

Rules of Dating

Grade 6–8, Lesson 3

Summary

Students brainstorm common behaviors, both positive and negative, for each step of dating. Acting as the Presidential Teen Dating Commission, they work in small groups to develop dating rules that would result in healthier relationships. Students vote for their favorite new rules, setting positive norms for healthy dating behaviors.

Student Learning Objectives

The student will be able to ...

1. Explain the qualities of a healthy dating relationship.
2. Collaborate with others to advocate for safe, respectful and equitable relationships.

Lesson Timing

Warm up	Bell work + 3 minutes
Introduce topic	2 minutes
Brainstorm and debrief dating behaviors	12 minutes
Review state laws on relationships and sex	5 minutes
Presidential Teen Dating Commission activity	20 minutes
Discuss Dating Commission activity	5 minutes
Assign homework	
Exit ticket	3 minutes
Total	50 minutes

FLASH Key Concepts

Everyone has the right to say who touches their body and how.

It is never OK to touch someone else if they don't want you to, or to make them touch you.

There are laws about sex that everyone must follow.

Permission or agreement is required to engage in all sexual activity.

Rigid ideas about how men and women should act are harmful and limit how people can express themselves.

Standards

National Health Education Standards (SHECAT)

Standard 1	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
SH1.8.2	Explain the qualities of a healthy dating relationship.
SH1.8.4	Describe healthy ways to express affection, love, and friendship.
Standard 2	Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
SH2.8.6	Analyze how relevant influences of school and community affect sexual health practices, behaviors, and relationships.
SH2.8.8	Analyze how relevant influences of peers affect sexual health practices, behaviors, and relationships.
Standard 4	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
SH4.8.1	Demonstrate the effective use of verbal and nonverbal communication skills to promote sexual health and healthy relationships.
Standard 8	Students will demonstrate the ability to advocate for personal, family, and community health.
SH8.8.1	State a health-enhancing position on a sexual health-related topic, supported with accurate information, to improve the health of others.
SH8.8.4	Collaborate with others to advocate for safe, respectful, and responsible relationships.

National Sexuality Education Standards

ID.8.IC.1	Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.
ID.8.ADV.1	Develop a plan to promote dignity and respect for all people in the school community.
HR.8.CC.1	Compare and contrast the characteristics of healthy and unhealthy relationships.
HR.8.CC.2	Describe the potential impacts of power differences such as age, status or position within relationships.
HR.8.CC.5	Describe the advantages and disadvantages of communicating using technology and social media.
HR.8.INF.1	Analyze the ways in which friends, family, media, society and culture can influence relationships.
HR.8.IC.1	Demonstrate communication skills that foster healthy relationships.
HR.8.IC.2	Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.
PS.8.CC.1	Describe situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence.
PS.8.CC.3	Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched
PS.8.CC.4	Explain why a person who has been raped or sexually assaulted is not at fault
PS.8.SM.1	Describe ways to treat others with dignity and respect.

Rationale

Sexual Violence Prevention

The prevention of sexual violence is both a behavioral goal of FLASH in its own right, and an important strategy for preventing teen pregnancy and STDs. Sexual violence is correlated with a host of acute and chronic health problems, amplified by high rates of victimization in the United States.¹ Sexual violence is also strongly linked to teen pregnancy and STDs. Pregnant teens have higher rate of previous sexual assault, as do teens who begin having intercourse at a young age, increasing their risk of teen pregnancy and STDs.^{2,3,4,5} Moreover, young teens with much older male partners have greatly increased risk of pregnancy.^{6,7} Clearly, effective sexual violence prevention can reduce suffering and improve outcomes across many domains of health.

Sexual violence prevention programs have not been evaluated to the same extent as programs that reduce teen pregnancy and STDs. In the fields of public health and sexual violence prevention, the recommended approach to reduce sexual violence is to address “upstream” risk factors for perpetration.⁸ FLASH’s sexual violence prevention lessons address the risk factors for perpetration identified by the CDC⁹ that are amenable to change through a school-based curriculum:

- Hostility towards women
- Hypermasculinity (exaggerated adherence to traits stereotypically attributed to men)
- General tolerance of sexual violence within the community
- Societal norms that support male superiority and sexual entitlement
- Societal norms that maintain women’s inferiority and sexual submissiveness.

