# Healthy Relationships Curriculum Initiative

Concept Phase 2013

1.0

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# Preface

“What about the kids?”

In the late spring of 2009, my colleague and friend Valerie Yokie raised the issue of domestic violence with Francis Cardinal George, archbishop of Chicago, at a meeting of the Archdiocesan Women’s Committee. The committee had approximately 20 members at the time. Mrs. Yokie suggested that there were women around the table who were victims of domestic violence. Three women raised their hands, and each one shared their stories.

Cardinal George was shocked and troubled. How could this level of violence exist? But, it does. A working approximation is that 25 percent of women experience various forms of domestic violence or intimate partner violence––the terms are often used interchangeably––within their lifetimes. And a large majority of intimate-partner violence victims are women.[[1]](#endnote-2) Rev. Dr. Marie Fortune is a pioneer in intimate-partner violence ministry and founder of the Faith and Trust Institute[[2]](#endnote-3) in 1977. In 2010, Rev. Fortune was the keynote speaker at an intimate-partner violence conference at Loyola University of Chicago, where she used the term “domestic terror” to describe violence by one intimate partner against another.

Domestic terror. It seems to be a more apt descriptor for both women and the children who witness the abuse. At one of Loyola’s conference sessions, a young woman named Monica read from her emergency room intake record. It sounded like a TV medical drama. She had been shot five times by her estranged husband, who later killed himself. In all likelihood, she should not have survived, no thanks to the order of protection that was supposed to shield her. There was a long history of domestic violence, much of it typical.

My sister’s case was also typical, but without gun violence. Nevertheless, she was a victim of domestic violence, and as witnesses, so were her two children, our parents, and me. She experienced a cycle of violence––explosion and reconciliation––many times over a 10-year period. During the most difficult times, she and her children sought refuge in our parents’ home (where I also lived) often for months at a time, only to return to her husband for the sake of the children and a marriage she wanted to preserve. She tells me that the emotional violence was much more painful than the physical violence, and she came to believe that she was somehow the cause of the violence. This is typical. My brother-in-law was intelligent, charming, and fun to be around. Yet he was emotionally abusive and violent. He destroyed his marriage and had a material, negative impact on those closest to him. Nevertheless, his children loved him. This is typical. And fortunately for him, there was forgiveness and a degree of healing for him later in his life. I do not know if this is typical. In my experience, Rev. Dr. Fortune has it right. It *is* domestic terror.

Cardinal George, touched by the women’s stories of their personal terror, recommended that Valerie Yokie contact Father Charles Dahm, O.P.,[[3]](#endnote-4) for guidance on taking action. She did. Father Chuck, as he prefers to be called, established the domestic violence ministry at St. Pius V Church[[4]](#endnote-5) in the Pilsen community of Chicago in 1996. Presently, the ministry has four counselors working with women victims, one counselor working with children, and one counselor who operates a 26-week rehabilitation program for male perpetrators. The ministry also offers a marriage-counseling program for couples, once the violence has stopped. In addition to his work at St. Pius V, for the past 10 years Father Dahm has worked to raise intimate-partner violence awareness and to develop domestic violence ministries throughout Chicagoland and beyond. Recognizing Father Dahm’s passion and commitment, Cardinal George appointed him in 2011 as director of Domestic Violence Outreach for the Archdiocese of Chicago. Val and I now serve on the Archdiocesan Domestic Violence Outreach Steering Committee.

On the weekend of January 30, 2010, after collaboration with our pastor, Father Steve Dombrowski, Father Dahm preached on domestic violence at all the Masses at our parish, St. Raymond de Penafort in Mt. Prospect,[[5]](#endnote-6) Illinois. He invited those parishioners interested in forming a domestic violence ministry to attend a ministry formation meeting the following Monday. Approximately 35 people attended: victims, victims’ relatives, and others­­­–– including me––­who were touched by Father Dahm’s homily. With Father Dombrowski’s leadership and financial support, St. Raymond’s Domestic Violence Ministry was born and is operational today.

Early on in the development of our ministry we asked ourselves, “What about the kids?”

The number of children exposed to intimate partner violence is estimated to be in the millions.[[6]](#endnote-7) With both clinical and scientific research[[7]](#endnote-8) evidence suggesting that for many individuals, intimate partner violence is learned behavior, we expected to find numerous states with elementary school curricula geared to its dynamics and consequences. After a search of virtually all state health curricula in the United States, we found none. This does not mean that intimate- partner violence curricula for elementary schools do not exist at state, district, or local school levels. Surely, they must. Perhaps we were looking in the wrong places or missing the obvious. In August 2010, we contacted the Anne E. Casey Foundation[[8]](#endnote-9)––a benefactor of domestic violence and other social programs and research in America––asking for their help in this search. No luck.

With that, we decided to begin work on a curriculum designed for elementary and junior high school students, pre-K through Grade 8. We believe the sheer size and severe consequences of the domestic violence problem warrant that domestic violence instruction become part of the core school curriculum for public and private schools. Furthermore, we believe that instruction should begin in pre-K because we assume that it offers the best opportunity to promote healthy learning and counter unhealthy learning, as well as aid in ameliorating the emotional damage caused by intimate partner violence. Consequently, our first curriculum theme has become “Family and You,” focusing on healthy families and violent ones. In addition to “Family and You,” we have begun to develop three closely related themes: “Dating and Development,” focusing on healthy dating relationships and violent ones; “Your Space,” focusing on protecting children from sexual assault; and “Friends,” focusing on friendship and bullying.

As you can tell, our curriculum initiative has been like pulling a thread on a sweater. The more we worked, the more work we found.

As we researched intimate partner violence, we could not help but discover closely related literature, research, and curricula regarding dating violence, sexual assault, and bullying. Where there is a paucity of domestic violence curriculum, as previously described, we found much work in these other areas by public institutions, private companies, and outreach agencies such as the Northwest Coalition Against Sexual Assault.[[9]](#endnote-10)

*Love is Not Abuse*[[10]](#endnote-11) is a curriculum designed to counter dating violence. Liz Claiborne Corporation developed the curriculum in cooperation with the Education Development Center (EDC).[[11]](#endnote-12) Liz Claiborne (now Fifth & Pacific Companies Inc.) and EDC began work in 1991, and currently offer both a high school and college curriculum. We were surprised and disturbed to learn that the dynamics of dating violence described in the *Love is Not Abuse* curricula and from many other resources are remarkably similar to the dynamics of domestic violence.[[12]](#endnote-13),[[13]](#endnote-14) For clarity, we will sometimes distinguish between domestic violence (as violence against a married or a cohabitating partner living in the same household) and dating violence (as violence against a partner in a dating relationship where, for the most part, partners do not live in the same household). Quite obviously, both are forms of intimate partner violence, and apparently both may be part of the same continuum. Including healthy dating relationships and dating violence in our curriculum initiative was an easy decision. We think it reasonable to start instruction in grade six so learning takes place before serious dating begins.

As we furthered our study and began to develop clearer ideas, we wanted to work with students so that our thinking was rooted in their world as we explored the subjects of healthy dating and dating violence. The *Love is Not Abuse* curriculum and the fact that St. Raymond offers a four-year program for high school students provided a great opportunity to engage students on dating violence. St. Raymond’s program, called “Branches,” deals with both secular and religious topics. Students have the same group leaders for all four years. Sessions are an hour and a half and are held in leaders’ homes twice per month from September through June. There are approximately 125 students enrolled in Branches.

From January–March 2012, employing the *Love is Not Abuse* curriculum, we conducted three joint seminars for Branches freshmen and sophomores, and three for juniors and seniors. Freshmen and sophomores were engaged and eager. They found the first-person video accounts of dating violence penetrating, and the curriculum instruction and exercises meaningful. Junior and senior attendance could have been better. But we learned a lot. Prospect High School, which most of our elementary students go on to attend, requires students to take a health course in their sophomore year. Approximately three weeks of the semester are devoted to dating and dating violence. Thus, for a number of the students, the material we covered was similar. We did get insights into what topics would be useful to juniors and seniors. As a result, we developed a curriculum and lesson plans for high school students emphasizing positive dating relationships, dating violence, love, and marriage. Work with Branches leaders and students will begin in the coming months. See page 15 and the appendix for details.

Our Braches seminars dealt with the question, “What causes intimate partner violence?” The answer is uncertain. However, it is clear that among other common suspects, alcohol, drugs, and stress are not causes. Observation and culture appear to contribute, but they are not necessarily causes either, for many children grow up in violent households, or within cultures where there is a high frequency of intimate partner violence, and do not become abusers. Very often intimate partner violence is attributed to the perpetrator’s efforts to exert ever more power and control over the target or victim, as described by the staff of the Domestic Abuse Intervention Project. The Power and Control Wheel was developed based on interviews with women who had been battered in Duluth, Minnesota, and has subsequently been translated into over 40 languages. The wheel apparently spins true for women in the United States and around the world.[[14]](#endnote-15)

Power and control also appear in the literature related to sexual assault and bullying.

According to a Center for Disease Control and Prevention (CDC) 2010 report, approximately 12 percent of females experience their first rape before age 10. For males, approximately 28 percent were first raped at age 10 or younger.[[15]](#endnote-16) In the case of female rape victims, approximately 14 percent of the perpetrators were strangers, and approximately 15 percent were strangers in the case of males. The statistics are numbing, whether the rapist was an intimate partner, family member, acquaintance, or stranger. The case for teaching young children how to protect their “personal space” is compelling, and complements core curriculum instruction on healthy relationships and intimate partner violence.

Bullying numbers also give pause. The National Center for Education Statistics (NCES) reported in 2011 that for the 2009–2010 school year, 23 percent of public schools reported daily or weekly bullying among students.[[16]](#endnote-17) Bullying is an important topic and many curricula are available. We included “Friends” in our curriculum initiative because developing healthy friendships are especially important for children who have difficulty in this area and are key to counteracting bullying.

This is where we find ourselves today. Our Healthy Relationships Curriculum Initiative comprised of four themes––“Family and You,” “Dating and Development,” “Personal Space,” and “Friends”––is in the concept phase. Standards have been studied and drafted, and await review, comment, improvement, and execution by the educational community.

J. Monaco

January 2013

# The Case for the Healthy Relationships Curriculum Initiative

## Goals

The initiative’s overriding goals for children are the recognition and formation of healthy relationships, and the recognition and prevention of unhealthy ones. The Healthy Relationships Curriculum (HRC) is under development to meet these goals.

HRC is comprised of four educational standards, establishing what students will be able to do at the completion of instruction and their corresponding long-term goals. These are the headlines and ultimate outcomes. They provide intention and targets for this curriculum.

**HRC Standard 1. Family and You**

Students will be able to recognize a nurturing family environment and be able to state how it is different from a family where domestic violence is present.

Goals:

Contribute to the development of healthy families. Stop domestic violence. Enable children to better protect themselves.

**HRC Standard 2. Dating and Development**

Students will be able to establish positive, healthy dating relationships, as well as recognize and avoid abusive relationships.

Goals:

Increase successful dating relationships. Stop violent dating relationships.

**HRC Standard 3. Your Space**

Students will be able to distinguish between appropriate and inappropriate physical contact to private parts of the body by another person, and know what action to take should it happen.

Goals:

Stop the sexual assault of children. Enable children to protect themselves.

**HRCStandard 4. Friends**

Students will be able to recognize, establish, and maintain friendships; possess the skills to manage potential bullies; not engage in bullying behavior.

Goals:

Increase friendships. Stop bullying relationships by empowering children.

While standards and goals provide intention and targets for a curriculum, performance indicators and lesson plans define a curriculum, as they provide objectives and instruction strategy. HRC performance indicators have been developed by grade level. Lesson plans await selection, incorporation, or development.

## Violence and Its Impact

**Intimate Partner Violence–The Community and Families**

The “National Intimate Partner and Sexual Violence Survey 2010 Summary Report,” conducted by the Centers for Disease Control and Prevention (CDC), provides the primary data for our description of the dimensions of intimate partner[[17]](#endnote-18) violence in the United States.[[18]](#endnote-19) The survey is careful, transparent, expansive, and current. Its definitions, methods, and limitations are clearly spelled out[[19]](#endnote-20) and the 2010 survey will become a baseline for future CDC research.[[20]](#endnote-21),[[21]](#endnote-22) Survey results are based on completed interviews of 16,507 adults aged 18 or older––9,086 women and 7,421 men––over the course of 2010. The report was issued in November 2011. The survey studies sexual violence, physical violence, stalking, psychological aggression, and the prevalence of control of reproductive or sexual health. It details lifetime prevalence of violence (violence ever experienced) and 12-month prevalence violence experienced (violence experienced during the 12 months prior to the survey). We will report on lifetime prevalence only because it better reflects the collective dimension of the violence. The survey does not distinguish between intimate partner violence and dating violence.

Dimensions: Women and Men

Rape Victims–Women

Approximately 22 million women, 18.3 percent, have been raped in their lifetimes.[[22]](#endnote-23)

In approximately 51.1 percent of cases, the perpetrator was a current or former intimate partner. In 12.5 percent of the cases, the perpetrator was a family member. In 2.5 percent of the time, the perpetrator was a person of authority. In 40.8 percent of the cases, an acquaintance was the perpetrator, and in 13.8 percent of the time the perpetrator was a stranger.[[23]](#endnote-24),[[24]](#endnote-25)

In approximately 98.1 percent of the cases, including all forms of sexual violence against women, perpetrators were male.[[25]](#endnote-26)

Over the course of their lifetimes, approximately 12.3 percent of females reported that their first rape occurred at age 10 or under. About 29.9 percent reported their first rape between 11–17 years of age; 37.4 percent at 18–24 years of age; 14.2 percent at 25–34 years of age; and 6.2 percent at 35 years of age or older.

Approximately 35.2 percent of women who were raped as a minor were also raped as an adult.

