

**expect**respect™

A Program of **SAFE**

**Promoting Healthy Teen Relationships**

**High School Advisory Lessons**

**2015-16**

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## Introduction

This Guide is a resource for promoting healthy teen relationships. The advisory lessons were created to engage students in activities and discussion about characteristics of healthy relationships, assertive communication, boundary setting, and resources in the schools and community.

Setting and communicating boundaries is a key piece of building and sustaining healthy relationships. These lessons encourage young people to reflect on their communication styles and the boundaries they currently set and consider how to proactively identify and assert their needs in relationships.

The topics addressed serve the advisory goals of supporting character development, healthy adolescent development, and positive peer culture.

**Overview:** There are four sequential lessons designed for 25-minute advisory periods.

Lesson 1: Characteristics of Healthy Relationships

Lesson 2: Assertive Communication

Lesson 3: Setting Boundaries

Lesson 4: Dating Abuse

**Objectives** By the end of these lessons, students will:

- Recognize the characteristics of healthy relationships.
- Identify the importance of boundaries and communication for healthy relationships.
- Build skills to set boundaries and communicate assertively.
- Increase awareness of resources at school and in the community.

The lesson plans were developed by the Expect Respect Program and utilize resources created by JWI (*Yes and Know: Boundaries and Communication for Healthy Relationships*, available online at [www.jwi.org/teens](http://www.jwi.org/teens)) and *that's not cool* - a campaign by Futures Without Violence (<http://www.futureswithoutviolence.org/children-youth-teens/thats-not-cool>).

### **Additional Information and Training for Teachers**

- *Dating Abuse: Tools for Talking to Teens*, a project by JWI and the Avon Foundation for Women, explains the dynamics of teen dating abuse and provides usable strategies for all adults to have realistic and successful conversations with young people. The in-person workshop is scripted and easy-to-use, and anyone can facilitate it. Bring the workshop to your community and/or explore the topic online with online courses on Promoting Healthy Relationships and Intervention Strategies. [www.jwi.org/datingabuse](http://www.jwi.org/datingabuse)
- *Teen Dating Violence in the United States – A Fact Sheet for Schools*. U.S. Department of Education
- *Understanding Teen Dating Violence - A Public Health Problem*. U.S. Centers for Disease Control and Prevention.

### **Teacher Preparation**

- Familiarize yourself with district policies about bullying, sexual harassment and dating violence and mandatory reporting requirements. [Link to FFH](#)
- Inform counseling team, school nurses and CIS when you implement advisory lessons as there could be an increased number of students making disclosures and seeking help.
- Become familiar with school and community-based resources for students who may ask you for information or support. [Link to handout with local and online resources](#)
- Read through the lesson plans thoroughly, at least 2-3 times, and make sure all the materials are prepared prior to the program. There are worksheets and videos that supplement the program. This facilitator script provides guidelines for the way activities should be introduced and de-briefed. Facilitators may adapt language as needed.
- Despite the sensitivity of the topics the lessons have been written to stay within a teacher’s comfort level, focusing on information, awareness, empathy, peer support, and school culture.
- If you have questions, connect with SafePlace’ Expect Respect staff working on your campus or call us if you would like assistance (Barbara Ball, Expect Respect Director of Evaluation and Training, (512) 356 1623 or [bball@SafeAustin.org](mailto:bball@SafeAustin.org) or Barri Rosenbluth, Senior Director Expect Respect Program, (512) 356 1628 or [brosebluth@SafeAustin.org](mailto:brosebluth@SafeAustin.org)).

### **Support for Students**

- Refer students to the Expect Respect Program for school-based counseling and support groups at your school by speaking with a school counselor or by contacting Barbara Ball at (512) 356 1623 or [bball@SafeAustin.org](mailto:bball@SafeAustin.org)

## Facilitation Guidelines

Work with the students on establishing an **Advisory Group Agreement** that creates an emotionally safe space.

This **Advisory Group Agreement** may include:

- Confidentiality: Everything said in here stays in here
- Remember that everybody is entitled to an individual viewpoint and experience.
- Appreciate differences.
- Practice listening without interruption.
- Talk about your own experience.
- Share experiences, not advice.
- Support each other.
- Expect each member to contribute.
- Know that you can pass or share.
- Be honest and be real.
- It is OK to make mistakes and take risks.