Focusing prevention efforts in early adolescence is a strategic and necessary approach. Rates of reported rape and sexual assault peak in adolescence.¹⁰ Middle school students are just beginning to have romantic relationships, and their dating behavior and norms are characterized by risk factors for sexual violence identified by the CDC.¹¹

Significantly, strategies to prevent victimization (e.g. how women can avoid risky situations for sexual assault) and to increase empathy for victims of sexual violence have had mixed results.¹² These approaches were also shown to have the unintended consequence of strengthening participants’ beliefs in rape myths (e.g., women are responsible for being raped).¹³ This further underscores the need to focus prevention efforts on reducing perpetration.

The CDC risk factors are specific to male-on-female violence. Importantly, research links these same risk factors to same-sex sexual harassment and sexual violence targeted at LGBT young people.¹⁴ While the majority of sexual violence is perpetrated by men against women, there is much more to be learned about the risk factors for sexual violence perpetrated by women against men, and sexual violence perpetrated against someone of the same gender.

Rules of Dating

Qualitative research with middle school students demonstrates the connection between sexual violence, rigid gender expectations in dating, and early adolescents’ harmful responses to breaking up.¹⁵ *Rules of Dating* focuses heavily on resetting these social norms. Students create rules of dating that are equal and fair for all youth and not based on gender, and these rules are posted in the classroom. The lesson also normalizes breaking up as an expected stage of dating for teens, with the intent of reducing the emotional and verbal abuse that commonly follows.

Materials Needed

Student Materials

- *Presidential Teen Dating Commission Worksheet*
- *Individual Homework: The Most Helpful Rule of Dating*
- *Family Homework: Talking About Dating*, available in multiple languages on the FLASH website
- *Lesson 3 Exit Ticket*

Classroom Materials

- *Lesson 3 Warm Up*
- *Steps of Dating Visual*
- *United States Laws on Relationships and Sex Visual*, or use links to adapt the visual for your specific state. In Washington State, use *Washington State* version.
- *Creating Rules for Dating Visual*
- Easel paper
- Blank quarter sheets of paper or index cards
- Dot stickers
- Tape

Teacher Materials

- Appendix 2: Laws Relevant to a Sexual Health Unit

Teacher Preparation

1. Post 4 newsprints around the room with the following titles: Put small pieces of tape next to each piece of newsprint.
 1. Asking someone out
 2. Dating
 3. Breaking up
 4. General rules for dating
2. Prepare Visuals for document camera or projector.

Activities

1. Warm Up

Display warm up as bell work.

Prompt: Describe one characteristic of a healthy dating relationship. Then explain why you think this quality would be important. (1 to 2 sentences)

2. Introduce topic

Today we are going to look more closely at dating. I know that some of you are already dating, or are interested in dating, and some of you are not. Of course, even people who are not dating can still have ideas and opinions about it. Sometimes families have rules about dating, such as how old you have to be before you can date, if you have to date in groups or always have an adult with you. In this lesson, you are going to have a chance to make some rules of your own about how you think people should act with each other when they are dating.

3. Brainstorm and discuss dating behaviors

Display and read the *Steps of Dating Visual*. Lead the class in a brainstorm of common behaviors, both positive and negative, for each step of dating, and write their ideas on newsprint. Focus on behaviors, not feelings. If students describe a behavior with the person's gender (e.g. "boys ask girls for their number"), write it down verbatim. After brainstorming all 3 steps, have students identify any brainstorm items that seem to be more common behaviors for boys or for girls.

Let's start by talking about what dating really looks like. Dating usually has 3 main events: (1) asking someone out or getting together, (2) dating or going out, and (3) breaking up. At some point when they are older, probably after high school, a person may meet someone who they want to spend the rest of their life with, and they may never break up. However, for most relationships, these are the three main steps.

We are going to create a list of common behaviors for each step of dating. This is not a list of what people "should" do, but rather what you have seen or heard of people actually doing, both good and problematic.

Step 1: Asking someone out or getting together

- *How do people ask each other out? How do they get together?*
- *What sorts of things do they do or say to each other?*

If students say "flirting," prompt for concrete detail: How would you know someone was flirting? What would they say or do?