Rape Victims–Men

Approximately 1.6 million men, 1.4 percent, have been raped in their lifetimes.[[26]](#endnote-27)

Approximately 27.8 percent of males were raped at age 10 or younger.[[27]](#endnote-28)

For all males, in 52.4 percent of the cases the perpetrator was an acquaintance, and in 15.1 percent of the cases the perpetrator was a stranger.[[28]](#endnote-29)

In 93.3 percent of the cases, the perpetrators were male.[[29]](#endnote-30)

Other Sexual Violence–Women

Approximately 53.2 million women, 44.6 percent, have experienced other non–rape forms of sexual violence in their lifetimes.[[30]](#endnote-31) All forms of non-rape sexual violence are described as sexual coercion, unwanted sexual contact, and non-contact unwanted sexual experiences.

For all forms of other sexual violence, in 44.8 percent[[31]](#endnote-32) of the cases the perpetrator was a stranger.

For sexual coercion––a type of other sexual violence––75.4 percent[[32]](#endnote-33) of the time the perpetrator was a current or former intimate partner.

Other Sexual Violence–Men

Approximately 25.1 million men, 22.2 percent, have experienced other non–rape forms of sexual violence in their lifetimes.[[33]](#endnote-34) All forms of non-rape sexual violence are described as forced to penetrate, sexual coercion, unwanted sexual contact, and non-contact unwanted sexual experiences.

For all forms of other sexual violence, in 31.1 percent[[34]](#endnote-35) of the cases the perpetrator was a stranger.

For sexual coercion, 69.7 percent[[35]](#endnote-36) of the time the perpetrator was a current or former intimate partner.

Severe Physical Violence by an Intimate Partner

Approximately 28.9 million women, 24.3 percent, suffered severe physical violence in their lifetimes.[[36]](#endnote-37)

Approximately 15.6 million men, 13.8 percent, suffered severe physical violence in their lifetimes.[[37]](#endnote-38)

Severe physical-violence forms include hurt by pulling hair, hit with a fist or something hard, kicked, slammed against something, choked, suffocated, beaten, burned, and injured by a knife or gun.

Rape, Physical Violence, and/or Stalking Victimization by an Intimate Partner

– All Women

For all women: Approximately 35.6 percent of women, or 42.4 million, have experienced rape, physical violence, and/or stalking by an intimate partner in their lifetimes.[[38]](#endnote-39)

Rape, Physical Violence, and/or Stalking Victimization by an Intimate Partner[[39]](#endnote-40)

–Men

For all men: Approximately 28.5 percent of men, or 32.2 million, have experienced rape, physical violence, and/or stalking by an intimate partner in their lifetimes.[[40]](#endnote-41)

Rape, Physical Violence, and/or Stalking Victimization by an Intimate Partner[[41]](#endnote-42)

–Women by Race/Ethnicity

Multiracial: Approximately 53.8 percent of women, or 729,000

American Indian or Alaska Native: approximately 46.0 percent, or 400,000

Black: approximately 43.7 percent, or 6.4 million

Hispanic: approximately 37.1 percent, or 5.6 million

White: approximately, 34.6 percent, or 28.1 million

Asian or Pacific Islander: approximately 19.6 percent, or 1.1 million

Physical Violence, by an Intimate Partner[[42]](#endnote-43)

–Men by Race/Ethnicity

American Indian or Alaska Native: approximately 45.3 percent, or 400,000

Multiracial: Approximately 38.8 percent of men, or 507,000

Black: approximately 36.8 percent, or 4.8 million

White: approximately 28.2 percent, or 21.6 million

Hispanic: approximately 26.5 percent, or 4.3 million

Asian or Pacific Islander: approximately 8.4 percent, or 400,000

Psychological Aggression by an Intimate Partner

Approximately 57.6 million women, 48.4 percent, have experienced psychological aggression by an intimate partner in their lifetimes.[[43]](#endnote-44)

Approximately 55.2 million men, 48.8 percent, have experienced psychological aggression by an intimate partner in their lifetimes.[[44]](#endnote-45)

Psychological aggression is broadly categorized as expressive aggression and coercive control. See survey for descriptions.[[45]](#endnote-46)

Impact: Women and Men

Women are most often the targets of violence. The CDC reports that across all forms of violence described by the 2010 survey, women victims reported the majority of perpetrators were men.[[46]](#endnote-47)

In contrast––for rape, unwanted non-contact sexual experience, and stalking––males reported that perpetrators were predominantly male. For other forms of violence, male victims report that perpetrators were mainly females.[[47]](#endnote-48)

CDC finds that approximately 35.3 million women, 28.8 percent, and approximately 11.2 million men, 9.9 percent, experienced trauma as a consequence of intimate partner rape, physical violence, and/or stalking.[[48]](#endnote-49)

Both women and men reported that fear, concern for safety, and post-traumatic stress disorder (PTSD) were the top three consequences of these types of violence. This translates to between 26.5 and 30.6 million women, and between 5.3 and 5.9 million men. Of these 14.8 percent of women, and 4.0 percent of men, reported injury. The report also noted that as incidences of violence are repeated––as is typical with intimate partner violence––the impact becomes increasingly severe.[[49]](#endnote-50)

In a September 2012 document,[[50]](#endnote-51) the CDC outlines the broader consequences to women from intimate partner violence. The report notes that women victims are more likely to present additional health risks. Women may engage in high-risk sexual behavior, use harmful substances, exhibit unhealthy diet-related behaviors, and overuse health services. Socially, they may face homelessness and isolation from social networks, as well as encounter strained relationships with employers and health care providers. The report estimates that the cost to society is also high. In 2003 dollars, intimate partner-related costs are conservatively estimated to be $8.3 billion.

Dimensions: Children as Witnesses

We estimate that between 15 and 18 million children[[51]](#endnote-52) are potential witnesses to severe physical violence against their mothers.[[52]](#endnote-53) While the precise total is unknown, it is clear that children, in large numbers, are amid intimate partner violence as witnesses to the violence and/or targets of the violence.[[53]](#endnote-54) Physical violence by itself understates the number of children who are confronted with violence in their homes, as they often face the emotional, psychological, and sexual victimization of their mothers, fathers, or themselves as well.

Impact: Children

In their 2011 book, Dr. Sandra Graham-Bermann and Dr. Alytia Levendosky provide meta-analyses and extensive reviews of their and others’ work on the effects of intimate partner violence (IPV) on children by age groups: prenatal to infancy, toddler to early childhood, school-age children, and adolescents. In addition, they present and analyze interventions and case studies across these age groups.[[54]](#endnote-55) Graham-Bermann and Levendosky report:

Prenatal to Infancy

Pregnancy is a vulnerable period. IPV may affect the mother-child relationship and damage parenting behaviors.[[55]](#endnote-56)

The attachment relationship between mother and child may be damaged by intimate partner violence, especially if the violence begins during the first year of the child’s life.[[56]](#endnote-57)

Toddler to Early Childhood–Preschool

Children are frequently eyewitness to most occurrences of IPV in the home.[[57]](#endnote-58)

IPV occurs most often in households with children less than five years old.[[58]](#endnote-59)

As preschoolers, children cannot distance themselves from IPV by seeking refuge outside their homes. As a result preschoolers may be at greater risk than other age groups.[[59]](#endnote-60)

Children witnesses to IPV exhibit higher rates of antisocial behavior, aggression, and fighting.[[60]](#endnote-61)

IPV has a negative impact on children’s physiological and cognitive development. They suffer PTSD and have less positive representations of their mothers and of themselves. The also suffer physical health complications.[[61]](#endnote-62)

School-Age Children

IPV affects boys and girls in similar ways.[[62]](#endnote-63)

IPV can have negative internal, external,[[63]](#endnote-64) academic, and social consequences.[[64]](#endnote-65)

Many children do not appear to be maladjusted as a consequence of IPV.[[65]](#endnote-66)

It is important to determine how children understand IPV and to link this understanding of violence to their future romantic relationships.[[66]](#endnote-67)

Adolescents

Adolescents exhibit attachment problems, depression, and PTSD.[[67]](#endnote-68)

Peer aggression, delinquency, and aggression against parents are also found.[[68]](#endnote-69)

Research suggests that IPV affects boys’ beliefs, which generates the risk that they may become perpetrators.[[69]](#endnote-70)

We observe that a great deal of intimate partner violence and other forms of violence are present in the family. Children are witnesses and/or victims. They are impacted and they learn.[[70]](#endnote-71) HRC will emphasize healthy relationships and hopefully help amend the learning and mend the hurt resulting from unhealthy ones.

**Intimate Partner Violence–Dating**

Dimensions:

The CDC notes that 22.4 percent of females and 15.0 percent of males first experience IPV between 11 and 17 years of age. In this case, IPV includes physical violence, sexual violence, psychological aggression, and control of reproductive or sexual health.[[71]](#endnote-72)

The “Youth Risk Behavior Surveillance–United States, 2011” of 15,425 high school students across the country found that 9.4 percent of students reported being hit, slapped, or physically hurt by a boyfriend or girlfriend during the 12 months prior to the survey. Forced sexual intercourse was reported by 8 percent of students over the course of their lifetimes.[[72]](#endnote-73)

Within HRC, we distinguish between dating violence and intimate partner violence only to make clear the specific audience we are addressing at a particular time. Teens, for the most part, are single, do not have children, and live in their parents’ homes. Adults––with children and living independently from parents––likely face more IPV complexities than teens or others in dating relationship. The 2010 CDC survey does not distinguish between the two. Dating violence is intimate partner violence.

HRC focuses on healthy dating relationships and violence prevention.

Impact:

Both teens and adults endure dating violence in similar ways. It appears reasonable to assume that both teens and adults experience fear, concern for safety, and PTSD as a result. The CDC reports specific negative health impacts as a consequence of teen dating violence. Depression, eating disorders, drug and alcohol abuse, and thoughts about or attempted suicide are more likely for abused teens. In addition, school performance is negatively affected.[[73]](#endnote-74)

**Sexual Assault**

Dimensions:

Recall that approximately 12.3 percent of females experienced their first rape at age 10 or younger, approximately 29.9 percent between 11 and 17 or younger, totaling 42.2 percent of all female rape victims.

For all female rape victims, 13.8 percent of the time the perpetrator was a stranger, and a stranger in 44.8 percent of the cases for other forms of sexual violence. In large part, family members, acquaintances, trusted adults, and intimate partners are the perpetrators of rape and other forms of sexual assault for young children and teens.

Approximately 27.8 percent of males were raped at age 10 or younger.

For all male victims of rape, in 15.1 percent of the cases the perpetrator was a stranger, and a stranger in 31.1 percent of the cases for other forms of sexual violence. Perpetrators were male 93.3 percent of the time in the case of rape, and they were acquaintances 52.4 percent of the time. For all other forms of sexual violence, perpetrators were acquaintances 55.2 percent of the time.

Stranger Danger education is currently being emphasized for young children, and it is important. However, based on prevalence, strangers––by far––are not the biggest threat.

HRC focuses on trusted adults and acquaintances. Prevention is paramount.

Impact:

Sexual violence––rape and other forms of sexual violence––can have psychological, physical, and social consequences. Psychologically, sexual violence victims present symptoms such as fear, lack of trust, anxiety, PTSD, depression, and suicide attempts. Long-term health problems such as chronic pain are among other symptoms exhibited. Social relationships with partners, family, and friends can be negatively affected.[[74]](#endnote-75),[[75]](#endnote-76)

**Bullying**

Dimensions:

At this point you may be asking about the causes of intimate partner violence and sexual assault. The answers are uncertain. Alcohol, drugs, and stress are contributing factors, but not causes. Observation and culture seem to be enablers, but they are not fundamental causes either, as many children grow up in violent households and cultures with a high prevalence of intimate partner violence and do not become abusers.

Intimate partner violence and sexual assault are often attributed to the perpetrator’s apparent need to exert ever more power and control over the target or victim. When considering bullying, Dr. Dan Olweus, a well-known researcher and writer in this area, attributes bullying to a need for power and dominance, satisfaction in causing injury and suffering, and somehow being rewarded for doing so.[[76]](#endnote-77),[[77]](#endnote-78)

Bullying is widespread. The National Center for Education Statistics (NCES) found that for the 2009–2010 school year, 23 percent of public schools reported daily or weekly bullying among students.[[78]](#endnote-79) In addition, the study noted that approximately 28 percent of students 12–18 years of age reported being bullied at school, on the way to or from school, or at a school-sponsored event.

The Youth Risk Behavior Surveillance reports similar results for the period September 2010–December 2011 and further reported that 20.1 percent of students were bullied on school property in the 12 months before the survey. Females were bullied more often than males––22.0 percent compared to 18.2 percent. The survey also reported 16.2 percent were bullied electronically.[[79]](#endnote-80)

HRC focuses on making friends, managing bullies, and bullying prevention.

Impact:

The CDC reports physical and emotional consequences are a result of bullying. Students have a difficult time at school. There is an increased risk for physical injury, anxiety, depression, and social isolation. A victim of bullying can become a perpetrator. Bullying victims––those who are bullied and who bully––are at the most serious risk for behavior and mental problems.[[80]](#endnote-81)

## What to Do?

In the final section of the 2010 CDC survey, the authors observe that the goal of public health is to prevent violence from occurring in the first place.

The authors provide many important and useful observations. Here are excerpts from three that we find most appropriate to our work on HRC.

“Building healthy parent-child relationships can address a range of risk factors for sexual violence, stalking, and intimate partner violence.”

“From preschool through the teen years, young people are refining the skills they need to form positive relationships with others. It is important to promote healthy relationships among young people and prevent patterns of dating violence that can last into adulthood. It is also important to reinforce respectful relationships among peers to prevent sexual harassment and bullying.”

“The promotion of respectful, nonviolent relationships is not just the responsibility of individuals and partners, but also of the communities and society in which they live.[[81]](#endnote-82)”

We find the CDC observations confirming and compelling.

The HRC initiative focuses on the recognition and formation of healthy relationships as well as the recognition and prevention of unhealthy ones. Prevention is the mission. Public and private schools have an important role to play––and maybe the essential role––as families cannot do this alone.

