

Web Quest

Teen dating Violence

Introduction:

This WebQuest aims at introducing knowledge and sensibility about the phenomenon of teen dating violence TDV.

The phenomenon of gender-based dating violence is extremely widespread. Just for make an example, in US the Data Centers for Disease Control and Prevention (CDC) Youth Risk Behavior Survey indicates that among US high school students that declare to have sentimental liaison, it is reported during the 12 months prior to the survey:

- About 1 in 12 experienced physical violence
- About 2 in 12 experience psychological violence
- About 1 in 12 experienced sexual violence

Some adolescents are more at risk than others. Female students experience higher rates of physical and sexual violence than male students. Students who identified as lesbian, gay, bisexual, transgender or queer (LGBTQ) or those who were unsure of their gender identity experienced higher rates of physical and sexual violence on dates than students who identified as heterosexual.

What we are speaking about?

In general, TDV as a type of intimate partner violence occurring in adolescent relationships and including physical, sexual, psychological violence, and stalking behavior. All these forms of violent behaviors may occur face-to-face between the dating partners, but they may also take place electronically, for example, if partners are posting sexual pictures of each other without consent. This phenomenon has been referred to as sexting (see Madigan et al., 2018, for a review). However only nonconsensual or pressured sexting has been considered as violence. Furthermore, cyber dating aggression or abuse defined as “the control, harassment, stalking, and abuse of one’s dating partner via technology and social media” (Zweig et al., 2014, p. 1306) was also considered within the definition.

Task

The task you have to accomplish is basically one: to create a newspaper or a newsletter to introduce first to your school and then to the other schools the phenomenon of teen dating violence (TDV) through a journey along the different paths of language, rights, tools and form for combating bullying. You will learn how to construct a newspaper, both articles and interviews, tables... these are all tools and texts that you will have to reuse now, based on the WWW search and working in groups.

Each group will have to produce different kinds of documents to be included in the newspaper (or newsletter): the article, the interview, the reports, the reviews... (see Process for details).

The first stage will be for everyone a moment of self-reflection on a singular and own experience of teen dating violence thanks to news learned or seen on social networks or information reported by friends. In order to best tackle this complex and varied theme, the work is divided into 3

sections, each of which will be the subject of work and research by a group of 4-5 (or more) students. The topics:

- Group 1- The silence of the voice: history of words and definitions of TDV
- Group 2- The sound of silence: prejudices and reasons why the victims do not report their situations (shame, assumption to be in love, believing the violence is the result of excessive love...)
- Group 3- The perception of violence (when and how the acts related to a TDV cases are perceived as violence: if I control my partner's phone or do not allow Him/her to go out with friends, or other similar situation)

The process

Here you will find precise instructions on tasks and how to conduct your work, directions on how to find material can be found on the Links and resources page.

<https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teendatingviolence/fastfact.html>

<https://youth.gov/youth-topics/teen-dating-violence>

<https://www.teendvmonth.org>

<https://www.ny.gov/teen-dating-violence-awareness-and-prevention/what-does-teen-dating-abuse-look>

<https://www.sciencedirect.com/book/9780128117972/adolescent-dating-violence>

STEP 1: DIVISION OF GROUPS

The teachers will compose 3 groups in the class, from 4 to 5 (or more) members; each group will have a different function in the elaboration of this webquest, however none will have a more important role both in the research and in the final unit work. You will work on one aspect of the topic "teen dating violence" by distributing the tasks and research of the materials equally, each group will have to explicitly state the assignments of each member so that individual assessment can be carried out.

To store and work on the material and information you find, create a folder on the desktop of your computer and name it with the name of your group. It would be a good idea for each group to have two computers available so as to make the most of the hours spent browsing and processing the various papers.

STEP 2: THE EXPERIENCE

of violence between teens involved in a relationship

All the working groups will have to do a web search of cases of violence between teens involved in a relationship. The Groups should analyze how they are recounted and check what are the premises and what are the actions carried out by perpetrators and victims.

It is very important to understand from the cases that are reported, the social contexts in which the phenomena of violence develop, it is also important to understand the personal elements that have led the teens to behave violently or to impose unpleasant situations on their partners.

STEP 3: THE REPORTING

Following the three topics as above, a newspaper or a newsletter is realized with the aim to inform the classmates or the students in the school.

Info about how to start for realizing a newspaper or newsletter here:

<https://schools.firstnews.co.uk/articles/journalistic-writing/how-to-start-a-school-newspaper/>

<https://makemynewspaper.com/how-to-write-a-school-news-article>

STEP 4: PRESENTATION

Once realized the product realized in phase 3 is presented to the classes/schools and to the teachers and parents

Webquest Evaluation Form:

On a scale 1-5, with one being very poor to 5 being very good, rate the webquest on the following aspects:

1. The webquest contained clear goals.. _____
2. The webquest's directions were clear. _____
3. The task was helpful and expanded your knowledge about TDV. _____
4. The final product helped you synthesize the information gathered from the resources.

5. The resources were helpful. _____
6. The webquest contained information that you could use in your future or current classroom. _____
7. The webquest met its goals contained in the introduction. _____

Overall Evaluation: _____