Step 2: Dating or going out

- *What sorts of things do two people do together when they're dating?*
- *How do they treat each other?*
- *How do they talk to other people about their boyfriend or girlfriend?*

Step 3: Breaking up

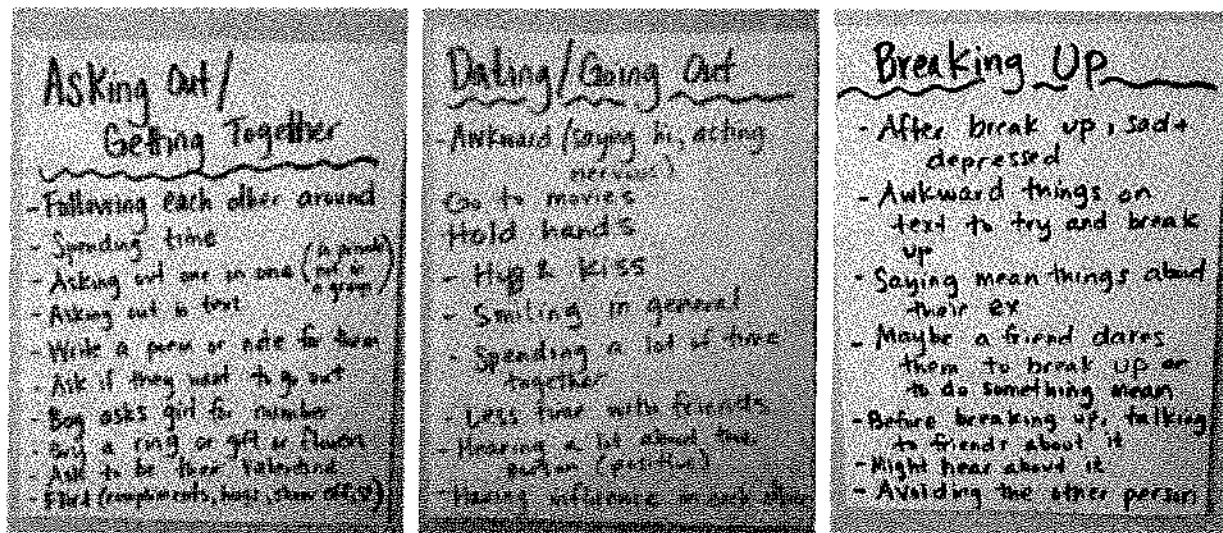
- How do people break up with each other?
- How do they talk about their ex to other people?
- What sorts of specific behaviors would you see?

Help students focus on the act of breaking up or the immediate aftermath.

Take a look at these lists. Do all people usually do these things, or are some of them more likely for only boys or only girls? Point out brainstorm items that already include gender, if any. Make a notation next to additional items that students identify.

This is not surprising because in our society there are often different expectations of people depending on their gender—whether they are a boy or a girl. When we write our own rules, we will have a chance to make rules that are more fair for everyone.

Examples of student brainstorms



4. Review state laws on relationships and sex

Display and read the *United States or Washington State Laws on Relationships and Sex Visual*.

Now we are going to talk about some of the rules that people need to follow about relationships and sex. First we are going to see our state (or U.S.) laws.

Read the visual.

These laws are very important in keeping people safe from sexual assault and abuse, but they don't go very far in teaching people how to have happy, healthy relationships. That is going to be your job in the next activity!

5. Conduct Presidential Teen Dating Commission activity

Ask the class to describe what it means for a rule to be fair.

The idea of fairness is important to the rest of the lesson. Can someone tell me: what does it mean for a rule to be fair?

Right, it applies the same to everyone. It is not biased in favor of one person or group of people.

Project and read the *Creating Rules for Dating Visual*.

I want you all to imagine that you have been appointed by the President of the United States to the Presidential Teen Dating Commission. Your job on the commission is to create a set of dating rules for teens so that they can have happier, healthier dating relationships. There are a few things you should keep in mind as you are creating your rules.

Distribute the *Presidential Teen Dating Commission Worksheet*. Divide students into groups of 4-6. Have each group work together to write at least one rule for each of the dating steps on their worksheet.

I'm going to divide you into small groups. Each group should write at least 3 rules: one rule for each dating step. Try to make them complete, well-written rules that anyone could follow. The guidelines we just reviewed will help you. Write the rules that your whole group agrees upon on your handout. There's also a place for any other general dating rules you can think of.