# 2. Concept Phase

## Assumptions

We asked ourselves how best to contribute to the discussion on the violence that confronts children and how best to stimulate work on a curriculum that deals with the problems. Given that curriculum efforts ultimately find their way to teachers and administrators, and that teachers and administrators have more than enough to do, how do you make work easier? We concluded that providing a working document would make it much easier to explain our concept, make a case for it, and get things moving. Looking at a blank page and asking, “Do you see what we mean?” is not very productive. A prototype or working document provides a starting point––something on paper––to consider, critique, and amend.

HRC is built on two assumptions.

1. Age-appropriate instruction before the fact provides greater benefit than instruction provided after the fact.

We assume the students will greatly benefit from instruction on healthy and unhealthy dating relationships before they start dating. Knowing what they may face when dating will provide a greater opportunity to make and treasure healthy relationships as well as provide a greater opportunity to recognize and avoid unhealthy ones. Using dating violence as an example, the “Love Is Not Abuse” curriculum developed by Liz Claiborne Inc. provides four first-person accounts of dating violence. In two accounts, teen girls relate that they did not know that they were facing abuse. Both apologized to the abusers as they felt that they––the victims––did something to cause or warrant the abuse. Would Anya and Nicci have avoided the violence had they received instruction beforehand? Perhaps not, but we assume they would have been in a much better position to do so if they had.[[82]](#endnote-83)

1. The sooner a problem can be addressed the better. This is common sense. Also, the successes of early childhood intervention programs support instruction sooner rather than later.[[83]](#endnote-84),[[84]](#endnote-85)

Based on 2010 data from the Centers for Disease Control and Prevention (CDC) and as widely reported in the literature, intimate partner violence and other forms of violence enter children’s lives very early on. Take sexual assault for example. It is apparent that in many cases, schools cannot begin educating very young children before sexual assault occurs. Unfortunately, anecdotal reports point out that many children have no idea that what they are experiencing is pernicious until later in their childhoods and after great harm has already been done. Children know what is going on in their lives, but they may not know that it is not typical, normal, or acceptable. Fortunately, education can begin in pre-K on sexual assault and other forms of violence.

## HRC Standards and Performance Indicators by Grade Level

The HRC standards and performance indicators are presented for your consideration. They are preliminary. Critiques, amendments, additions, and subtractions are expected and welcomed.

**HRC Standard 1. Family and You**

Students will be able to recognize a nurturing family environment and be able to state how it is different from a family where domestic violence is present.

**Goals**

Contribute to the development of healthy families. Stop domestic violence. Enable children to better protect themselves.

**Overview**

Knowing the difference between a loving, nurturing family and one where a child is a witness to–– or a victim of––violence is critical. Knowledge will help diminish the transmission of violent behavior from one generation to the next, enable children to better protect themselves, and provide an opportunity for helping children in need.

This standard examines the development and well-being of the child within the nurturing family. It concentrates on emotional growth and the structure and dynamics of the healthy family. The violent family and its dynamics are elaborated. How to identify trusted adults and how to seek help are defined.

**Performance Indicators**

**Pre-Kindergarten** (4)[[85]](#footnote-1)

1. Recognize personal, physical, and cognitive development from birth to age four by creating a photo and drawing a timeline. Include family.[[86]](#footnote-2)
2. Describe family members and create individual portraits as well as a group portrait.
3. Name friends at home and at school.
4. Give examples of what it means to share and to play fair.
5. Identify trusted adults at home and at school. Explain how to ask for help.

**Kindergarten** (5)

1. Articulate changes in personal, physical, and cognitive development to age five by adding to photo and drawing timeline. Include family.
2. Identify the different roles that family members play, and describe family responsibilities and activities.

3. Distinguish between family, friends, and peers. Give examples of good friends.

4. Describe conflict and healthy ways to resolve it.

5. Identify trusted adults at home and at school. Explain how and when to ask for help.

**Grade 1** (6)

1. Articulate changes in personal, physical, cognitive, and social development to age six by adding to photo and drawing timeline. Include friends and peers.
2. Describe and dramatize feelings. For example: love-hate, happiness-sadness, joy-anger, pride-guilt, bravery-fear, and contentment-jealousy.
3. Recognize appropriate and inappropriate ways to express feelings.
4. Explain that giving and receiving love and affection is healthy, and inflicting hurt and pain is not, especially in a family environment.
5. Identify different family structures. For example: two-parent families, single-parent families, blended families, and stepfamilies.
6. Identify trusted adults at home, at school, and in the community. Explain how and when to ask for help.

**Grade 2** (7)

1. Explain changes in personal, physical, cognitive, and social development to age seven by adding to photo and drawing timeline. Include friends and peers.
2. Express and illustrate the ways in which families grow and change.
3. Define and give examples of family traditions.
4. Illustrate how families show love and affection.
5. Explain abusive behavior: physical, verbal, and emotional.
6. Identify trusted adults at home, at school, and in the community. Explain how and when to ask for help. Recognize that trusted persons can become untrustworthy.

**Grade 3** (8)

1. Explain changes in personal, physical, cognitive, emotional, and social development to age eight by adding to photo and drawing timeline. Include the larger community.
2. Describe self-concept and self-esteem, and their importance to happiness and well-being.
3. Distinguish between needs and wants, and how to communicate them.
4. Describe the family cycle: increasing capacity and responsibility, independence, marriage, children, and retirement.
5. Consider that while most families give love and affection, some families do not.
6. Point out that domestic violence does exist.
7. Identify trusted adults at home, at school, and in the community. Explain how and when to ask for help. Recognize that trusted persons can become untrustworthy.

**Grade 4** (9)

1. Analyze changes in personal, physical, cognitive, emotional, and social development to age nine by adding to photo and drawing timeline. Include the larger community.
2. Articulate stages of family development and the importance of friends and peer groups.
3. Explain mutuality of feelings in humankind.
4. Analyze ways that culture and family traditions are linked.
5. Distinguish between a nurturing family and a violent family.
6. Describe the forms and cycle of domestic violence.
7. Identify trusted adults at home, at school, and in the community. Explain how and when to ask for help. Recognize that trusted persons can become untrustworthy.Analyze why getting help is critically important.

**Grade 5** (10)

1. Summarize the main components of a nurturing family.
2. Compare and contrast a nurturing family with a violent family.
3. Interpret and explain why violence is used.
4. List reasons why people stay in violent relationships.
5. Summarize the effects of exposure to domestic violence on children.
6. Summarize the position of the United States Conference of Catholic Bishops on domestic violence.
7. Identify trusted adults at home, at school, and in the community. Explain how and when to ask for help. Recognize that trusted persons can become untrustworthy.Analyze why getting help is critically important.

**HRC Standard 2. Dating and Development**

Students will be able to establish positive, healthy dating relationships, and recognize and avoid abusive relationships.

**Goals**

Increase successful dating relationships. Stop violent dating relationships.

**Overview**

Understanding attraction and typical dating dynamics in the context of human development is very useful in helping students manage their emotions and develop sound dating relationships. Knowing about and having the ability to recognize negative, destructive relationships will be preventative––allowing students to protect themselves and get help if necessary.

This standard concentrates on human development and human reproduction; puberty and adolescence; social and emotional growth; dating; dating abuse; romantic love; marriage; living independently; and divorce.

**Performance Indicators**

**Grade 5** (10)

Human Development

1. Define human life-cycle stages from birth to death.
2. Describe human female and male reproductive anatomy form and function.
3. Explain sexual intercourse, pregnancy, and birth.
4. List sources of reliable information on development and reproduction.
5. Identify trustworthy persons with whom to discuss developmental and sexual topics.

**Grade 6** (11)

Adolescence

1. Summarize the biological, cognitive, and emotional development during adolescence.
2. Express the interplay between family and peers during the teenage years.
3. Generalize social development dynamics in terms of self-concept and self-esteem.
4. Describe ways in which the media can influence people’s ideas about personal and community values.
5. Explain characteristics of lesbian, gay, bisexual, or transgender people.

Dating I

1. Name the principal reasons why people date.
2. Describe the dynamics of a date and give examples of dating activities.
3. Identify ways in which people may meet.
4. Summarize how dating differs across cultures.

**Grade 7** (12)

Human Sexuality

1. Summarize human sexuality and the characteristics of its phases.
2. Describe the physiological and psychological dynamics of sexuality.
3. Identify the major forms of sexually transmitted infections and compare their consequences and treatment.
4. Evaluate the benefits of sexual abstinence.

Dating II

1. Describe how to establish a dating relationship.
2. Articulate the characteristics of a positive, trusting dating relationship.
3. Describe appropriate ways of ending a dating relationship.
4. Describe the forms of dating abuse and the cycle of dating violence.
5. Identify trustworthy persons with whom to discuss sex, dating, and dating violence.

**Grade 8** (13)

Teen Pregnancy

1. Summarize the benefits of sexual abstinence.
2. Identify the consequences of teen pregnancy.
3. Explain how reproduction prevention methods work and identify their risks.

Dating III

1. Evaluate descriptions of romantic love.
2. Describe the biological basis for attraction and love.
3. Distinguish between lust, infatuation, and love.
4. Define boundaries in a dating relationship.
5. Illustrate and practice refusal skills.
6. Explain acquaintance rape and date rape, and ways to avoid becoming a victim.
7. Explain digital dating abuse and sexting, and how to deal with them.
8. Explain how to support a friend who is in an abusive dating relationship.

**Grade 9**[[87]](#endnote-86)**,**[[88]](#endnote-87) (14)

Dating

1. Name the principal reasons why people date.
2. Describe the dynamics of a date and give examples of dating activities.
3. Describe how to establish a dating relationship.
4. Articulate the characteristics of a positive, trusting dating relationship.
5. Describe appropriate ways of ending a dating relationship.
6. Define boundaries in a dating relationship.
7. Illustrate and practice refusal skills.
8. Summarize the benefits of sexual abstinence.
9. Describe the forms of dating abuse and the cycle of dating violence.
10. Explain digital dating abuse and sexting, and how to deal with them.
11. Explain how to support a friend who is in an abusive dating relationship.
12. Identify trustworthy persons with whom to discuss sex, dating, and dating violence.

**Grade 10** (15)

Romantic Love

1. Evaluate descriptions of romantic love.
2. Describe the biological basis for attraction and love.
3. Distinguish between lust, infatuation, and love.
4. Identify the consequences of teen pregnancy.

Getting Married

1. Explain the typical phases of the family life cycle.
2. Analyze personal identity and explain its relationship to choosing a marriage partner.
3. Describe the characteristics of a loving marriage partner.
4. Evaluate factors related to establishing a successful marriage.
5. Identify the major responsibilities of the marriage partners.

Dating Dialogue [Facilitator’s Role]

1. Clarify issues and answer questions.
2. Encourage positive dating relationships.
3. Bring dating violence to the surface.

**HRC Standard 3. Your Space**

Students will be able to distinguish between appropriate and inappropriate physical contact to private parts of the body by another person and know what action to take should it happen.

**Goals**

Stop the sexual assault of children. Enable children to protect themselves.

**Overview**

Identifying private personal space and differentiating between appropriate and inappropriate contact are critical for a child’s physical and emotional well-being. Understanding who is trustworthy and how to seek help are equally important.

This standard concentrates on identifying private personal space, classifying appropriate and inappropriate touches, safety techniques, identifying trustworthy adults, and when and how to seek help.

**Performance Indicators**

**Pre-Kindergarten** (4)

1. Recognize the location of private personal space of the body.
2. Memorize the fact that private body parts can be touched by an adult for sanitary and health purposes only.
3. State that trusted adults at home and at school are to be told if private parts are touched inappropriately.

**Kindergarten** (5)

1. Identify the location of private personal space of the body.
2. Recite the fact that private body parts can be touched by an adult for sanitary and health purposes only.
3. Distinguish between appropriate touches and inappropriate touches by an adult or older child.
4. State that trusted adults at home and at school are to be told if private parts are touched inappropriately.

**Grade 1** (6)

1. Express the fact that private body parts can be touched by an adult for sanitary and health purposes only.
2. Describe feelings related to touches. Point out that feelings may or may not signal that something is inappropriate.
3. Recognize techniques that adults or older children use to stop a child from reporting inappropriate touching.
4. Explain why trusted adults at home and at school are to be told if private parts are touched inappropriately.

**Grade 2** (7)

1. Memorize the anatomical names of private body parts.
2. Describe techniques that adults or older children use to stop a child from reporting inappropriate touching or sexual advances.
3. List methods to avoid or flee from inappropriate touching or sexual advances by adults or older children.
4. Explain why trusted adults at home and at school are to be told if private parts are touched inappropriately.

**Grade 3** (8)

1. Recall the anatomical names of private body parts.
2. Describe typical childhood exploration of one’s body.
3. Recognize that sometimes people stop being trustworthy.
4. Explain techniques that adults or older children use to stop a child from reporting inappropriate touching or sexual advances.
5. Express that it may be uncomfortable to tell trusted adults at home and at school if private parts are touched inappropriately, or if an adult or older child makes sexual advances. Explain that communication is a must.

**Grade 4** (9)

1. Define sexual assault and identify common, child sexual predators.
2. Distinguish between typical childhood exploration and sexual assault of children on children.
3. Explain the emotional consequences and the legal proscriptions of the sexual exploitation of children.
4. Give examples of how people sometimes stop being trustworthy.
5. Express that it may be uncomfortable to tell trusted adults at home and at school if private parts are touched inappropriately, or if an adult or older child makes sexual advances. Explain that communication is a must.

**HRCStandard 4. Friends**

Students will be able to recognize, establish, and maintain friendships; possess the skills to manage potential bullies; not engage in bullying behavior.

**Goals**

Increase friendships. Stop bullying relationships by empowering children.

**Overview**

Most children make friends easily while some do not. Exploring friendship concepts and dynamics will be useful to both types of students in making, evaluating, and sustaining friendships. Some children are the targets of bullying, while many others are witnesses. Children can be taught how to manage bullies. Witnesses can be taught how to appropriately respond to bullies, and bullies can learn not to be bullies.

This standard concentrates on developing, evaluating, and sustaining friendships. It explores the benefits of friendships and the changing nature of friendships over time. Further, this standard deals with the dynamics of bullying, and details appropriate responses to bullying by targets and witnesses. It also details methods to help bullies stop bullying.