Guide the group's discussion by:

- acknowledging bullying, harassment and dating violence as complex issues.
- presenting information (research-based facts, anecdotes, and "what-if" scenarios, for example) to encourage discussion and challenge myths and misinformation.
- commenting on school or community events to make the topic relevant.
- using real examples from the students' lives.
- encouraging open, honest, and thoughtful reflection about various perspectives on relationship violence and possible interventions.
- allowing students to clarify their values and expectations for healthy relationships.
- modeling respect for diverse viewpoints (rather than labeling people).
- encouraging students to problem solve together.
- taking a clear stand against disrespect, abuse of power, and all forms of violence.
- making the most of teachable moments.

# Understanding Teen Dating Violence

## Fact Sheet

2014

Dating violence is a type of intimate partner violence. It occurs between two people in a close relationship. The nature of dating violence can be physical, emotional, or sexual.

- **Physical**—This occurs when a partner is pinched, hit, shoved, slapped, punched, or kicked.
- **Psychological/Emotional**—This means threatening a partner or harming his or her sense of self-worth. Examples include name calling, shaming, bullying, embarrassing on purpose, or keeping him/her away from friends and family.
- **Sexual**—This is forcing a partner to engage in a sex act when he or she does not or cannot consent. This can be physical or nonphysical, like threatening to spread rumors if a partner refuses to have sex.
- **Stalking**—This refers to a pattern of harassing or threatening tactics that are unwanted and cause fear in the victim.

Dating violence can take place in person or electronically, such as repeated texting or posting sexual pictures of a partner online.

Unhealthy relationships can start early and last a lifetime. Teens often think some behaviors, like teasing and name calling, are a "normal" part of a relationship. However, these behaviors can become abusive and develop into more serious forms of violence.



### Why is dating violence a public health problem?

Dating violence is a widespread issue that had serious long-term and short-term effects. Many teens do not report it because they are afraid to tell friends and family.

- Among adult victims of rape, physical violence, and/or stalking by an intimate partner, 22% of women and 15% of men first experienced some form of partner violence between 11 and 17 years of age.<sup>1</sup>

- Approximately 9% of high school students report being hit, slapped, or physically hurt on purpose by a boyfriend or girlfriend in the 12 months before surveyed.<sup>2</sup>



### How does dating violence affect health?

Dating violence can have a negative effect on health throughout life. Youth who are victims are more likely to experience symptoms of depression and anxiety, engage in unhealthy behaviors, like using tobacco, drugs, and alcohol, or exhibit antisocial behaviors and think about suicide.<sup>3,4,5</sup> Youth who are victims of dating violence in high school are at higher risk for victimization during college.<sup>6</sup>



### Who is at risk for dating violence?

Factors that increase risk for harming a dating partner include:<sup>7</sup>

- Belief that dating violence is acceptable
- Depression, anxiety, and other trauma symptoms
- Aggression towards peers and other aggressive behavior
- Substance use
- Early sexual activity and having multiple sexual partners
- Having a friend involved in dating violence
- Conflict with partner
- Witnessing or experiencing violence in the home

National Center for Injury Prevention and Control  
Division of Violence Prevention



## Understanding Teen Dating Violence



### How can we prevent dating violence?

The ultimate goal is to stop dating violence before it starts. Strategies that promote healthy relationships are vital. During the preteen and teen years, young people are learning skills they need to form positive relationships with others. This is an ideal time to promote healthy relationships and prevent patterns of dating violence that can last into adulthood.

Many prevention strategies are proven to prevent or reduce dating violence. Some effective school-based programs change norms, improve problem-solving, and address dating violence in addition to other youth risk behaviors, such as substance use and sexual risk behaviors.<sup>8,9</sup> Other programs prevent dating violence through changes to the school environment or training influential adults, like parents/caregivers and coaches, to work with youth to prevent dating violence.<sup>10,11,12</sup>



### How does CDC approach prevention?

CDC uses a four-step approach to address public health problems like dating violence.

#### Step 1: Define the problem

Before we can prevent dating violence, we need to know how big the problem is, where it is, and who it affects. CDC learns about a problem by gathering and studying data.