After 5 minutes, give each group 4 sheets of blank paper and markers. Tell the groups to legibly write one rule per sheet, and tape their sheets to the corresponding newsprint posted around the room. Keep the pace quick.

I would like your group to write each rule you have come up with on an individual piece of paper. Please write big and clearly because others will be reading these. Then, tape your individual rules on the poster where they belong. For example, you will tape your rule for "Asking Someone Out" onto the poster titled "Asking Someone Out." You will see pieces of tape to use next to each poster. When you are done, please return to your seats.

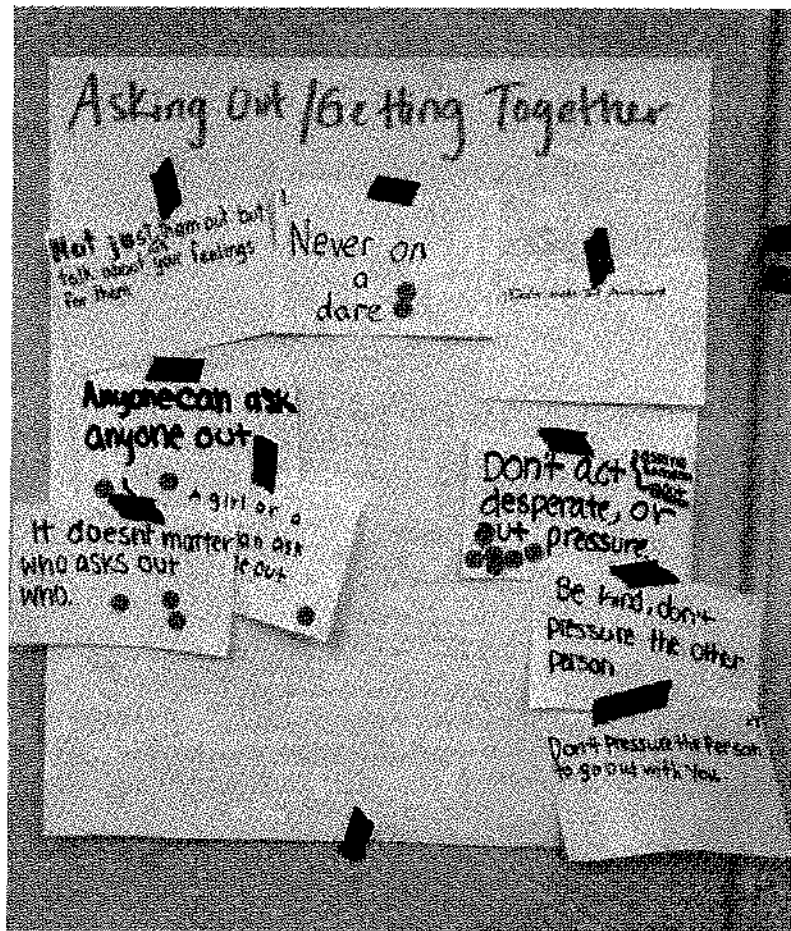
Review and cluster the rules, observing common themes.

I'm going to read each of the rules and see if we have some similarities. Please pay attention because as soon as I'm done reading you will be voting on your favorite rules.

Give each student two dot stickers to place on their favorite rules. Continue to keep the pace quick.

Now it is time for the Presidential Teen Dating Commission to vote! You have two stickers and one minute to vote. You can vote for your two favorite rules by putting a sticker next to the rule on the paper. It is OK if you want to vote for your own rule. Ready, set go!

Example of clustering similar rules and voting with stickers



6. Debrief top-scoring rules with focus on key concepts

Walk around the room and read the top scoring rule from each category, or have students read the top scoring rules. If two rules are tied or close in votes, read both. Praise students for their smart rules.

Ask students:

- *If these rules were followed by everyone, how would relationships be different than the ones you see now?*
- *How would people feel in their relationships?*
- *There is research that shows that abuse can happen even in middle school relationships, while dating and while breaking up. Would following these rules help that problem? Why?*

Summarize.

It is very helpful for you to be thinking at this age about what a good relationship would look like, because we all have choices about how we treat others. Planning ahead, like you all have done here, increases the likelihood that you will make good choices about the way you treat others. It will also help you recognize if you have a friend who is not treating others well, or who is being abused. I appreciate all of your hard work today, and I appreciate the great rules that the Teen Dating Commission has voted on!