**Performance Indicators**

**Pre-Kindergarten** (4)

See the Family and You standard.

**Kindergarten** (5)

See the Family and You standard.

**Grade 1** (6)

1. Describe what it means to be a friend and how to make a new friend.
2. Distinguish differences in peers at school, in the neighborhood, and in the larger community.
3. Define sharing and inclusiveness.
4. Recognize behaviors that are helpful to other children and those that are hurtful.

**Grade 2** (7)

1. Recognize that children are unique, and explain why this is important and good.
2. Point out reasons why some children might have difficulty making new friends.
3. Define and give examples of bullying behavior.
4. Explain how to be a friend to someone who is being bullied.

**Grade 3** (8)

1. Identify the elements of friendship.
2. Illustrate what it means to have respect for other people, especially those who may be different.
3. Describe assertiveness and give examples of appropriate ways to be assertive.
4. Demonstrate techniques for appropriately managing verbal and physical bullying.
5. Describe the help you would want if you were being bullied.

**Grade 4** (9)

1. Explain why the importance of friends grows as children get older.
2. Compare the ways you would describe yourself and the ways others may describe you.
3. Recognize that some friends can turn out not to be good for you.
4. Define social exclusion and give examples how to combat it.
5. Demonstrate how to manage false and accurate rumors.
6. Describe the help you would want if you were a bully.

**Grade 5** (10)

1. Describe how personal friendships develop, change, and sometimes end over the course of time.
2. Explain peer groups and express how peer pressure affects behavior, especially in friendships.
3. Describe how to manage emotions when angry or upset.
4. Demonstrate how to apologize when you were wrong or hurt someone’s feelings.
5. Analyze the different forms that bullying may take, and compare the ways in which male and female bullying tend to differ.
6. Identify appropriate responses to bullying by a witness to the event.

**Grade 6** (11)

1. Describe the interplay of self-concept, self-esteem, and peer groups in the context of friendship and bullying.
2. Explain why lesbian, gay, bisexual, transgender, or children who are in some way different are sometimes targets of bullying.
3. Analyze why some children bully.
4. Consider how targets of bullying can become bullies.
5. Compare the effects of bullying on the target, the witness, and the bully.
6. Describe appropriate responses to bullying by parents.

**Grade 7** (12)

1. Infer expectations in friendships.
2. Differentiate between bullying and a crime.
3. Demonstrate how to manage bullying of children by authority figures.
4. Compare methods of preventing or stopping bullying.
5. Explain the pattern of bullying, noting that it significantly decreases and may end as children get older.
6. Evaluate possible responses to bullying by schools.

**Grade 8** (13)

1. Explain the importance of self-image and its effect on behavior.
2. Identify ways to reach out to the marginalized.
3. Describe the difference between platonic and romantic friends.
4. Analyze the role of technology in bullying.
5. Critique society’s response to bullying.
6. Recommend appropriate responses to bullying by schools.

## Reasons Not to Develop HRC

1. We Are Already Doing This.

No doubt much of what is included in HRC is being covered in classrooms. Surely, educators are teaching many of the healthy concepts present in HRC and some that we should have included but did not think of or consider (this can be remedied). On the other hand, we know states are not mandating education on IPV, and there is limited mandated education on sexual assault, dating violence, and bullying. In addition, HRC likely introduces violence much earlier than many other curricula. Also, there is the issue of testing what is taught. How much of what is currently being taught on healthy and unhealthy relationships is being evaluated?

1. No Time

No argument. Teachers face great time pressure. But, teachers are very creative and integrating HRC topics along with reading, language arts, social studies, and science is possible.

It is virtually certain that teachers already spend a great deal of time dealing with the consequences of violence. Children who witness or are targets of IPV––and experience sexual assault and bullying––are in classrooms. The National Child Traumatic Stress Network (NCTSN) reports those children who face these and other forms of violence may experience problems that impair their day-to-day functioning.[[89]](#endnote-88) NCTSN notes that teachers of elementary school students may observe anxiety, changes in behavior patterns, distrust, difficulty with authority, hyper-arousal, and other symptoms and behavioral problems. Time spent on the formation of healthy relationships and the prevention of violence will ultimately reduce time spent on dealing with the consequences of violence.

1. Cost

Time and money are necessary to implement any curriculum. Materials have to be developed, teachers have to be trained, and a feedback mechanism of teaching, testing, and adjustment has to be maintained. Money and time are tight. However, society is spending billions to deal with the consequences of the violence. There is a trade-off. When we consider the human costs, there is no choice.

In the next chapter, we discuss curriculum development, implementation, and evaluation.

# 3. Development, Implementation, and Evaluation

## Establishing a Curriculum

Curriculum development guides are widely available and there was basic agreement among the ones we examined. We especially liked the curriculum development guide and its supporting document produced by the Connecticut State Department of Education.[[90]](#endnote-89),[[91]](#endnote-90) Fundamentally, establishing a curriculum is accomplished in three basic steps: development, implementation, and evaluation. A detailed outline follows.

1. Development

A. Planning

* Needs Assessment
* Curriculum Steering Committee
* Grade Level Leaders and Teams
* Expert Input
* Philosophy
* Budget
* Calendar

Needs Assessment: In our case, our work with abused women drove us to study the violence facing children.

Curriculum Steering Committee: We concluded that a small committee would be the most effective way to manage the start-up of the initiative. There are four of us with training and experience in a variety of areas, including counseling, nursing, education, and business. We believe that a small steering committee can be most effective.

Grade Level Leaders and Team: This is how the work gets done. Picking the right people is essential.

Expert Input: We interviewed and consulted health care practitioners in the areas of IPV and sexual assault, and attended workshops on these topics and bullying.

Philosophy: Establishing a clear philosophy for each standard is critical. This may not be quite as simple as it may appear. For example, one point of view holds that children must be protected from bullies.[[92]](#endnote-91) In contrast, another point of view holds that children must learn to manage bullies by themselves. Laws exist to protect children from criminals. But criminals and bullies are not one and the same thing.[[93]](#endnote-92) A third point of view may hold that what is required is a philosophy that combines both protection and developing management skills. HRC maintains that a combination of protection and management is necessary.

Budget: Budgeting for such expenses as staff training, teacher compensation for summer work, and commercial materials is necessary.

Calendar: Calendars are truth tellers. What gets done and when it gets done only come into shape and sharp focus with the creation of calendars and deadlines.

B. Construction

* Standards and Performance Indicators
* Lesson Plans
* Support Materials
* Assessment Instruments

Standards and Performance Indicators: We spent hours and hours writing and rewriting HRC standards and performance indicators. We believe that once teachers have reviewed our work and made recommendations, HRC will look very different. The design philosophy of HRC calls for this to happen and we welcome it.

Lesson Plans: The HRC lesson plans we created for the Dating and Development Standard helped clarify our thinking on some performance indicators––and we have made changes to them. This taught us a valuable lesson. We think a curriculum must be a living document. If this is true, then a curriculum’s performance standards are its bones, and lesson plans are its organs and muscles. Standards by themselves do not live without good lesson plans. Good lessons are hard to create and require test-time in the classroom with students to make them most effective.

Support Materials: The media available today are exciting and teachers are very creative. Sharing effective media ideas among the staff is most useful.

Assessment Instruments: Testing for understanding and the ability to apply what is learned will necessitate creativity when dealing with pre-K children.

C. Procedures and Support

* Victims and Witnesses
* Perpetrators, Real and Imagined

Victims and Witnesses: Procedures and services to support children who are victims and/or witnesses must be established. State law must be understood and applied.

Perpetrators, Real and Imagined: Holding perpetrators accountable to the law is required, but not necessarily simple to accomplish. “Do no harm” has to guide policy procedures. Cases of people being falsely accused are well documented. Due process must be ensured.

2. Implementation

* Teacher Education
* Community Buy-in
* Student Instruction

Teacher Education: Some HRC subject matter will be unfamiliar to many teachers. Specialized training will be required to help teachers detect and support witnesses and/or victims and to deal with perpetrators. It is clear that teachers are key to education. HRC or any curriculum that is based on sound standards and good lesson plans––in the hands of good teachers––is alive. Teachers provide the life force. They make learning happen.

Community Buy-in: The subjects raised by HRC may trouble some parents and caregivers. The necessity for conducting information sessions on HRC cannot be overstated. Parents and caregivers must have a thorough understanding of the curriculum and the case for its implementation. HRC is designed to develop healthy relationships and to prevent or stop unhealthy ones. Information sessions will provide a basis for understanding and appreciation.

Student Instruction: Careful monitoring of effectiveness of instruction is always important. It is likely that HRC will have a differential impact on witnesses and victims. Special attentiveness is in order.

3. Evaluation

* Assessment
* Feedback
* Updating
* Curriculum Exchange Network
* Longitudinal Study

Assessment: Testing––measuring, learning, and the lack of it––guides education. Both formative and summative assessment will be appropriate with an emphasis on formative. Formative assessment guides instruction, and we want every student to learn and be able to apply what they learned. Summative assessment provides accountability. We want all HRC students to get A’s.

Feedback: Sometimes lessons are fantastic. Sometimes what looks good on paper does not work at all. Collecting and sharing this information strengthens education.

Updating: HRC is meant to be a living document. Are students learning? Are they benefiting from what they learn? These are the key questions. If the progression of concept, implementation, evaluation, and revision persists over time, the vitality of curriculum is preserved.

Curriculum Exchange Network: It is necessary for outcomes––what works and what does not––to be shared among schools and school districts. Students will benefit. Teachers will benefit. The curriculum will get stronger. Developing a curriculum or information exchange network should not be too difficult to set up and manage.

Longitudinal Study: This is key. HRC is designed to foster healthy relationships and stop violence. Is it effective? A longitudinal study––following students over the course of many years––appears to be the only way to truly measure effectiveness. Engaging colleges or universities to take on this task is required, and it is important work.

## The Next Step

An enormous number of children face violence in their families, at school, and in their communities. HRC is our response. The development of healthy relationships and the prevention of violence are its goals. We present our ideas for your consideration. The next step is to engage schools and teachers. Much work is ahead.

We may be contacted by email at hrcisteeringcommittee@gmail.com.

# 4. Appendix

### HRC Grade 9 Dating Lesson 1

Healthy Relationships Curriculum Initiative

Subject and Performance Indicators

1. Name the principal reasons why people date.
2. Describe the dynamics of a date and give examples of dating activities.
3. Describe how to establish a dating relationship.
4. Articulate the characteristics of a positive, trusting dating relationship.

Lesson Context

Dating is awkward, especially first dates. It is important for girls and boys to know that it is normal to feel awkward and a bit uncomfortable at the beginning of a relationship. Dating is a learning experience. It is likely that a particular dating relationship will come to an end, and a new one will take its place. A healthy dating relationship should be fun, can sometimes grow to be boring, but should never be abusive. Relating some of your personal experiences will be useful to students.

Lesson Elements

* Why should I go on a date anyway?
  + Reasons to date: recreation, socialization, status grading, companionship, mate selection, intimacy.[[94]](#endnote-93)
  + Some basic questions: What do I expect from dating? Why do we date? When is the best age to start dating? Who should I date? Check your motives.[[95]](#endnote-94)
  + Useful tips: Get to know the person. Go out with a group. Plan activities. Be clear about your expectations and time to be back home. Tell at least one friend and parents of your plans.[[96]](#endnote-95)
* What is a date like and what do you do? Where do you go?
  + The basics: Respect. Positive. Never force. Plan. Trust. Ask questions. Be true to yourself. Be comfortable.[[97]](#endnote-96)
  + Conversation: Ask questions, be interested, listen, and don’t talk about old girlfriends or boyfriends.[[98]](#endnote-97)
  + Places to go: movies, coffee shop, dance, mall, ice cream parlor, game room, miniature golf, amusement park, music concert, sporting event. Brainstorm!
  + First kiss.[[99]](#endnote-98)
* How do you establish a dating relationship?[[100]](#endnote-99)
  + Chemistry: There is just something about her or him.
  + Hanging out in a group first.
  + Look for common interests and backgrounds. More than a two-year age gap will likely be troublesome.
  + Just ask her or him. Don’t be a chicken.
  + Acceptance and rejection. If you are rejected, nobody died. Just move on.
  + Date more than one or two people.[[101]](#endnote-100)
  + Be very respectful to your date’s parents. Follow their rules!
* How can you tell if you are in a positive dating relationship?
  + Characteristics: three similar views.[[102]](#endnote-101),[[103]](#endnote-102),[[104]](#endnote-103)
  + Green flags and red flags.[[105]](#endnote-104),[[106]](#endnote-105) Be aware.
  + Check your knowledge. Take these two quizzes.[[107]](#endnote-106),[[108]](#endnote-107)

### HRC Grade 9 Dating Lesson 2

Healthy Relationships Curriculum Initiative

Subject and Performance Indicators

1. Describe appropriate ways of ending a dating relationship.
2. Define boundaries in a dating relationship.
3. Illustrate and practice refusal skills.
4. Summarize the benefits of sexual abstinence.
5. Describe the forms of dating abuse and the cycle of dating violence.

Lesson Context

Breaking up is hard to do, but it is normal and to be expected. Setting up dating boundaries, or limits, is important. Saying “no” clearly is necessary. A saying-no, role-playing exercise will be useful. Some teens and adults are in an abusive relationship, and they do not realize it. The “Love is Not Abuse Curriculum” provides four powerful first-person video accounts of dating abuse. Anya and Nicci’s stories are examples of “I didn’t know.”