#### Step 2: Identify risk and protective factors

It is not enough to know that dating violence is affecting a certain group of people in a certain area. We also need to know why. CDC conducts and supports research to answer this question.

#### Step 3: Develop and test prevention strategies

Using information gathered in research, CDC develops and evaluates strategies to prevent violence.

#### Step 4: Ensure widespread adoption

In this final step, CDC shares the best prevention strategies and may provide funding or technical help so communities can adopt these strategies.



### Where can I learn more?

#### CDC's Dating Matters: Strategies to Promote Healthy Teen Relationships

[www.cdc.gov/violenceprevention/datingmatters](http://www.cdc.gov/violenceprevention/datingmatters)

#### National Dating Abuse Helpline and Love is Respect:

1-866-331-9474 or text 77054 or [www.loveisrespect.org](http://www.loveisrespect.org)

#### National Domestic Violence Hotline

1-800-799-SAFE (7233)

#### National Sexual Assault Hotline

1-800-656-HOPE (4673)

#### National Sexual Violence Resource Center

[www.nsvrc.org](http://www.nsvrc.org)



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1-800-CDC-INFO (232-4636) • [www.cdc.gov/violenceprevention](http://www.cdc.gov/violenceprevention)

## TEEN DATING VIOLENCE IN THE UNITED STATES

### A Fact Sheet for Schools

*"Our schools need to be safe havens for all students, and it is critical that we provide school leaders with tools and resources to help them become stronger partners in reducing teen dating violence and other forms of gender-based violence... Like bullying, teen dating violence has far-reaching consequences for the health and life outcomes of victims. We need to do everything we can to make sure all students are safe."*

*U.S. Secretary of Education Arne Duncan*

#### What Is Teen Dating Violence?

According to the Office on Violence Against Women at the U.S. Department of Justice, violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim is dating violence. The existence of such a relationship shall be determined based on a consideration of the following factors:

- the length of the relationship
- the type of relationship
- the frequency of interaction between the persons involved in the relationship

#### What Is the Extent of Teen Dating Violence in U.S. Schools?

- Research shows that about one in three U.S. teens ages 14 to 20 have been victims of dating violence and about the same number say they have committed relationship violence themselves.<sup>i</sup>
- Nationwide, 12% of 9<sup>th</sup>-12<sup>th</sup> grade girls have been physically forced to have sexual intercourse when they did not want to.<sup>ii</sup>
- One in six women was raped before the age of 25; 42% of female rape victims were first raped before the age of 18.<sup>iii</sup>
- 19% of young women report experiencing completed or attempted sexual assault since entering college. Most of these victims are assaulted by someone they know, primarily an acquaintance or a fellow student.<sup>iv</sup>
- 43% of college women report experiencing violent and abusive dating behaviors including physical, sexual, verbal and controlling abuse. 22% have been the victim of physical abuse, sexual abuse or threats of physical violence.<sup>v</sup>

#### How Does Teen Dating Violence Affect Our Schools?

Teen dating violence has serious consequences for victims and their schools. Witnessing violence has been associated with decreased school attendance and academic performance.<sup>vi</sup> 20% of students with mostly D and F grades have engaged in dating violence in the last year, while only 6% of students with mostly A's have engaged in dating violence.<sup>vii</sup> Further, teenage victims of dating violence are more likely than their non-abused peers to smoke, use drugs, engage in unhealthy dieting (e.g., taking diet pills or laxatives, vomiting to lose weight), engage in risky sexual behaviors, and attempt or consider suicide.<sup>viii</sup>

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A 2009 study of sixth-grade students found that 25% thought it was acceptable for boys to hit their girlfriends. More than one fourth of the boys with girlfriends said they had been physically aggressive (punching, slapping) with her.<sup>ix</sup> Although all victims of gender-based violence are affected negatively, research reveals that female victims of dating violence often experience more severe and longer-lasting consequences than do male victims.<sup>x xi</sup>

### **What Can My School Do to Help?**

Nearly half of students who experience dating violence say some of the abuse took place on school grounds.<sup>xii</sup> Relatively few schools, however, have written policies governing safety, security, and intervention with students experiencing dating violence. *Research shows that schools can make a difference in preventing teen violence and other forms of gender-based violence.*<sup>xiii</sup>

Things your school can do:

- Educate your community about prevention and identification.
- Develop locally tailored, appropriate responses to address teen dating violence.
- To provide effective support to traumatized youth or to address the behavior and needs of perpetrators, adopt a comprehensive approach that takes into account the unique challenges that these offenses present (e.g. victim reluctance to report and trauma from sexual violence).