After class, make a poster of the top scoring rules to display for the rest of the unit or session. This can also be an enrichment activity for students to create.

7. Assign homework

Allow students to choose between the individual or family homework and explain the assignments as needed.

Individual Homework: The Most Helpful Rule of Dating

Family Homework: Talking about Dating, available in multiple languages on the FLASH website

8. Exit Ticket

Hand out the *Lesson 3 Exit Ticket*.

Question: Write one rule for how to behave toward an ex-boyfriend or ex-girlfriend after a break-up. The rule must be fair (it is the same for everyone) and must help ensure that the other person is treated with respect. It can be a rule that was discussed in class today or a new one.

Answer: Any rule that satisfies the criteria of fair and respectful.

Warm Up

Visual

Describe one characteristic of a healthy dating relationship. Then write 1 or 2 sentences to explain why you think this quality is important.

Steps of Dating

Visual

1

**Asking Someone Out or
Getting Together**

2

**Dating or
Going Out**

3

Breaking Up

Washington State Laws on Relationships and Sex

Visual

1. A person has to be at least 18 years old to get married.
2. A person can get married to someone of any gender.
3. If two people have sex or engage in sexual touch, they have to both give consent to each other, which means permission.

If a person who is drunk or high gives consent to have sex, it does not legally count as consent. The person they have sex with will get in trouble.

It is never allowed to have sex with a person who is passed out, asleep or unconscious, even if the person consented to sex in the past. Consent needs to be freely given each time.

4. At age 16, a person can legally give their permission to have sex.
5. If someone under the age of 16 chooses to have sex or engage in sexual touch, they can only legally consent to someone who is close in age.

The only way a person can make sure they are following the law is to never sexually touch or get in a relationship with someone who is more than 2 years younger than them.

If an older and a younger person have sex, the older person is the one breaking the law, and will be in trouble.

6. Anyone who is in a position of power, such as a teacher, coach or boss, cannot have sexual contact with a youth or student they supervise, no matter how they met.

United States Laws on Relationships and Sex

Visual

1. A person has to be at least 18 years old to get married in most states.
2. A person can get married to someone of any gender.
3. If two people have sex or engage in sexual touch, they have to both give consent to each other, which means permission.

If a person who is drunk or high gives consent to have sex, it does not legally count as consent in most states. The person they have sex with will get in trouble.

It is never allowed to have sex with a person who is passed out, asleep or unconscious, even if the person gave consent in the past. Consent needs to be freely given each time.

4. A person can legally give their permission to have sex at age 16, 17 or 18, depending on their state. The laws for people who are younger than this and who choose to have sex or engage in sexual touch are different depending on the state they live in.
5. Anyone who is in a position of power, like a teacher, coach or boss, cannot have sexual contact with a youth or student they supervise, no matter how they met.
6. Information about individual state laws:

Sexual assault and abuse

www.rainn.org/public-policy/laws-in-your-state

Age of marriage

[www.law.cornell.edu/wex.table_marriage](http://www.law.cornell.edu/wex/table_marriage)

Creating Rules for Dating

Visual

You have been appointed by the President of the United States to the Presidential Teen Dating Commission. Your job is to create dating rules for teens.

The rules you create must meet the following criteria:

- The rules must be completely fair.
- Every rule must work for everyone, including people of all sexual orientations, gender identities, cultures, races, religions, economic levels, etc.
- The rules should promote respect and fairness between the people who are dating.
- The rules can't cause harm to anyone.
- There must be at least one rule for each step of dating.

These rules should cover many topics and situations, such as:

- How people talk to each other
- How people talk to others about their boyfriend or girlfriend
- How people show physical affection to their boyfriend or girlfriend
- How people make decisions on what they are going to do
- How people handle disagreements
- How people handle someone telling them No

Presidential Teen Dating Commission

Worksheet

Instructions: You have been appointed by the President of the United States to the Presidential Teen Dating Commission. Your job is to create a set of dating rules for teens, so that they can have happier, healthier dating relationships. The rules you create must meet the following guidelines:

- ☐ The rules must be completely fair.
- ☐ Every rule must work for everyone, including people of all sexual orientations, gender identities, cultures, races, religions, economic levels, etc.
- ☐ The rules should promote respect and fairness between the people who are dating.
- ☐ The rules can't cause harm to anyone.
- ☐ There must be at least one rule for each step of dating.