Lesson Elements

* How do you get out of a dating relationship nicely?
* Breaking up: all part of dating.[[109]](#endnote-108),[[110]](#endnote-109)
* How to say, “It’s over.” Be sensitive. Be polite. Be clear.
* How to hear, “It’s over.” Understand that breaking up is what usually occurs in dating. It is okay. It hurts, but you will get over it in time.
* You just have to deal with a broken heart.[[111]](#endnote-110)
* What are personal boundaries?
* “Personal boundaries are limits we use to protect ourselves, and they are formed by having a good understanding and clear personal values.”[[112]](#endnote-111)
* Dating should not stifle your relationships with other friends and family. If it does, it is not good.
* Physical boundaries. “Sometimes it seems like everyone your age is having sex.” Forget it![[113]](#endnote-112)
* How do you put refusal skills into practice?
* Saying no. Here are some tips.[[114]](#endnote-113) Be clear that “no” means no.
* Accepting no. When you hear “no,” you are required to stop.
* What are the benefits of sexual abstinence?
* Complication-free.
* Pregnancy-free.
* STD-free.
* What are the forms of dating abuse and what is the cycle of dating violence?[[115]](#endnote-114)
* Recognize dating abuse. You may not know. Really.[[116]](#endnote-115)
* Forms: physical, sexual, verbal/emotional.[[117]](#endnote-116)
* Cycle: tension building, explosion, honeymoon.

### HRC Grade 9 Dating Lesson 3

Healthy Relationships Curriculum Initiative

Subject and Performance Indicators

1. Explain digital dating abuse and sexting, and how to deal with them.
2. Explain how to support a friend who is in an abusive dating relationship.
3. Identify trustworthy persons with whom to discuss sex, dating, and dating violence.

Lesson Context

Digital technology sometimes becomes an instrument of dating abuse and can inflict much pain. Sexting is just plain dumb, and it can have disastrous consequences. MTV’s “Sexting in America:When Privates Go Public” offers first-person accounts that demonstrate this. How do you help a friend who is in an abusive relationship? Carefully. Teens should be encouraged to offer sympathy and get adult help. Learning about sex is complicated. Wrong information abounds. Trusted adults and respected websites are very useful in providing advice and sound information.

Lesson Elements

* What is digital dating abuse and sexting? How do you deal with them?
* Technology is sometimes used to inflict abuse. Abuse can be inflicted by direct attacks, public attacks, cyberbullying by proxy, privacy invasions, and posted attacks.[[118]](#endnote-117)
* Sextingis sending naked or sexual images to a dating partner. Often, photos become public via the Internet.[[119]](#endnote-118)
* Reporting digital abuse is necessary, but the process is a bit complex. Sexting can lead to severe legal sanctions and makes no sense under any circumstance!
* How do you support a friend who is in an abusive dating relationship?
* Get help. If you are witnessing physical abuse, call 911. It is important to talk with parents, teachers, or school counselors. Teens who want to help need adult support. They should not carry the burden alone.
* Show concern. Abuse is never the fault of the victim. Be supportive and patient. Do not confront the abuser during an act of violence.[[120]](#endnote-119)
* Increase the safety: Talk to an adult. Create a safety plan. Call police. Get a restraining order or a protective order. Find a shelter.[[121]](#endnote-120)
* Reaching out to a friend who is an abuser: Be clear that you don’t like the behavior. Don’t accept excuses. Encourage counseling. Support positive behavior. Do not act as a go-between. Professional help is required.
* Learn possible warning signs of abusive relationships.
* Who should you talk to about sex, dating, and dating violence?
* Connect with people in your life whom you respect, are knowledgeable, and can keep confidences.
* Respected websites can be very helpful.
* Palo Alto Medical Foundation[[122]](#endnote-121)
* Girlshealth.gov[[123]](#endnote-122)
* Love is Not Abuse[[124]](#endnote-123)
* Centers for Disease Control and Prevention[[125]](#endnote-124)

### HRC Grade 10 Romantic Love Lesson 1

Healthy Relationships Curriculum Initiative

Subject and Performance Indicators

Lesson Context

1. Evaluate descriptions of romantic love.
2. Describe the biological basis for attraction and love.
3. Distinguish between lust, infatuation, and love.
4. Identify the consequences of teen pregnancy.

Lesson Context

Love comes in many forms. There is the love for children by parents and the love of parents by children. People love friends, pets, and nature––among other things. Romantic love is the basis for lifelong commitment and joy. Chemistry and emotional maturity appear to be the major components of enduring romantic love.

Lesson Elements

* What is romantic love? Why does it last?
  + Defining love is challenging. Sometimes it seems easier to feel love than to describe it with words. Sometimes it seems easier to point out what it is not.
  + The Bible, 1 Corinthians 13 (written by St. Paul): On love.[[126]](#endnote-125)
  + Triangular Theory of Love (Dr. Robert Sternberg): There are types of love based on different levels of intimacy, passion, and commitment. Consummate love is the ultimate form of love, consisting of a balance of intimacy, passion, and commitment.[[127]](#endnote-126),[[128]](#endnote-127)
  + What is love? (Dr. Harold Bessell): Love is a combination of *romantic attraction* and *emotional maturity*. Romantic attraction just is. “You can’t see it, you can’t touch it, you can’t smell it, but you recognize it by its effects. And if it is real, it will last forever. Emotional maturity, on the other hand, is a very different aspect of true love. It can always be improved and enriched.”[[129]](#endnote-128),[[130]](#endnote-129)
  + What Makes Love Last? (Dr. John Gottman): Trust. “Happy couples tell me all the time that mutual trust is what lets them feel safe with each other, deepens their love, and allows friendship and sexual intimacy to blossom. Unhappy partners complain that their relationship lacks this element. You build trust by being there for one another, and strengthen loyalty through gratitude, cherishing, and honoring what you create together.”[[131]](#endnote-130)
  + What do you think?
* What are the biological components of love?What are the psychological connections?
  + “Puberty is the process of physical changes by which a child’s body matures into an adult body capable of sexual reproduction.”[[132]](#endnote-131) Note that “the hormonal changes of puberty increase sexual interest, but cultural expectations determine when and how dating begins.”[[133]](#endnote-132)
  + Nature and Chemistry of Romantic Love (Dr. Helen Fischer).[[134]](#endnote-133) Love is comprised of three components: lust, attraction, and attachment. Lust lasts a short time––it is associated with the hormones testosterone and estrogen. Attraction––one to three years––is associated with pheromones, dopamine, norepinephrine, and serotonin. These stimulate the brain’s pleasure center and lead to side effects such as increased heart rate, loss of appetite and sleep, and an intense feeling of excitement. Attachment––lasting decades––is associated with “oxytocin and vasopressin.”[[135]](#endnote-134),[[136]](#endnote-135)
  + “I came to believe romantic love is a primary motivation system in the brain––in short, a fundamental human mating drive. And like all other drives, romantic love is a need, a craving. We need food. We need water. We need warmth. And the lover feels he/she needs the beloved.”[[137]](#endnote-136)
* Why are lust, infatuation, and love sometimes confused?
  + The biology and chemistry of puberty and adolescence elicit strong feelings. Feelings need to be recognized.[[138]](#endnote-137) It is difficult for teens and adults to untangle lust, infatuation, and love. But, it can be done.
  + Lust versus Love: the desire for sexual satisfaction versus deep feelings and commitment.[[139]](#endnote-138)
  + Infatuation versus Love: being blown away versus deep feeling and commitment.[[140]](#endnote-139),[[141]](#endnote-140)
* What are the consequences of teen pregnancy?
  + Sometimes biology rules the brain. In 2011, 329,797 infants were born to women 15–19. This is a record low. Note: The U.S. teen birth rate is substantially higher than other Western industrialized nations.[[142]](#endnote-141)
  + Effects on teen mothers: There are numerous negative social outcomes. What happens to being a teen when you have to be a mother? How about dreams and aspirations? Only 50 percent receive a high school diploma by age 22.
  + Effects on children: Have fewer skills when entering kindergarten. Have behavior problems and chronic medical conditions. More likely to be on public assistance and be incarcerated. Drop out of high school. Give birth as a teenager. Be unemployed or underemployed as a young adult.[[143]](#endnote-142)
  + What are or should be the implications for fathers?

### HRC Grade 10 Getting Married Lesson 2

Healthy Relationships Curriculum Initiative

Subject and Performance Indicators

1. Explain the typical phases of the family life cycle.
2. Analyze personal identity and explain its relationship to choosing a marriage partner.
3. Describe the characteristics of a loving marriage partner.
4. Evaluate factors related to establishing a successful marriage.
5. Identify the major responsibilities of the marriage partners.

Lesson Context

It is useful to have an understanding of the family life cycle and what joys and challenges lie ahead. It is critical to know who you are and who your potential marriage partner is. Research provides a guide to factors that appear important to establishing a successful marriage. Then, too, discussing and agreeing on how to manage the stuff of married life before the fact can head off future problems.

Lesson Elements

* What are the typical phases of the family life cycle?
  + Leaving home. Getting married. Parenthood. Empty nest.[[144]](#endnote-143)
  + Briefly describe the challenges and joys associated with each phase.
  + Cherishing the joys and managing the challenges are life requirements. Explain.
* Who am I?
  + “Who am I?” questions: Psychological identity.[[145]](#endnote-144),[[146]](#endnote-145) Values. Personality. Competencies. Dreams. Spirituality.
  + It is said that you must love yourself and know yourself before you can be a good marriage partner. What does that statement mean? Do you agree? Why or why not?
  + When do you think an individual would be in a good position to answer the “Who am I” questions? As a teen? As a 20-something? Older? Why do you think so?
* What characteristics would you look for in a loving marriage partner?
  + Values. Personality. Competencies. Dreams. Spirituality.
  + Why is it important for both potential partners to be able to answer the characteristics questions?
  + Suppose one or both of the potential marriage partners cannot answer the “Who am I?” and “Who is my partner?” questions. What should they do? Not do?
* What factors are important in establishing a successful marriage?
  + Family background. Age at marriage. Length of courtship. Relationship to extended family. Marital patterns in extended family. Financial and employment status. Family responsibilities. Personality characteristics.[[147]](#endnote-146)
  + Research says that these factors are important. Do you agree? Why or why not? Are there factors you would add?
  + Why is it critical to really get to know each other before marriage?
* How are responsibilities of married life to be divided? Shared?
  + There are many items to consider. For example: Earning a living. Careers. Child rearing. Finances. Budgeting. Spending. Cleaning. Cooking. Laundry. Record keeping.[[148]](#endnote-147) Recreation. Relatives. Service.
  + How should these responsibilities be divided? Shared?
  + Is it necessary to have a plan? Why or why not? What happens if circumstances change and one of the partners cannot meet all of their obligations?

### HRC Grade 10 Dating Dialogue Lesson 3

Healthy Relationships Curriculum Initiative

Subject and Performance Indicators

1. Clarify issues and answer questions.
2. Encourage positive dating relationships.
3. Bring dating violence to the surface.

Discussion Context

Getting students to talk about their dating relationships may be a little tricky. Nevertheless, it is an important endeavor. Students need someone they trust to listen. They likely have questions but are hesitant to ask. Sometimes they will want advice and guidance. Occasionally, they may require significant support.

The first discussion element asks students to be dating consultants: “What advice would you give?” on dating issues raised by fictitious peers. It is designed to get the discussion started without asking direct questions about their dating lives. Always feel free to create your own questions. Whatever works!

As students progress through the 10th, 11th, and 12th grades, dating relationships tend to become more complicated and demanding. “What advice would you give?” questions in future grades reflect this trend. But, as you know, things do not develop nicely and neatly, and you may get some surprising questions early on. Flexibility is always required.[[149]](#endnote-148),[[150]](#endnote-149),[[151]](#endnote-150)

Discussion Elements

* What advice would you give?

1. “I am afraid to ask this boy I like on a date. We know each other and all, but what if he laughs and says no?”
2. “There is this boy who asked me out. I kind of like him, but he is twenty and I am fifteen. I am not sure what to do. What do you think?”
3. “I have been dating my girlfriend for about three months. I am bored and I want to end it. What should I say?”
4. “There are two girls at my school, and I like both of them. Is it okay if I date both of them? Should I tell one about the other?”
5. “I have been dating this girl in my fifth hour class for about a month. Yesterday, she broke up with me. I feel badly because I really like her. What can I do?”
6. “I am very, very, very shy. But I am attracted to a girl I know. I don’t know how to help myself. What can I do?”
7. “I am attracted to boys not girls. I have known this about myself ever since fifth grade. How do I tell my parents?”
8. “My guy friend, who I know likes me, treats me nice when we are together. But when he is around his friends, he treats me like a jerk. How do I tell him to stop?”
9. “I am going to homecoming with a group of my friends. A boy asked me to go to the dance with him. My girlfriends think I am stupid to turn him down, and I don’t want to hurt his feelings either. What is a girl to do?”
10. “My friend gave my cell phone number to a guy who she says likes me. I do not know. This is weird; how should I handle this?”
11. “My boyfriend wants me to get a tattoo for him as our sign we are a couple. My parents would kill me; what should I do?”
12. “There’s a group of about ten of us, boys and girls, who hang out together. None of us have paired off but there’s one guy I really like. How do I let him know I’d like to date him?”
13. “I went out with this guy twice, and then he stopped calling. Now he’s posted a snarky comment about me on Facebook. What should I do?”
14. “I like my friends but I like to spend as much time as I can with my boyfriend. One of my girlfriends is mad and has been telling lies about me. What can I do about it?”
15. “I took a girl out a couple of times but it was nothing special. I don’t want to go out with her anymore. Now she texts me all the time, and I saw her sitting in the bleachers at my football practice. What can I do?”

* Anyone dating? Anyone want to be dating? Anyone want to stop a dating relationship?
* Are there any issues or problems you want to talk about?

### HRC Grade 11 Married Life Lesson 1

Healthy Relationships Curriculum Initiative

Subject and Performance Indicators

1. Identify factors related to building a successful marriage.
2. List and explain typical stressors in married life.
3. Analyze the hierarchy of individual needs and their impact on marriage.
4. Identify steps couples can take to nurture marriage.
5. Describe the benefits of a happy, enduring marriage.

Lesson Context

A successful marriage, foremostly, is built upon love––and love mediates other factors that impact married life. Life presents challenges whether or not one is married. Individuals join together in marriage and develop a “couple’s” identity, but they necessarily maintain and develop their personal identities and aspirations. It is important to nurture marriage because the benefits of a happy marriage last a lifetime.