Educating young people about healthy relationships is critical to preventing dating abuse. There are many tools available to help schools get started. Click [this link](http://www.teendvmonth.org/For-Educators) (<http://www.teendvmonth.org/For-Educators>) to learn about examples of resources for schools.

### **Resources and Publications**

[National Teen Dating Abuse Helpline](#)

[Teen Dating Violence Awareness Month](#)

[Break the Cycle](#)

[That's Not Cool](#)

[Idaho Coalition Against Sexual & Domestic Violence](#)

[Men Can Stop Rape](#)

[Violence Against Women Online Resources](#)

[National Resource Center on Violence Against Women](#)

[Dating Matters Initiative](#)

[Shifting Boundaries Youth Dating Violence Prevention Program](#)

NOTE: This fact sheet contains resources, including Web sites, created by a variety of outside organizations. The resources are provided for the user's convenience and inclusion does not constitute an endorsement by the U.S. Department of Education of the organizations, their products, services, or materials, or any views or claims expressed by those outside organizations. The U.S. Department of Education does not guarantee the accuracy of any information contained on the Web sites of these outside organizations. All Web sites were accessed on August 30, 2013.

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Washington, DC 20202  
[www.ed.gov](http://www.ed.gov)

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- <sup>i</sup> "National Rates of Adolescent Physical, Psychological, and Sexual Teen-Dating Violence," Michele Ybarra PhD, MPH, Center for Innovative Public Health Research; Dorothy L. Espelage, PhD University of Illinois at Urbana-Champaign; Jennifer Langhinrichsen-Rohling, PhD, University of South Alabama; Josephine D. Korchmaros, PhD, University of Arizona; Danah Boyd, PhD, New York University; and Kathleen Basile, PhD, Centers for Disease Control and Prevention.
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- <sup>xii</sup> Molitor, C., Tolman, R. *Gender and Contextual Factors in Adolescent Dating Violence*. Violence Against Women. Vol. 4 No. 2, April 1998, 180-194.
- <sup>xiii</sup> Taylor, B., Stein, N.D., Woods, D., Mumford, E. 2011. Shifting Boundaries: Final Report on an Experimental Evaluation of a Youth Dating Violence Program in New York City Middle Schools. U.S. Department of Justice. <https://www.ncjrs.gov/pdffiles1/nij/grants/236175.pdf>.

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## Expect Respect LESSON 1 (of 4): Characteristics of a Healthy Relationship

<b>Introduction:</b>	<b>Advisory Group Agreement Introduction to Expect Respect Lessons</b>	5 minutes
<b>Activity/Topic:</b>	<b>1. A Positive Relationship 2. How I Want to Be Treated by a Dating Partner</b>	5 minutes 10 minutes
<b>Closing:</b>	<b>Characteristics of a Good Partner</b>	2 minutes
<b>Materials:</b>	<b>Worksheet App to create a word cloud</b>	
<b>Assignment:</b>	<b>Digital Postcard</b>	3 minutes

### Objectives:

1. Create an Advisory Group Agreement
2. Define characteristics of a positive relationship

*(Note: If an agreement is already in place in your advisory class, proceed to activity.)*

### Introduction:

Facilitator: We want this advisory to be a safe zone for everyone. As a group, we are going to create a list of Advisory Group Agreements (or review your existing agreements) and ask all of the students to sign it. This list will be posted in our Advisory Group throughout the school year.

### Advisory Group Agreement

1. "In This Advisory Group, we ..... " (list the things we do and don't do to create a safe place)
2. Put the Advisory Group Agreement on a poster board and have everyone sign it.
3. Make additional agreements with class.
  - a. When we are talking about this topic, we are going to follow the NO NAME RULE – please don't share names (or obvious information) of anyone when you are sharing. Instead you can say, "Someone I know who..." or "I can imagine someone who..."
  - b. Please don't share any stories or experiences that involve anyone in this class.