1. Asking Someone Out or Getting Together

2. Dating or Going Out

3. Breaking Up

4. General Rules for Dating (*optional*)

Individual Homework: The Most Helpful Rule of Dating

Name: _____

Period: _____

1. In class we discussed many new rules for dating to help people have happier and healthier relationships. If you could choose only one rule, which one do you think would help the most teens? The rule can cover any dating situation.
2. Give at least two reasons you think this rule would be helpful.

Family Homework: Talking About Dating

All Family Homework is optional. Students may complete Individual Homework instead.

Purpose: Family Homework is a chance to share your beliefs, and the beliefs of your family, culture or religion, about sexuality and relationships.

Directions: Student will do the homework with a family member or trusted adult who is like family. Find a quiet place where the two of you can talk privately for 5-10 minutes. Please follow these guidelines:

- It is OK for either of you to skip a question.
- What you discuss will not be shared with anyone else, unless you give one another permission to share it.
- Take turns asking questions. When it is your turn to listen, try to understand the other person's response.

Ask the adult: Families have different ideas about dating. What do you think are the advantages and disadvantages of teens dating?

Ask the student: Are there any other advantages or disadvantages of teens dating that I didn't think of?

Ask the adult: Today in class we made up new rules for dating that would result in healthier relationships and people treating each other with more respect. If you could make up one rule for all teens and young adults to follow about dating, what would it be?

Ask the student: If you could make up one rule for all teens and young adults to follow about dating, what would it be?



Family Homework Confirmation Slip: Talking About Dating

Due: _____

We have completed the family homework.

Date

Signature of family member or trusted adult

Student's name

Signature of student

Exit Ticket

Handout

Write one rule for how to behave toward an ex-boyfriend or ex-girlfriend after a break-up.

The rule must be fair (it is the same for everyone) and must help ensure that the other person is treated with respect.

It can be a rule that was discussed in class today or a new one.

Lesson 3: Assessment Questions

1. There are situations when it is illegal to have sex, even if both people want to have sex with each other. Circle the examples below in which sex would be against the law.
 - A. 10th grade student and teacher
 - B. Two 12th grade students
 - C. 8th grade student and 12th grade student

2. Kyle and Sasha have been going out for a month, but Kyle doesn't want to date Sasha any more. Describe how Kyle can break up with Sasha in a way that treats Sasha with respect?

3. Which of the following ways to ask someone out are signs of healthy dating relationship?
 - A. Be persistent. Refuse to take no for an answer.
 - B. Ask someone out one on one.
 - C. Follow the person around during school and after school.
 - D. Have a friend ask the person for you if you're shy.

Lesson 3: Assessment Key and Standards Alignment

Question	Answer	Standards
1. There are situations when it is illegal to have sex, even if both people want to have sex with each other. Circle the examples below in which sex would be against the law. A. 10th grade student and teacher B. Two 12th grade students C. 8th grade student and 12th grade student	A and C	NSES: HR.8.CC.2 PS.8.CC.1
2. Kyle and Sasha have been going out for a month, but Kyle doesn't want to date Sasha any more. Describe how Kyle can break up with Sasha in a way that treats Sasha with respect?	Any example that demonstrates respectful behavior is acceptable	NHES: SH4.8.1 NSES: HR.8.IC.1 HR.8.IC.2 PS.8.SM.1
3. Which of the following ways to ask someone out are signs of a healthy dating relationship? A. Be persistent. Refuse to take no for an answer. B. Ask someone out one on one. C. Follow the person around during school and after school. D. Ask a friend to ask the person for you.	B	NHES: SH1.8.4 SH4.8.1 NSES: HR.8.CC.1 HR.8.IC.1 PS.8.SM.1
Exit Ticket: - Write one rule for how to behave toward an ex-boyfriend or ex-girlfriend after a break-up. - The rule must be fair (it is the same for everyone) and must help ensure that the other person is treated with respect. - It can be a rule that was discussed in class today or a new one.	Any rule that promotes respectful behavior or discourages negative behavior is acceptable	NHES: SH1.8.2 SH8.8.1 NSES: ID.8.ADV.1 PS.8.SM.1
Individual Homework: 1. In class we discussed many new rules for dating to help people have happier and healthier relationships. If you could choose only one rule, which one do you think would help the most teens? The rule can cover any dating situation. 2. Give it at least two reasons you think this rule would be helpful.	Any rule and supporting reasoning that promotes respectful behavior or discourages negative behavior is acceptable	NHES: SH1.8.2 SH8.8.1 NSES: ID.8.ADV.1 PS.8.SM.1