Lesson Elements

* What factors are important to building a successful marriage?
  + Opinion A: Love. Fidelity. Shared values. Intimacy. Give and take (reciprocity). Forgive and forget. Financial stability and harmony (meet basic needs). Communication. Time Management. Conflict resolution. (Except for love, factors are not in rank order.) Understanding that your partner is not responsible for the challenges of everyday life is important. The challenges exist if you are married or single.
  + Opinion B: Communication. Trust. Love. Respect. Commitment. Honesty. Humor/Laughter. Sex. Friendship. Compatibility.[[152]](#endnote-151)
  + Opinion C: Love/Commitment. Sexual Faithfulness. Humility. Patience/Forgiveness. Time. Honesty and Trust. Communication. Selflessness.[[153]](#endnote-152)
  + What is important to you? Take a survey.[[154]](#endnote-153)
* What are the stressors in married life? Are they any different than the typical stresses of single life? How you deal with them is what counts.
  + Little things of everyday life cause stress. For example: meals, grocery shopping, kids’ schedules, cutting the grass, commuting, laundry, and cleaning the house. (There are a lot more of them.) Not establishing priorities. Finances. Job satisfaction. Health. Children. Extended family responsibilities.
  + Newlyweds’ stresses: Finances. Quality of life. Where to live. Relationships with in-laws. When to have children. Time. Holidays. Religion.[[155]](#endnote-154)
  + What do you think?
* How does the hierarchy of individual needs impact marriage?
  + Maslow’s hierarchy of needs: Physiological. Safety. Love/Belonging. Esteem. Self-actualization.[[156]](#endnote-155)
  + Being married establishes a couple’s identity. But, individuals do maintain their personal identities.
  + The development of a couple’s identity, and individual identities and aspirations are important.
* What are some of the ways to nurture marriage?
  + Making time for your relationship. Tell your partner of your love. Be available to your partner in times of need. Communicate constructively and positively about relationship problems. Confide in your partner. Forgive minor offenses and try to understand major offenses.[[157]](#endnote-156)
  + Seven Principles: 1. Enhance your love maps. 2. Nurture your fondness and admiration. 3. Turn toward each other instead of away. 4. Let your partner influence you. 5. Solve your solvable problems. 6. Overcome gridlock. 7. Create shared meaning.[[158]](#endnote-157),[[159]](#endnote-158)
* What are the benefits of a happy, enduring marriage?[[160]](#endnote-159),[[161]](#endnote-160)
  + Advantages: Access and use of health care. Fewer depressive symptoms than singles. Greater longevity (may be result of partner selection, but not necessarily causative factor). Children live longer and enjoy better health than single-parent households or when parents divorced in childhood.
  + Disadvantages: More expensive. Fewer choices. More housework. Less career focus. Restricted dreams.[[162]](#endnote-161)

### HRC Grade 11 Married Life Lesson 2

Healthy Relationships Curriculum Initiative

Subject and Performance Indicators

1. Explain effective time management.
2. Explain effective conflict management.
3. Explain effective communication.
4. Describe safe, stable, and nurturing relationships between children and parents.
5. Analyze the impact of children on married life.

Lesson Context

Time management, conflict management, and effective communication are important life skills, and as such, are important in maintaining a vibrant marriage. There is never enough time for everything; therefore, setting priorities is a must, especially when children come along. Most often children are a central and rewarding dimension of family life. Children require safe, stable, and nurturing environments. Children are both demanding and rewarding, and they impact almost every aspect of marriage.

Lesson Elements

* How do you manage time?
  + Setting priorities is critical. Having “family time,” “we time,” and “personal time” all sound like no-brainers, but in fact they are hard to establish. Marriage and family need to be nurtured.
  + Techniques––ABC analysis: A. Urgent and important. B. Important but not urgent. C. Not urgent or important.[[163]](#endnote-162)
  + Seven Habits of Highly Effective People: 1. Be proactive. 2. Begin with the end in mind. 3. Put first things first. 4. Think win/win. 5. Seek first to understand, then to be understood. 6. Synergize. 7. Sharpen the saw.[[164]](#endnote-163),[[165]](#endnote-164)
* What is conflict? What are typical styles of dealing with conflict? What are the advantages and disadvantages of each mode or style? Why is flexibility important?[[166]](#endnote-165),[[167]](#endnote-166)
  + Definition.
  + Modes or styles: Competing, compromising, avoiding, collaborating, accommodating.[[168]](#endnote-167)
  + Mode or style can vary. Collaboration produces the best results on important issues.
* How do you establish effective communication? What skills are necessary skills?
  + Skills: 1. Listening. 2. Nonverbal communication. 3. Managing stress. 4. Emotional awareness.[[169]](#endnote-168)
  + Listening Skills: 1. Stop talking. 2. Prepare yourself to listen. 3. Put the speaker at ease. 4. Remove distractions. 5. Empathize. 6. Be patient. 7. Avoid personal prejudice. 8. Listen to the tone. 9. Listen for ideas not just words. 10. Wait and watch for nonverbal communication.[[170]](#endnote-169)
  + Listening skills; self-assessment.[[171]](#endnote-170)
* What constitutes safe, stable, and nurturing relationships between children and parents?[[172]](#endnote-171)
  + Safe: Safety refers to the extent to which a child is free from fear and secure from physical or psychological harm within their social environment.
  + Stable: Stability refers to the degree of predictability and consistency in a child’s environment.
  + Nurturing: Nurture refers to the extent to which a parent or caregiver is available and able to sensitively respond to and meet the needs of their child.
* How do children impact married life?
  + Advantages and disadvantages of parenthood.[[173]](#endnote-172)
  + Parenting across the lifespan.[[174]](#endnote-173)

### HRC Grade 11 Dating Dialogue Lesson 3

Healthy Relationships Curriculum Initiative

Subject and Performance Indicators

1. Clarify issues and answer questions.
2. Encourage positive dating relationships.
3. Bring dating violence to the surface.

Discussion Context

Getting students to talk about their dating relationships may be a little tricky. Nevertheless, it is an important endeavor. Students need someone they trust to listen. They likely have questions but are hesitant to ask. Sometimes they will want advice and guidance. Occasionally, they may require significant support.

The first discussion element asks students to be dating consultants: “What advice would you give?” on dating issues raised by fictitious peers. It is designed to get the discussion started without asking direct questions about their dating lives. Always feel free to create your own questions. Whatever works!

Dating and the pressure to date increases as students progress through high school. The 11th grade finds students confronted with the junior prom and other school events where a date is informally encouraged. What advice would you give?[[175]](#endnote-174),[[176]](#endnote-175),[[177]](#endnote-176)

Discussion Elements

* What advice would you give?

1. “A guy asked me to the junior prom. I really don’t like him, but I want to go to the prom. It is just two weeks away. I am feeling guilty. Help!”
2. “I like doing things with my friends, but my girlfriend only wants to be with me. Is this really okay? What should I do?”
3. “I met a guy about three months ago. We have fun together, and we like each other’s friends. He says he loves me, but I am not in love with him. I really don’t know him well. What do I do?”
4. “After the prom, one of my friends is having a co-ed sleepover. My parents won’t let me go. I am embarrassed to tell my friends. Help!”
5. “Some friends of my boyfriend take drugs. He says that he doesn’t, but I am not too sure. I like him a lot, but I am afraid. What do you think?”
6. “My boyfriend of six months says he wants me to show him how much I love him and have sex. I do not want to, but I do not want him to break up with me, because this happened to my other friend! Help?”
7. “My boyfriend is very popular and has lots of friends, including other girls. This is fine with me. However, if I hang out with my guy friends, he gets really upset and jealous, and yells at me not to! Does this seem fair?”
8. “My best friend is really skinny, and I know she has not been eating. My boyfriend mocks me, calling me chubby, and tells me I should be more like my friend. I am hurt and angry. What should I do?”
9. “I work after school with this really cool, popular guy I like a lot. One day after the store closed, we hung out. He brought out some vodka. I wanted to be cool so I drank some––well, too much––and we made out. Now he ignores me. I really like him. What should I do?”
10. “I accepted a date to the junior prom last week, but today a guy I like better asked me. I’d rather go with him. What can I tell the first guy who asked me?”
11. “There’s this girl I’m really attracted to and I think she likes me. I have only known her to date boys. I’d really like to date her, but I’m afraid of how she would react if a girl asks her out.”
12. “My boyfriend and I are always in wrestling matches, if you know what I mean. He does not respect my personal boundaries. What should I do?”
13. “I think I am in love, but I am not sure if it is love or if it is hormones. How can I tell the difference?”
14. “Yesterday my friend and I were ‘sexted.’ We received nude photos of a girl we know in second hour. What should we do?”
15. “My sister is nineteen and her boyfriend is twenty. She told me that he asked her to marry him and that he wants to get married this summer. What should I say to her?”

* Anyone dating? Anyone want to be dating? Anyone want to stop a dating relationship?

Are there any issues or problems you want to talk about?

### HRC Grade 12 College Issues and Living Independently Lesson 1

Healthy Relationships Curriculum Initiative

Subject and Performance Indicators

1. Compare the responsibilities of living at college or independently versus living at home.
2. Analyze college dropout rates and consider individual readiness.
3. Demonstrate knowledge of ways to be safe at home and at school.
4. Explain acquaintance rape and date rape, and ways to avoid becoming a victim.
5. Identify the proper action to take in response to abuse or sexual assault.

Lesson Context

Attending college or living independently requires a certain level of maturity and requisite life skills. Many high school graduates are not ready for the pressures of college for a variety of reasons, as indicated by high dropout rates. College life and independent living offer many learning, enriching, and fun experiences. Unfortunately, there are dangers, too, and young adults––especially females––­­must be prepared to deal with them.

Lesson Elements

* How are the responsibilities of living at college or living independently different than living at home?
  + Important college skills: dealing with a remote support system, dealing with loneliness, time management, studying, coping with new ideas and new people, budgeting, laundry, and transportation––among others. College drinking also is a problem.[[178]](#endnote-177)
  + Living independently: Earning a living, job skills, getting along with coworkers, dealing with work “politics,” managing finances, building a secure financial future, and obtaining health care––among others.
  + Being independent: a view of necessary life skills.[[179]](#endnote-178)
  + Take a quiz.[[180]](#endnote-179)
* What are the dropout rates at two- and four-year colleges? Are you ready?[[181]](#endnote-180)
  + Dropout rates at two-year schools (40 percent) and four-year schools (30 percent).

Really ready?

* + Have you discussed this with your parents?
* What safety precautions can I take to better protect myself at home and at school?
  + Be aware. Avoid isolated areas. Walk with purpose. Try not to load yourself down. Make sure your cell phone is with you. Don’t allow yourself to be isolated. Avoid putting music headphones in both ears.[[182]](#endnote-181)
  + Secure your living space.
  + Can you think of others?
* What are acquaintance rape and date rape? What steps can you take to protect yourself?
  + “Acquaintance rape and date rape are sexual assault crimes committed by someone who knows the victim. Rape is forced sexual intercourse, including vaginal, anal, or oral penetration. Penetration may be by a body part or an object.”[[183]](#endnote-182) The assault is imposed upon them by someone they know––a friend, an acquaintance, a date, or possibly a relative.[[184]](#endnote-183)
  + Go to parties with friends whom you trust. Don’t leave your drink unattended. Do not use any unfamiliar substances offered to you at a party. If you feel dizzy or disoriented, ask a friend for help. If you wake up with no memory of what happened the night before, go to an emergency medical center immediately. Watch out for your friends and vice versa.[[185]](#endnote-184)
* What action should you take in response to abuse or sexual assault?[[186]](#endnote-185),[[187]](#endnote-186)
  + Find a safe environment.
  + Call 911.
  + It is not your fault.

### HRC Grade 12 Splitting Up Lesson 2

Healthy Relationships Curriculum Initiative

Subject and Performance Indicators

1. Identify the divorce statistics in the United States and other select countries.
2. Analyze the major reasons why couples divorce.
3. Compare the factors related to marital satisfaction and the risks when they are disregarded.
4. Describe the impact of divorce on adults and children.

Lesson Context

The divorce rate in the United States is troubling. The hurt––emotional, social, and financial––is very substantial. Can marriage success materially increase if would-be marriage partners are more self-aware, better understand their potential partner, and are knowledgeable of the factors that tend to enhance marriage satisfaction? Our assumption is––yes!

Lesson Elements

* What are the current divorce rates in the United States? How do we compare to other Western countries?[[188]](#endnote-187),[[189]](#endnote-188),[[190]](#endnote-189),[[191]](#endnote-190),[[192]](#endnote-191)
  + More than 50 percent of marriages end in divorce.
  + But the divorce rate per 1,000 is falling.
  + The divorce rate for Western countries is comparatively high.
* Why do couples divorce?
  + Infidelity, incompatibility, boredom, lack of communication, children, expectations, mental health, money, and addiction.[[193]](#endnote-192)
  + High expectations, adultery, compatibility, dowry, harassment, low tolerance and rigidity, lack of commitment, lack of physical attraction, and family pressures.[[194]](#endnote-193)
* How are the factors related to marriage satisfaction likely to increase the chances of divorce if they are ignored?[[195]](#endnote-194)
  + The factors are:
    - Family background
    - Age at marriage
    - Length of courtship
    - Relationship to extended family
    - Marital patterns in extended family
    - Financial and employment status
    - Family responsibilities
    - Personality characteristics
* How are adults and children impacted by divorce?
  + Adults[[196]](#endnote-195),[[197]](#endnote-196)
    - Physical, psychological, social, and economic
    - Contact with children
  + Children[[198]](#endnote-197)
    - Infants, preschool, school-aged, adolescent
    - Range of emotions: anger, fear, loneliness, depression, and guilt

### HRC Grade 12 Dating Dialogue Lesson 3

Healthy Relationships Curriculum Initiative

Subject and Performance Indicators

1. Clarify issues and answer questions.
2. Encourage positive dating relationships.
3. Bring dating violence to the surface.

Discussion Context

Getting students to talk about their dating relationships may be a little tricky. Nevertheless, it is an important endeavor. Students need someone they trust to listen. They likely have questions but are hesitant to ask. Sometimes they will want advice and guidance. Occasionally, they may require significant support.

