ Often gets jealous
- ☐ Keeps me from seeing loved ones
or having my own interests
- ☐ Gets angry often
- ☐ Calls or texts constantly
- ☐ Blames me for everything
- ☐ Has hit, kicked or punched me
(or my pet)- or threatened to
- ☐ Often insults or humiliates me
(in person, online or in public)

Domestic Violence Center of the Santa Clarita Valley
P.O Box 220037 *Newhall, CA 91322
Phone: (661) 259-8175
Crisis Hotline: (661) 259-4357
www.dvcsantaclarita.com

Safety Planning

Deciding whether or not to go on a date:

- Know about the person who asked you out before you say yes.
- Review the warning signs to see whether this person fits into any of the categories.
- Did any of your friends warn you about going out with this person?
- Do you have gut feelings of concern when you think about saying “yes” to this person?

Going on the date:

- Go to a public place.
- Double-date or go out with a group.
- Do not allow yourself to become pressured by your date. Trust your ability to decide what’s going on between the two of you.
- Have money with you in case you need to get home or to a safe place.
- Have your cell phone with you and charged.
- Be aware of the location of the exit doors.

Leaving an abusive relationship:

- End the relationship over the phone where the abuser can’t hurt you.
- Don’t walk or drive to school alone. You are safe when you are with other people.
- When you are alone, do not let your abuser into your home, no matter what he or she says.
- Call the police and get some help if the abuser is hurting you or you are in danger.

NO ONE IS ALONE

There are many people in your school, community and family who can help you change or leave an abusive relationship. If you have a friend who is in an abusive relationship, you can help her or him seek help from someone you and they trust.

If you or anyone else is in immediate danger, call 911. Below is a list of other local and national resources.

DATING VIOLENCE RESOURCES

Hotlines:

National Teen Dating Abuse Helpline: 1-866-331-9474
Laurel House: 800-642-3150

Information:

Contact Tommie Wilkins at twilkins@laurel-house.org
Or 610-277-1860 ext 100

Websites:

www.laurel-house.org
www.loveisnotabuse.com
www.youthresource.com
www.chooserespect.org
www.safeteens.org

Books (fiction):

Nineteen Minutes (Jodi Picoult)
Black and Blue (Anna Quindlen)
I know this much is true (Wally Lamb)
Dolores Clairborne (Steven King)

Books (Non-Fiction):

The Gift of Fear (Gavin Becker)
Not People Like Us: Hidden abuse in upscale marriages (Susann Wertzman, PhD)
The Domestic Violence Sourcebook (Dawn Bradley Berry)

NO ONE IS ALONE

Safe Dating for Teens & Young Adults



LAUREL HOUSE
P.O. BOX 764
NORRISTOWN, PA 19404
610-277-1860

TOMMIE WILKINS
610-277-1860 EXT. 100

Information on Domestic Violence

ECHOScript

Emergency and Community Health Outreach



ECHO Show **"Domestic Abuse and Your Safety"**

Reading adapted from the ECHO Show's TV script

No person deserves to be abused. Domestic violence can be physical or emotional. It can be from a family member or spouse. It can be a single incident or a pattern of behavior for years. Domestic violence involves power and control by one person over another.

Domestic violence happens in every neighborhood and affects people of all ages and backgrounds. Domestic abuse can happen in any relationship, home, or community. Victims of domestic abuse are usually women.

Domestic violence is also called domestic abuse. Some examples of physical domestic abuse are pushing or hitting. Abusers can also punch and choke their victims. Abuse can involve weapons, like guns and knives. Domestic abuse may include sexual assault.

Domestic abuse can also be emotional. Some examples are name calling, stalking, and making a person feel threatened or afraid.

No one deserves to be abused. We all deserve to be safe. No one should have to stay in an abusive situation. There is help.

If you are being abused, tell someone you trust, like family or friends. Whether you stay or plan to leave, make a plan for your safety that includes your children.

Think about what works best to keep you safe in an emergency. Know someone you can call if there is a crisis.

You may need to leave quickly. Put important papers, extra money, keys and clothing in a safe place. Identify escape routes and places to go if you need to get away from an unsafe situation quickly.

You are not alone. There are resources to help you. Advocates can help you. Shelters can help you.

Keep trusted friends, family members, or an advocate aware of your plans. They can help you be safe and help you access resources if you need to.

If you are in immediate danger, call 911.

In Minnesota, you can call a **crisis intervention number** at **1-866-223-1111**. In Minneapolis or other parts of Hennepin County, you can visit the Domestic Abuse Service Center in the Hennepin County Government Center or call 612-348-5073 for assistance.

And from anywhere in the country, you can call the National Domestic Violence Hotline at 1-800-799-SAFE (7233). That number will have information about services in your area, so you can get the help you deserve.

ADDITIONAL RESOURCES

Asian Women United of America, St. Paul; *crisis line*: 612-224-2650

Casa de Esperanza, St. Paul; *crisis line*: 651-772-161; www.casadeesperanza.com

Domestic Abuse Project, Minneapolis; *crisis line*: 612-874-7063; www.mndap.org;
204 West Franklin Avenue, Minneapolis, MN 55404

Women's Advocates, St. Paul; *crisis line*: 651-227-8284; www.wadvocates.org;
588 Grand Avenue, St. Paul, MN, 55102

Domestic Violence POST Test

Name:

Date:

School Location:

Read the question and then **circle** the correct **letter**.

1. What is domestic violence?

- e) Violence between strangers.
- f) Physical and emotional abuse
- g) Power and control of one person over another, usually between two people who know each other well.
- h) Both B and C are correct.

2. Who is victim the MOST to domestic violence?

- e) Men
- f) Women
- g) Men and women
- h) None of the above

3. What are some examples of physical abuse?

- e) Hitting and punching
- f) Name calling
- g) Stalking
- h) Stealing

4. What are some examples of emotional abuse?

- e) Hitting and punching
- f) Name calling
- g) A boyfriend telling his girlfriend no one will ever love her
- h) B and C are correct

5. What are some examples of sexual assault?

- E) Hitting or punching
- F) Name calling
- G) A man forcing a woman to have sex with him.
- H) None of the above.

6. What is “Dating Violence”?

- e) Violence between strangers
- f) Violence between a boyfriend and girlfriend
- g) Violence that affects young women
- h) B and C are both correct

7. If someone is being abused, who should they tell?

- e) Family
- f) Friends
- g) No one
- h) A and B are correct

8. Are there resources in Minneapolis and St. Paul for victims of abuse?

- c) Yes
- d) No

9. Is abuse ever ok?

- a) Yes
- b) No

10. If someone is abused one time, what is this called?

11. If someone is abused multiple times, what is this called?

12. If someone is ever in immediate danger, what number should be called? _____