Middle School FLASH, 2nd edition

Family Homework		NHES: SH1.8.2 SH8.8.1 NSES: ID.8.ADV.1 PS.8.SM.1
------------------------	--	---

Integrated Learning Activities

SOCIAL STUDIES: Dating Interview

Interview someone at least 50 years older than you about how they think dating has changed since they were a teen or young adult. Ask them about their observations. Have they noticed changes in dating in the world around them—family, TV, movies, etc.? It doesn't matter whether or not they ever dated; the purpose is not to ask about their personal dating experiences. Write a paragraph about the ways dating has changed and/or remained the same. Be sure to include where the person lived (state or country) when they were a teen.

References

- ¹ Teten Tharp, A., DeGue, S., Valle, L., Brookmeyer, K., Massetti, G., & Matjasko, J. (2013). A systematic qualitative review of risk and protective factors for sexual violence perpetration. *Trauma Violence Abuse*, 14, 2, 133-167.
- ² Landry, D.J., & Forrest, J.D. (1995). How old are U.S. fathers? *Family Planning Perspectives*, 27, 159-161 & 165.
- ³ Ryan, S., Franzetta, K., Manlove, J. S., & Schelar, E. (2008). Older sexual partners during adolescence: Links to reproductive health outcomes in young adulthood. *Perspectives on Sexual and Reproductive Health*, 40, 1, 17-26.
- ⁴ Kirby, D., Lepore, G. & Ryan, J. (2005). Sexual risk and protective factors: Factors affecting teen sexual behavior, pregnancy, childbearing, and sexually transmitted disease: Which are important? which can you change? Washington, DC: The National Campaign to Prevent Teen Pregnancy.
- ⁵ Ford, K., & Lepkowski, J. (2004). Characteristics of sexual partners and STD infection among American adolescents. *International Journal of STD and AIDS*, 15, 4, 260-265.
- ⁶ Saul, R. (1999). Using—and misusing—data on age differences between minors and their sexual partners. *Guttmacher Report on Public Policy*, 2, 4.
- ⁷ Duberstein Lindberg, L., Sonenstein, F. L., Leighton, K. & Martinez, G. (1997). Age differences between minors who give birth and their adult partners. *Family Planning Perspectives*, 29, 2.
- ⁸ World Health Organization/London School of Hygiene and Tropical Medicine. (2010). *Preventing intimate partner and sexual violence against women: Taking action and generating evidence*. Geneva, World Health Organization.
- ⁹ Centers for Disease Control and Prevention. Division of Violence Prevention. www.cdc.gov/violenceprevention/sexualviolence/riskprotectivefactors.html. Accessed 5/4/2016.
- ¹⁰ Planty, M., Langton, L., et al. (2013). Female victims of sexual violence, 1994-2010. U.S. Department of Justice, Bureau of Justice Statistics.
- ¹¹ Noonan, R., & Charles, D. (2009). Developing teen dating violence prevention strategies: Formative research with middle school youth. *Violence Against Women*, 15, 1087-1105.
- ¹² World Health Organization/London School of Hygiene and Tropical Medicine. (2010). *Preventing intimate partner and sexual violence against women: Taking action and generating evidence*. Geneva, World Health Organization.
- ¹³ World Health Organization/London School of Hygiene and Tropical Medicine. (2010). *Preventing intimate partner and sexual violence against women: Taking action and generating evidence*. Geneva, World Health Organization.
- ¹⁴ Shakeshaft, C., Barber, E., Hergenrother, M., Johnson, Y., Mandel, L., & Sawyer, J. (1995). Peer harassment in schools. *Journal for a Just and Caring Education*, 1, 30-44.
- ¹⁵ Noonan, R., & Charles, D. (2009). Developing teen dating violence prevention strategies: Formative research with middle school youth. *Violence Against Women*, 15, 1087-1105.