The first discussion element asks students to be dating consultants: “What advice would you give?” on dating issues raised by fictitious peers. It is designed to get the discussion started without asking direct questions about their dating lives. Always feel free to create your own questions. Whatever works!

“Grade twelve. A senior? How can that be? I am growing up too fast!” At some point, all students face the reality of growing up and dealing with more adult-like responsibilities. The pressure to engage in sexual activity increases. Going off to college or to full-time employment and living independently present many challenges. What advice would you give?[[199]](#endnote-198),[[200]](#endnote-199),[[201]](#endnote-200)

Discussion Elements

* What advice would you give?

1. “We have been dating for about a year, but come the end of the summer, we are off to different colleges. We are in love, but I am afraid of the coming separation. Help?”
2. “My boyfriend is pressuring me to have sex. I don’t really want to, but I am afraid of losing him. How do I deal with this?”
3. “A good friend of mine is sure she has a sexually transmitted infection. She is scared and does not know what to do. How can I help her?”
4. “I have been dating a girl throughout most of high school, and I broke it off about two months ago. Since then she has been stalking me. What do I do?”
5. “My boyfriend and I are talking about getting married. He is nineteen and a sophomore in college. I am seventeen and will start college in the fall of next year. What do you think?”
6. “My friend told me in secret that she is pregnant and wants to have an abortion. She wants me to lend her money to help her pay for it but I am upset about her choice. How can I help her choose life?”
7. “My boyfriend is leaving for army boot camp after graduation. He wants to get married once he gets stationed so we can be together. I think I want to but I am too scared to move so far away and be alone if he goes overseas. Advice?”
8. ‘My girlfriend and I both got into the same college. I got into another college––my number one choice––and she didn’t. She is really pressuring me to go with her. How do I help her understand my choice without breaking up?”
9. “My boyfriend and I are going to different colleges and have agreed that we should date others without any limits but still be together. How do I tell him there need to be limits for me to agree?”
10. “Last weekend I got really wasted and now there are pictures of me puking and making out on Facebook. What can I do?”
11. “My boyfriend and I have been dating for a year. We’re going to the senior prom and he let me know that he expects us to have sex that night. It seems like it’s time, but I’m not sure. What should I do?”
12. “My boyfriend and I have been having sex for about six months and I really like it. Lately, he’s not been using a condom, saying the sex doesn’t feel as good. How can I get him to use them?”
13. “I got accepted to an out-of-state college that has the specialized program I need. My boyfriend is pressuring me to go to State with him. I’m afraid that if I don’t go to State, we’ll break up. But State doesn’t have the courses I need. What should I do?”
14. “I’ve told my boyfriend that I don’t want to have sex, but he keeps trying to put my hand down his pants and his down mine. He says that if it’s not intercourse, it’s not having sex. I’m confused.”
15. “My sister––she is a junior in college––was at a frat party last night, and someone drugged her drink. She woke up and she believes that she may have been raped. She is frightened and confused. What advice should I give her?”

* Anyone dating? Anyone want to be dating? Anyone want to stop a dating relationship?

Are there any issues or problems you want to talk about?

# 5. Notes

1. ## Preface

   . National Coalition Against Domestic Violence, homepage, accessed November 30, 2012, go to “Resources, Fact Sheet, National Facts,” and click on “NCADV Fact Sheet,” <http://www.ncadv.org>. [↑](#endnote-ref-2)
2. . Faith Trust Institute, home page, accessed November 30, 2012, <http://faithtrustinstitute.org>. [↑](#endnote-ref-3)
3. . Archdiocese of Chicago Family Ministries, Domestic Violence Outreach, accessed November 30, 2012, view video,

   <https://www.familyministries.org/resources/index.asp?c_id=147&t_id=114>. [↑](#endnote-ref-4)
4. . St. Pius V, home page, accessed November 30, 2012, find “Family

   Ministries, H.O.P.E Domestic Violence Counseling” (Father Dahm’s work was the forerunner of this ministry) <http://stpiusvparish.org>. [↑](#endnote-ref-5)
5. . St. Raymond de Penafort, home page, accessed November 30, 2012,

   <http://www.st-raymond.org>. [↑](#endnote-ref-6)
6. . Renee McDonald, et al., “Estimating the Number of American Children Living in Partner-

   Violent Families,” *Journal of Family Psychology Vol. 20, No.1* (2006) 137–142. [↑](#endnote-ref-7)
7. . Sandra A, Graham-Bermann and Alytia A. Levendosky, eds., *How Intimate Partner Violence Affects Children: Developmental Research, Case Studies, and Evidence-Based Intervention* (Washington, DC: American Psychological Association, 2011). [↑](#endnote-ref-8)
8. . Anne E. Casey Foundation, home page, accessed November 30, 2012, <http://www.aecf.org>. [↑](#endnote-ref-9)
9. . Northwest Coalition Against Sexual Assault, home page, accessed November 30, 2012,

   <http://nwcasa.org>. [↑](#endnote-ref-10)
10. . Love is Not Abuse, home page, accessed November 30, 2012, <http://loveisnotabuse.com>. Liz Claiborne (now Fifth & Pacific Companies Inc.) along with the Education Development Center developed two curricula, beginning in 1991. A high school and college edition are available. [↑](#endnote-ref-11)
11. . Education Development Center, Inc., home page, accessed November 30, 2012, <http://www.edc.org>. [↑](#endnote-ref-12)
12. . K.J. Wilson, *When Violence Begins at Home: A Comprehensive Guide to Understanding and Ending Domestic Abuse, 2nd Edition* (Alameda, California: Hunter House, 2006) 6–45. [↑](#endnote-ref-13)
13. . The Centers for Disease Control and Prevention (CDC) issued a 2010 study of rape, physical violence, and stalking by an intimate partner or stranger. The study, entitled “National IntimatePartner and Sexual Violence Survey,” does not distinguish between domestic violence and dating violence. Intimate partner violence––whether couples are married, cohabitating or dating, straight, gay, lesbian, or transgender––is just that, violence. [↑](#endnote-ref-14)
14. . Domestic Violence Abuse Intervention Programs, Wheel Gallery, accessed November 30, 2012, for wheels click on “Power and Control,”

    <http://www.theduluthmodel.org/training/wheels.html>. [↑](#endnote-ref-15)
15. . “National Intimate Partner and Sexual Violence Survey, 2010,” Centers for Disease Control and Prevention (CDC), accessed November 30, 2012, find survey pdf,

    <http://www.cdc.gov/search.do?q=National+Intimate+partner+and+sexual+violence+survey+2010&btnG.x=28&btnG.y=8&oe=UTF-8&ie=UTF-8&sort=date%3AD%3AL%3Ad1&ud=1&site=default_collection>. [↑](#endnote-ref-16)
16. . National Center of Education Statistics (NCES), “Indicators of School Crime and Safety: 2011,” accessed November 30, 2012,

    <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012002>. [↑](#endnote-ref-17)
17. **1. Case for the Healthy Relationship Curriculum Initiative**

    . The term “intimate partner” refers to current or former intimate partners. [↑](#endnote-ref-18)
18. . M.C. Black, K.C. Basile, M.J. Breiding, S.G. Smith, M.L. Walters, M.T. Merrick, J. Chen, M.R. Stevens, “National Intimate Partner and Sexual Violence Survey, 2010,” Centers for Disease Control and Prevention (CDC), accessed November 30, 2012, <http://www.cdc.gov/search.do?q=National+Intimate+partner+and+sexual+violence+survey+2010&btnG.x=28&btnG.y=8&oe=UTF-8&ie=UTF-8&sort=date%3AD%3AL%3Ad1&ud=1&site=default_collection>. Find survey. It details lifetime prevalence of violence (violence ever experienced) and 12-month prevalence violence experienced (violence experienced in the 12 months prior to the survey). We will focus on lifetime prevalence. [↑](#endnote-ref-19)
19. . Ibid. For a definition of sexual violence, see page 17; for stalking, page 29; for intimate partner violence, page 37; and for psychological aggression, page 47. For limitations, see page 85. [↑](#endnote-ref-20)
20. . “National Intimate Partner and Sexual Violence Survey, Communications Toolkit, 2010,” Centers for Disease Control and Prevention (CDC), accessed November 30, 2012, find pdf, <http://www.cdc.gov/search.do?q=NISVS+Communications+Toolkit&btnG.x=23&btnG.y=13&oe=UTF-8&ie=UTF-8&sort=date%3AD%3AL%3Ad1&ud=1&site=default_collection>. [↑](#endnote-ref-21)
21. . Although intimate partner violence––primarily, violence against women––traces its roots back hundreds of years, research on the subject was re-energized in the 1970s. For a history of this violence see K.J. Wilson, *When Violence Begins at Home: A Comprehensive Guide to Understanding and Ending Domestic Abuse, 2nd Edition* (Alameda, California: Hunter House, 2006) 312–346. The result is a large body of very useful work on intimate partner violence and sexual assault. We read a fair amount for our work on this curriculum. However, there were differences in the writers’ or researchers’ purposes, sampling, definitions, and methods. Findings vary, sometimes conflict, and are difficult to compare. The 2010 survey provides us with a clear, straightforward context to present the scope of intimate partner violence. [↑](#endnote-ref-22)
22. . M.C. Black, K.C. Basile, M.J. Breiding, S.G. Smith, M.L. Walters, M.T. Merrick, J. Chen, M.R. Stevens, “National Intimate Partner and Sexual Violence Survey, 2010,” Centers for Disease Control and Prevention (CDC) 18, accessed November 30, 2012, <http://www.cdc.gov/search.do?q=National+Intimate+partner+and+sexual+violence+survey+2010&btnG.x=28&btnG.y=8&oe=UTF-8&ie=UTF-8&sort=date%3AD%3AL%3Ad1&ud=1&site=default_collection>. Also, numbers are approximations based on sample weighting rounded to the nearest hundred thousand. [↑](#endnote-ref-23)
23. . Ibid., 22. [↑](#endnote-ref-24)
24. . Ibid., 22, exceeds 100 percent due to the possibility of multiple perpetrators. [↑](#endnote-ref-25)
25. . Ibid., 28. [↑](#endnote-ref-26)
26. . Ibid., 18. [↑](#endnote-ref-27)
27. . Ibid., 25. [↑](#endnote-ref-28)
28. . Ibid., 23. Too few men reported rape in other categories to provide reliable data. [↑](#endnote-ref-29)
29. . Ibid., 24. [↑](#endnote-ref-30)
30. . Ibid., 18. [↑](#endnote-ref-31)
31. . Ibid., 22. [↑](#endnote-ref-32)
32. . Ibid., 22. [↑](#endnote-ref-33)
33. . Ibid., 19. [↑](#endnote-ref-34)
34. . Ibid., 23. [↑](#endnote-ref-35)
35. . Ibid., 23. [↑](#endnote-ref-36)
36. . Ibid., 44. [↑](#endnote-ref-37)
37. . Ibid., 45. [↑](#endnote-ref-38)
38. . Ibid., 38. CDC combined rape, physical violence, and/or stalking data. [↑](#endnote-ref-39)
39. . Ibid. Rape numbers for men were not reported. Stalking victim numbers were reported for white males only: approximately 1.7 percent of men, or 1.3 million. [↑](#endnote-ref-40)
40. . Ibid., 38. [↑](#endnote-ref-41)
41. . Ibid., 40. [↑](#endnote-ref-42)
42. . Ibid., 40. [↑](#endnote-ref-43)
43. . Ibid., 46. [↑](#endnote-ref-44)
44. . Ibid., 46. [↑](#endnote-ref-45)
45. . Ibid., 47. [↑](#endnote-ref-46)
46. . Ibid., 83. [↑](#endnote-ref-47)
47. . Ibid., 83. [↑](#endnote-ref-48)
48. . Ibid., 54–57. [↑](#endnote-ref-49)
49. . Data reported are useful in describing the dimensions of intimate partner violence, but they are also antiseptic. First-person accounts of intimate partner violence provide real-life context and emotions. *Sin by Silence* is a documentary that tells the stories of women convicted of killing their partners as a consequence of the violence they experienced. See

    <http://www.SinBySilence.com>. [↑](#endnote-ref-50)
50. . “Intimate Partner Violence: Consequences,” Centers for Disease Control and Prevention (CDC), accessed December 12, 2012, <http://www.cdc.gov/ViolencePrevention/intimatepartnerviolence/consequences.html>. [↑](#endnote-ref-51)
51. . Estimating the numbers of witnesses is challenging in any case. But, this is particularly difficult when an estimate is not part of the sampling data collected in an original study or survey. Examining census data, we found that the U.S. Census Bureau enumerated 63.6 million children less than 18 years old living in households in 1990, 71.8 million in 2000, and 73.9 million in 2010. See <http://www.census.gov/hhes/families/> for survey results. We did not adjust census survey numbers in any way as we are dealing with samples and weights to begin with. We did attempt to match the 2010 survey population with particular census population numbers. This proved to be very difficult and we believe would likely be unreliable in any case. Also, we asked that even if we produced a very accurate number––and even the exact number––would it engender a materially different view of children as witnesses to intimate partner violence? For example, are 15 million children witnesses to IPV so different from 18 million? We are aware our estimate is rough, but we think it is not unreasonable and somewhat useful. [↑](#endnote-ref-52)
52. . Calculations are 24.3 percent times 63.6 million, and 24.3 percent times 73.9 million, respectively. Numbers are rounded to the nearest million. [↑](#endnote-ref-53)
53. . The co-occurrence of domestic violence and child abuse/neglect is reported to be 30 percent or more. A precise number remains the subject of future research. [↑](#endnote-ref-54)
54. . Sandra A, Graham-Bermann and Alytia A. Levendosky, eds., *How Intimate Partner Violence Affects Children: Developmental Research, Case Studies, and Evidence-Based Intervention* (Washington, DC: American Psychological Association, 2011). [↑](#endnote-ref-55)
55. . Ibid., 34. [↑](#endnote-ref-56)
56. . Ibid., 35. [↑](#endnote-ref-57)
57. . Ibid., 89. [↑](#endnote-ref-58)
58. . Ibid., 88. [↑](#endnote-ref-59)
59. . Ibid., 89. [↑](#endnote-ref-60)
60. . Ibid., 95. [↑](#endnote-ref-61)
61. . Ibid., 101. [↑](#endnote-ref-62)
62. . Ibid., 162. [↑](#endnote-ref-63)
63. . The Child Behavior Check List (CLBL) first developed by Dr. Thomas Achenbach defines internal effects and external effects. Anxiety, depression, somatic complaints, thought and attention disorders, aggressive and delinquent behaviors, and social problems are some examples of internal and external effects. [↑](#endnote-ref-64)
64. . Ibid., 162. [↑](#endnote-ref-65)
65. . Ibid., Sandra A. Graham-Bermann and Alytia A. Levendosky, eds., *How Intimate Partner Violence Affects Children: Developmental Research, Case Studies, and Evidence-Based* *Intervention* (Washington, DC: American Psychological Association, 2011) 172. [↑](#endnote-ref-66)
66. . Ibid.,173. [↑](#endnote-ref-67)
67. . Ibid., 230–231. [↑](#endnote-ref-68)
68. . Ibid., 234. [↑](#endnote-ref-69)
69. . Ibid., 238. [↑](#endnote-ref-70)
70. . Culture also influences what children learn about violence against women. The presence of intimate partner violence varies greatly from culture to culture. See L. Heise, M. Ellsberg, M. Gottemoeller, “Ending Violence Against Women,” Baltimore, MD., Johns Hopkins University School of Public Health, Center for Communications Program, 1999 (Populations reports Series L No.11).