This week, we're going to talk about relationships. Most teens date before they get to college, and relationships can be fun, supportive and meaningful. But too often, teens in relationships have negative experiences and aren't treated right by their girlfriend or boyfriend. In fact, 1 in 3 teens experience some type of dating abuse, which we'll talk about a little later this week.

A couple points before we get started. I know that not everyone here is in a romantic relationship, and you may not even be interested – and that's fine. What we talk about today can be applied to relationships with your friends, siblings and others, as well as to a romantic relationship in the future. I also want to let you know that I'll be using the word "partner." When I say "partner," I mean your dating partner – a boyfriend or girlfriend. Today, we're going to focus on healthy relationships – thinking through the kind of relationships we want to have and how to have them.

### **Activity 1: A Positive Relationship (5 minutes)**

Facilitator: To get us thinking about relationships, I'd like you to break into pairs and talk about a close positive peer relationship in your life that is **NOT** romantic. It could be a friend, a sibling, roommate, cousin or someone else that you are close to. In pairs, discuss:

*Note to facilitator: Allow students up to 5 minutes to discuss.*

- What do you like about him or her?
- How are you two alike?
- How are you different?
- What traits do you admire about him or her?
- How does this person treat you?
- What happens when you two disagree?
- How do you feel when you're with this person?
- Why do you feel this relationship works?

Ask students to share with the class why they feel this relationship works.

*Here are some responses to look for and to draw out:*

- *We respect each other*
- *We trust each other*
- *We listen to each other*
- *We take time to help each other*
- *They believe in me, and I believe in them*
- *We feel comfortable around each other*
- *I always feel safe*
- *I am never scared or afraid of how they might react*
- *We can talk about everything*

Facilitator:

This project is supported by The Consolidated Grant Program to Address Children and Youth Experiencing Domestic and Sexual Assault, Project No. 2014-CY-AX-0020, awarded by the Office on Violence Against Women, U.S. Department of Justice.

These qualities are important in all relationships whether it is with family members, friends, or dating partners. We often look for the same qualities in the people we want close to us. So even if our relationships with our family, our best friend or our dating partner are different, there are similar ways in which they help us grow and feel good about ourselves.

## Activity 2: How I Want to Be Treated by a Dating Partner (10 min)

Facilitator: Please look at your worksheet and review the following list and circle 5 ways you want to be treated in a relationship. You may see many qualities here that you like, but try to pick your top five. Follow the directions at the bottom of the page after you have picked your top 5.

*Note to facilitator: allow up to 5 minutes for students to complete the worksheet.*

Ask the students to share the number one most important way they would like to be treated by a dating partner. Use an application for generating word clouds in the classroom and input the students' responses. Print the word cloud and display it in the classroom as a reminder for students about their expectations for positive and healthy dating relationships.

[http://www.brighthubeducation.com/elementary-school-activities/75426-generating-word-clouds-in-the-classroom/?cid=parsely\\_rec#imgn\\_2](http://www.brighthubeducation.com/elementary-school-activities/75426-generating-word-clouds-in-the-classroom/?cid=parsely_rec#imgn_2)

<http://www.brighthubeducation.com/teaching-methods-tips/58905-create-lesson-plans-using-wordle-web-technology/>

## Closing

Facilitator:

A good partner  
cares about your happiness  
trusts you and believes you  
supports your interests  
respects your privacy and boundaries  
understands you have a life outside of the relationship.

A good partner  
values what you have to say  
does not pressure you  
never punishes, threatens or hurts you.

A good partner  
wants you to be who you are.

## Worksheet: How I Want to be Treated by My Partner

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Please review the following list and circle 5 ways you want to be treated in a relationship. You may see many qualities here that you like, but try to pick your top five. Follow the direction at the bottom of the page after you have picked your top 5.

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**I want my partner to ...**

<b>Respect me</b>	<b>Nurture me</b>	<b>Trust me</b>	<b>Support me</b>
<b>Encourage me</b>	<b>Protect me</b>	<b>Take care of me</b>	<b>Treat me as an equal</b>
<b>Treat me like a king or queen</b>	<b>Love me</b>	<b>Treat me honestly</b>	<b>Need me</b>
<b>Impress me</b>	<b>Commit to me</b>	<b>Be trustworthy</b>	<b>Make me laugh</b>
<b>Treat me fairly</b>	<b>Provide for me</b>	<b>Share interests with me</b>	<b>Be a good listener</b>
<b>Give me space when I need it</b>			

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Looking at the 5 you chose, please list your number one most important way you would like to be treated by a dating partner and write a brief explanation of why that behavior is so important.

