 **Lesson Plan**

| School Counselor: | Sarah Sorby |
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| Lesson Plan Title: | Safe Dates: Defining Dating Abuse |
|  | * Single Classroom Lesson * **Unit of Classroom Lessons: Lesson \_\_\_2\_\_ of \_\_10\_\_\_** * Small-Group Session Lessons: Lesson \_\_\_\_\_ of \_\_\_\_\_ |
| Target Audience: | 10th Graders |
| Evidence Base: | |
| * Best Practice *(commonly used and believed to be of high quality)* * Action Research *(individual investigates own practice to improve content/delivery)* * Research-Informed *(a review of research provides foundation for content/delivery)* * **Evidence-Based *(highest level of evidence, results published in peer-reviewed journal)*** | |

| **ASCA Student Standards Targeted:** | | **Student Learning Objectives:** |
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| Identify 1–2 student standards relevant for this targeted group and goal:  *(Best practice = select one)* | | For each of the selected student standards, write or select 1–2 learning objectives |
| *M&B#* | *Mindsets & Behaviors Statement* | *Student Learning Objectives* |
| M 1.  B-SS 9. | Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.  Social maturity and behaviors  appropriate to the situation and  environment | Student(s) will:  Students will incorporate self-soothing strategies to maintain personal control when experiencing strong emotions and/or setbacks.  Students will highlight positive qualities of healthy relationships.  Students will learn how to identify different types of abuse and harmful behaviors in relationships. |

| Materials: |
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| Lesson Plan Guidelines Handout  Safe Dates Handout: Defining Data Abuse Scenarios (Foshee & Langwick, 2010)  Pre-/Post-Test  Whiteboard/Chalkboard/Poster |

| **Describe how you will:** | |
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| Introduce Lesson Topic/Focus: | Students Complete Pre-Test, which includes the question “List at least 3 qualities of healthy relationships.”  Part I: Write healthy relationship qualities on the board  Students will come up to the whiteboard/chalkboard and add words to the section that constitute a healthy relationship quality in their mind, and we will discuss briefly. |
| Communicate the Lesson Objective: | “Today we are going to talk about what are healthy relationship qualities versus what are unhealthy. And within the realm of harmful or unhealthy, what makes those qualify as abusive. By teaching you all to identify what are healthy relationship qualities, you can identify and vocalize those positive qualities in your current and future relationships. And by learning what is unhealthy, you all can make better decisions about any relationships that portray those negative qualities, and can support others who are experiencing harmful relationships.”  Part I: Share policy on reporting dating abuse or other violence being done by or to students  Facilitator will read aloud the school policy that pertains to students’ interpersonal behavior in school. Facilitator will ask questions about any exceptions for those who are dating, and will point out there is not an exception for that scenario |
| Teach Content: | Part II: Identifying harmful behaviors  Facilitator will write on board ‘Physical Harm’ and ‘Emotional Harm’ and students will come up to board and write examples under each, discussion following.  Part IV: Defining harmful behaviors versus abuse  Facilitator will define abuse and the nuance between abuse versus standalone harmful behaviors. Facilitator will ask some questions, referencing the scenarios. Please note this takes place AFTER part III. |
| Practice Content: | Part III: What is abuse? Review of the Defining Dating Abuse Scenarios and discussion.  The facilitator will ask for a volunteer to read each of the four dating abuse scenarios. Afterwards, facilitator will ask questions included on prompt, and class will discuss. |
| Summarize/Close: | Part V: Share dating violence facts  Part VI: Conclusion - “Everyone needs to know how to deal with dating abuse for two primary reasons:  (1) in case they end up in an abusive relationship themselves; and  (2) in case a friend in an abusive relationship turns to them for help.  Knowing how you want to be treated will help you determine whether you’re in an abusive relationship. Use your own list of harmful behaviors as warning signs for abuse. If you aren’t being treated the way you want to be, then you have some choices to make about the relationship.” (Foshee & Langwick, 2010)  Students Complete Post-Test |

| Data Collection Plan – *For multiple lessons in a unit, complete this section only once for the unit.* | |
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| Participation Data Plan: | |
| Anticipated number of students: | 350 students in classes of about 25 |
| Planned length of lesson(s): | 50 minutes |
| ASCA Student Standards Data Plan: | |
| *For each lesson/unit/small group, school counselors will administer pre-/post-assessment aligned with the selected ASCA Student Standards and student learning objectives.*  Pre-/Post-Assessment items are:  **(SEE PRE-/POST- ASSESSMENT ATTACHED)** | |
| Outcome Data Plan: (choose one and describe specific data point to compare) | |
| *Examples:*  *Achievement: School counselor will compare reading levels of students before and after delivery of lesson.*  *Attendance: School counselor will compare number of absences last year to this year.*  *Discipline: School counselor will compare total number of disciplinary reports for peer-on-peer conflict first quarter with second quarter*   * **Achievement (describe):**   School counselor will compare scores on pre-test with the scores from the post-test, looking for improvement. Increased scores will indicate better understanding of the data violence material, which covers ideal relationship aspects versus harmful, and also clarifies when harmful behaviors become abusive.  Safe Dates is an evidence-based curriculum that works as both a prevention and an intervention tool (2016).Understanding appropriate behavior in relationships will help cultivate a safe environment at school (McLeod et al., 2015), thus encouraging overall academic performance of students. The knowledge of harmful relationship behaviors to avoid will contribute to socio/emotional maturity of students, and it will also serve as a tool to allow students to advocate for themselves and others’ safety and well-being.   * Attendance (describe): * Discipline (describe): | |
| Follow-Up Plans | |
| *Explain your plan for students who missed the lesson.*  For students who missed the lesson, an additional session will be held, ideally as a group as to facilitate better brainstorming for group activities.  *Explain your plan for students who did not demonstrate mastery on the pre-/post-assessment of student standards (M&B)/student learning objectives.*  For students who did not demonstrate mastery, 1-1 meetings with school counselor will take place for more in-depth discussions on violence in dating and appropriate vs inappropriate behavior in relationships. | |

| References | |
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| Foshee, V., & Langwick, S. A. (2010). Session 2: Defining Dating Abuse. In *Safe dates: An adolescent dating abuse prevention curriculum* (pp. 49–62). essay, Hazelden.  Hazelden Publishing. (2016). *Respect works: Safe dates: Violence prevention works*. Violence Prevention Works. Retrieved October 6, 2022, from https://www.violencepreventionworks.org/public/safe\_dates.page  McLeod, D. A., Jones, R., & Cramer, E. P. (2015). An evaluation of a school-based, peer-facilitated, healthy relationship program for at-risk adolescents. *Children & Schools*, *37*(2), 108–116. https://doi.org/10.1093/cs/cdv006 | |