    [↑](#endnote-ref-71)
71. . M.C. Black, K.C. Basile, M.J. Breiding, S.G. Smith, M.L. Walters, M.T. Merrick, J. Chen, M.R. Stevens, “National Intimate Partner and Sexual Violence Survey, 2010,” Centers for Disease Control and Prevention (CDC) 49, accessed November 30, 2012, <http://www.cdc.gov/search.do?q=National+Intimate+partner+and+sexual+violence+survey+2010&btnG.x=28&btnG.y=8&oe=UTF-8&ie=UTF-8&sort=date%3AD%3AL%3Ad1&ud=1&site=default_collection>. [↑](#endnote-ref-72)
72. . Danice K. Eaton, et al., “Youth Risk Behavior Surveillance–United Stated, 2011,” Centers for Disease Control and Prevention (CDC) 10, accessed December 22, 2012, <http://www.cdc.gov/healthyyouth/yrbs/index.htm>. [↑](#endnote-ref-73)
73. . CDC Fact Sheet, “Understanding Teen Dating Violence, 2012,” accessed December 22, 2012, <http://www.cdc.gov/ViolencePrevention/intimatepartnerviolence/teen_dating_violence.html>. [↑](#endnote-ref-74)
74. . CDC Fact Sheet, “Sexual Violence, 2012,” accessed December 22, 2012,

    <http://www.cdc.gov/ViolencePrevention/pub/SV_factsheet.html>. [↑](#endnote-ref-75)
75. . CDC “Sexual Violence: Consequences,” accessed December 22, 2012,

    <http://www.cdc.gov/ViolencePrevention/sexualviolence/consequences.html>. [↑](#endnote-ref-76)
76. . Violence Prevention Works, homepage, accessed November 28, 2012, find “Why Students Bully,” <http://www.violencepreventionworks.org/public/recognizing_bullying.page>. [↑](#endnote-ref-77)
77. . Dan Olweus, *Bullying At School: What We Know and What We Can Do* (Massachusetts: Blackwell Publishing, 1993) 34–39. [↑](#endnote-ref-78)
78. . National Center of Education Statistics (NCES), “Indicators of School Crime and Safety: 2011,” accessed November 30, 2012,

    <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012002>. [↑](#endnote-ref-79)
79. . Danice K. Eaton, et al., “Youth Risk Behavior Surveillance–United Stated, 2011,” Centers for Disease Control and Prevention (CDC) 10, accessed December 22, 2012, <http://www.cdc.gov/healthyyouth/yrbs/index.htm>. [↑](#endnote-ref-80)
80. . CDC Fact Sheet, “Understanding Bullying,” accessed December 22, 2012, <http://www.cdc.gov/ViolencePrevention/pub/main.html>. [↑](#endnote-ref-81)
81. . M.C. Black, K.C. Basile, M.J. Breiding, S.G. Smith, M.L. Walters, M.T. Merrick, J. Chen, M.R. Stevens, “National Intimate Partner and Sexual Violence Survey, 2010,” Centers for Disease Control and Prevention (CDC) 89, accessed November 30, 2012, please see full text, ,<http://www.cdc.gov/search.do?q=National+Intimate+partner+and+sexual+violence+survey+2010&btnG.x=28&btnG.y=8&oe=UTF-8&ie=UTF-8&sort=date%3AD%3AL%3Ad1&ud=1&site=default_collection>. [↑](#endnote-ref-82)
82. **2. Concept Phase**

    . “Love Is Not Abuse Curriculum–High School,” click on video supplement first part and see Anya and Nicci’s stories, accessed December 12, 2012, <http://www.breakthecycle.org/lina-curriculum> [↑](#endnote-ref-83)
83. . University of North Carolina, “Carolina Abecedarian Early Intervention Project,” accessed December 22, 2012, <http://projects.fpg.unc.edu/~abc/FPG_ABC-video.cfm>, and also see <http://projects.fpg.unc.edu/~abc/#home>. [↑](#endnote-ref-84)
84. . RAND Corporation, “Proven Benefits of Early Childhood Interventions,” accessed December 22, 2012, <http://www.rand.org/pubs/research_briefs/RB9145.html>. [↑](#endnote-ref-85)
85. Approximate age at the beginning of the school year [↑](#footnote-ref-1)
86. This performance indicator serves a pedagogical purpose and provides an opportunity to gain insight into the child’s well-being. The standard is utilized from Pre-K through Grade 5 for these purposes. [↑](#footnote-ref-2)
87. . The Healthy Relationships High School Curriculum, Grade 9–Grade 12, is tailored for high school students who are a part of St. Raymond’s Branches program. The Branches is a four-year program with students having the same group leaders for all four years. Hour-and-a-half sessions are held in leaders’ homes twice per month from September through June. Sessions deal with secular and religious topics. There are approximately 125 students enrolled in this program. Note that the Healthy Relationships Curriculum may be incorporated into other existing high school programs. [↑](#endnote-ref-86)
88. . Twelve lesson plans have been developed for the Branches high school program and appear in the appendices. [↑](#endnote-ref-87)
89. . The National Child Traumatic Stress Network, “Child Trauma Toolkit for Educators 2008,” accessed December 22, 2012, use search engine to find and click on title. [↑](#endnote-ref-88)
90. **3. Development, Implementation, and Evaluation**

    . “Guide to Curriculum Development: Purposes*,* Practices, and Procedures,” Connecticut State Department of Education, accessed on November 17, 2012,<http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=321162>. [↑](#endnote-ref-89)
91. . “Curriculum Evaluation Rubric,” Connecticut State Department of Education, accessed on November 17, 2012,

    <http://search.ct.gov/search?q=CCDG&btnG=Search&client=sde&output=xml_no_dtd&proxystylesheet=sde&sort=date%3AD%3AL%3Ad1&lr=lang_en&oe=UTF-8&ie=UTF-8&ud=1&exclude_apps=1&site=sde_collection>. [↑](#endnote-ref-90)
92. . Dan Olweus, *Bullying At School, What We Know and What We Can Do* (Malden MA, Blackwell Publishing, 1993), accessed on November 17, 2012,

    <http://www.violencepreventionworks.org/public/index.page>. Also see the Hazelden website for more information. [↑](#endnote-ref-91)
93. . Israel Kalman, Bullies2Buddies, accessed December 22, 2012, <http://bullies2buddies.com>.

    **4. Appendix**

    **HRC Grade 9 Lesson 1** [↑](#endnote-ref-92)
94. . “First date (meeting),” Wikipedia*,* accessed December 12, 2012, <http://en.wikipedia.org/wiki/First_dates>. [↑](#endnote-ref-93)
95. . “Dating Motives,” Utah Education Network, search “Dating Motives” for PDF, accessed December 12, 2012, <http://www.uen.org>.

    [↑](#endnote-ref-94)
96. . “Dating,” Girlshealth.gov, see “Tips for having healthy and safe relationships” near the bottom of the page, accessed December 12 2012, <http://www.girlshealth.gov/relationships/dating/index.cfm>. [↑](#endnote-ref-95)
97. . “Teen Dating Tips,” Life Tips, see “Dating 101: The Basics of Dating,” accessed December 12, 2012, <http://date.lifetips.com/cat/989/teen-dating/index.html>. [↑](#endnote-ref-96)
98. . “Teen Dating Tips,” Life Tips, see “Girl Talk Don’ts” and “Girl Talk (from a Guy Who Likes Her),” accessed December 12, 2012, <http://date.lifetips.com/cat/989/teen-dating/index.html>. [↑](#endnote-ref-97)
99. . “Teen Dating Tips,” Life Tips, see “A First Kiss,” “Kissing On the First Date,” and “What Does a Kiss Mean?” accessed December 12, 2012, <http://date.lifetips.com/cat/989/teendating/index.html>. [↑](#endnote-ref-98)
100. . “Dating,” Girlshealth.gov, accessed December 12, 2012, <http://www.girlshealth.gov/relationships/dating/index.cfm>. [↑](#endnote-ref-99)
101. . “Teen Dating Tips,” Life Tips, see “Date Lots of People*”* accessed December 12, 2012,<http://date.lifetips.com/cat/989/teen-dating/index.html>. [↑](#endnote-ref-100)
102. . “Teen Girls: Know the Characteristics of A Healthy, Dating Relationship,” Afro Puffs and Ponytails, accessed December 12, 2012, <http://afropuffsandponytails.com/empowerment-of-african-american-young-girls-and-teen-girls/teen-girls-know-the-characteristics-of-a-healthy-dating-relationship/>. [↑](#endnote-ref-101)
103. . “Healthy vs. Unhealthy Relationships,” Go Ask ALICE!, accessed December 12, 2012,

     <http://goaskalice.columbia.edu/healthy-vs-unhealthy-relationships>. [↑](#endnote-ref-102)
104. . “What makes a relationship healthy?” Texas Teen Page, see highlighted box at the top left of the page and click on “Characteristics of healthy relationships,” accessed December 12, 2012,

     <https://www.oag.state.tx.us/teens/relationships/healthy.shtml>.

     [↑](#endnote-ref-103)
105. . “Teen Dating Violence Program,” Northwest Coalition Against Domestic Violence, Arlington Heights, IL, no date, hard copy only. [↑](#endnote-ref-104)
106. . “Expect Respect: Healthy Relationships,” Healthy Children, accessed December 12, 2012, <http://www.healthychildren.org/English/ages-stages/teen/dating-sex/Pages/Expect-Respect-Healthy-Relationships.aspx>.

     [↑](#endnote-ref-105)
107. . “How much do you know about healthy relationships?” Girlshealth.gov, accessed December 12, 2012, <http://www.girlshealth.gov/relationships/quizzes/quiz.relknow.cfm>. [↑](#endnote-ref-106)
108. . “Is your relationship healthy?” Cora (Community Overcoming Relationship Abuse), accessed December 12, 2012, <http://www.teenrelationships.org/quiz/>.

     **HRC Grade 9 Lesson 2** [↑](#endnote-ref-107)
109. . “Breakup,” Wikipedia, accessed December 12, 2012, <http://en.wikipedia.org/wiki/Breakup>. [↑](#endnote-ref-108)
110. . “Getting Over a Break-up,” Girlshealth.gov, accessed December 12, 2012, makes a good handout, [http://kidshealth.org/PageManager.jsp?dn=girlshealth&lic=175&cat\_id=20126&article\_set=25641&ps=204#](http://kidshealth.org/PageManager.jsp?dn=girlshealth&lic=175&cat_id=20126&article_set=25641&ps=204). [↑](#endnote-ref-109)
111. . Naomi I. Eisenberger and Matthew D. Lieberman, “Why rejection hurts: a commonneural alarm system for physical and social pain,” article available online in pdf form, search title. [↑](#endnote-ref-110)
112. . “Boundaries within a Healthy Relationship,” Palo Alto Medical Foundation,accessed December 12, 2012, <http://www.pamf.org/teen/abc/buildingblocks/boundaries.html>. [↑](#endnote-ref-111)
113. . “Virginity and First-Time Sex, Ready or Not?” Palo Alto Medical Foundation, accessed December 12, 2012, <http://www.pamf.org/teen/sex/virginity/readyornot.html>. [↑](#endnote-ref-112)
114. . “Dating Behaviors and Refusal Skills,” Utah Education Network, accessed December 12, 2012, see “Materials” section in the middle of the page, click on Option 6 for “How to Say No” tips, <https://www.uen.org/Lessonplan/preview.cgi?LPid=28920>.

     [↑](#endnote-ref-113)
115. . “Dating Matters: Understanding Teen Dating Violence Prevention,”Veto Violence, accessed December 12, 2012, <http://www.vetoviolence.org/datingmatters/>. This is a training program for teachers. It takes about two hours.

     [↑](#endnote-ref-114)
116. . “Love Is Not Abuse Curriculum–High School” Video Supplement, accessed December 12, 2012, click on video supplement first part and see first-person videos from girls who did not know they were in an abusive relationship, <http://www.breakthecycle.org/lina-curriculum>

     [↑](#endnote-ref-115)
117. . “Love Is Not Abuse Curriculum–High School,” accessed December 12, 2012, curriculum available for download, click on bold title and see Lesson1 and Lesson 2, pages 16–41, <http://www.breakthecycle.org/lina-curriculum>

     **HRC Grade 9 Lesson 3** [↑](#endnote-ref-116)
118. . “Love Is Not Abuse Curriculum–High School,” accessed December 12, 2012, curriculum available for download, click on bold title and see Lesson 3, pages 42–59, note page 58 for reporting digital abuse and page 50 for sexting and the law, <http://www.breakthecycle.org/lina-curriculum> [↑](#endnote-ref-117)
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