**#1 Quality:**

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**Explanation:**

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## Homework Assignment: Create a Digital Postcard

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A Digital Postcard is

- An image paired with text that **deepens or extends** the meaning of the photo.
- Intentionally crafted to communicate a **strong, clear message** for its audience.

Your homework assignment is to create a Digital Postcard that expresses through images and words the qualities of a healthy relationship. Think again about what is most important to you in a relationship and how you would like to be treated by a dating partner.

You will need your i-pad and a free app <http://www.phon.to/> that allows you to overlay text on photos. Examples of digital postcards created by teens can be found after the instructions.

### Instructions

#### Step 1:

Take 3 photos following the instructions below:

1. **Create a picture only using hands** to show the quality of a relationships that is most important to you.
2. **Use an object** (or several objects) to communicate the quality that is most important to you.
3. **Create an image with paper** (folding, cutting, tearing, crumpling, layering etc) to show the quality that is most important to you.
4. Your challenge is to express the qualities of a healthy relationship without taking pictures of people or people's faces.

Here are some tips for taking interesting photos:

1. Play with zooming in and zooming out
2. Change your perspective (birds' eye view versus ant's view)
3. Explore different backgrounds; ask yourself whether the background is distracting or helps tell the story

#### Step 2:

Write the caption

1. Look at your photos: *What is the tone/mood of this photo? What quality of a healthy relationship does it convey?*
2. Write a short sentence, or caption, for this photo that will help someone understand the story behind it.
3. Reflect on the message that the image and caption send to others and ask yourself: *Is this truly what matters to me in a healthy, positive relationship? Is this how I want to be treated? Do I get the message across?*

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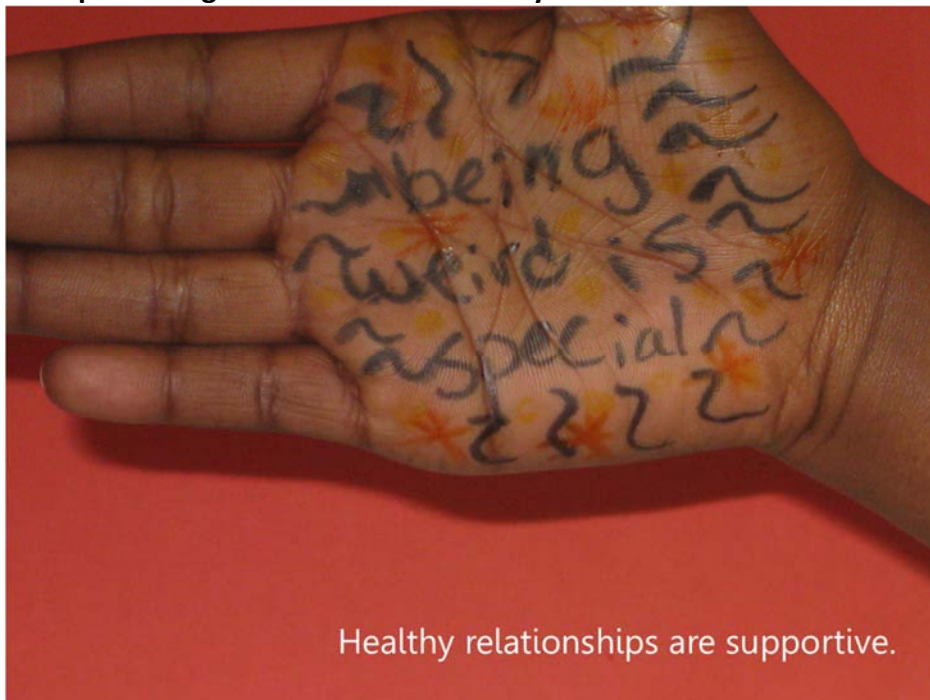
**Step 3:**

Add the caption (s) to your photos.

1. Using the Phonto app you will overlay text on top of the image.
2. You will be able to choose a font, ink color and placement of the text.
3. Think about getting your message across in the best way possible.

**Step 4:**

Choose the best one of the three digital post cards and share them with your instructor and class.

**Examples of Digital Postcards Created by Teens**



**Healthy relationships make you feel so happy you want to jump!**



**In a healthy relationship we like spending time together.**



## Expect Respect LESSON 2 (of 4): Assertive Communication

<b>Introduction:</b>	<b>Communication Style Quiz</b>	5 minutes
<b>Activity/Topic:</b>	<b>Role Play: Passive, Aggressive and Assertive Communication</b>	10 minutes
<b>Closing:</b>	<b>Why is assertive communication important for healthy relationships?</b>	5 minutes
<b>Materials:</b>	<b>Worksheet: Communication Style Quiz</b>	
<b>Assignment:</b>	<b>Review Progress with Digital Postcards</b>	5

### Objectives

1. Explore different communication styles
2. Identify elements of assertive communication and its importance for healthy relationships

### Introduction

Facilitator: Communication is key in a healthy relationship. People have different natural communication styles. First, we'll take a quiz to see which communication style you have. We may use different styles at different times or in different relationships.

### Communication Style Quiz

*Note to Facilitator: Distribute quiz. Allow 5 minutes to complete and tally points.*

Facilitator: Thanks for taking the quiz. By a show of hands, who are passive communicators? Assertive? Aggressive? We all have different natural styles, and I want to talk a little more about those now.

**Passive communication** means that you tend to not state what you want or are really thinking. Passive communicators want to avoid conflict and quickly give in to more assertive communicators. They often won't bring up issues, have a hard time asking for favors and are afraid of upsetting or angering others.

What problems could you see for a passive communicator? How might they feel? How might they appear to others?

*Sample answers: bottle up anger, never get what they want, resentful, don't resolve issues, feel helpless or out-of-control, not having a voice.*

**Aggressive communicators** are practical and don't hold back. They often have strong opinions, state what they want and don't mind arguing to get it.

What problems could you see for an aggressive communicator? How might they appear to others? *Sample answers: might seem mean, not considerate of others, bossy, disliked, controlling, over powering*

**Assertive Communication** is what everyone should be working towards most of the time. Assertive communicators state what they want directly, but not at the expense of others. They are straightforward, honest and constructive without being rude or disrespectful. Instead of ignoring their own needs (like a passive communicator might do) or arguing and trying to win (like an aggressive communicator might do), an assertive communicator expresses their needs clearly. There may be situations in which passive and aggressive styles are needed. Can you think of any? (When your safety is in danger)

Facilitator presents 3 steps to communicating assertively:

### Three Steps to Communicating Assertively

Step 1: **I feel** ..... in this situation/ when you do this.

Tell the person how you're feeling at the moment. Try to be honest and accurately describe your feelings about the situation.

Step 2: **I want or need** ....

Say what you want or need from the person. You may want the person to do something or simply listen to you. Be Specific

Step 3: **I will** ...

Tell the person what you are prepared to do to get your needs met or resolve the problem.

*Example:*

*You planned to go to the movies together, and you are waiting at the mall, but your partner (or friend) doesn't show up.*

*Step 1: I feel really angry right now. I'm hurt and disappointed.*

*Step 2: I need for you to keep your promises to me. I want you to call me in advance if you have to cancel our plans.*

*Step 3: If you stand me up again, I will not make plans with you anymore.*

### Activity: Role Play Different Communication Styles

*Note to Facilitator: Divide the class into 3 groups and have them assemble in different areas of the classroom.*

This project is supported by The Consolidated Grant Program to Address Children and Youth Experiencing Domestic and Sexual Assault, Project No. 2014-CY-AX-0020, awarded by the Office on Violence Against Women, U.S. Department of Justice.

*Present the role play scenario and ask each group to brainstorm and demonstrate an assertive response.*

**Scenario 1: Your partner is 40 minutes late to pick you up for school in the morning.**

**Scenario 2: Your partners asks you to loan them \$100, but you've been saving that money for something else.**

**Scenario 3: You decide the relationship is not working out for you and you want to break up.**

Facilitator: How did it feel to be assertive? Is being assertive difficult or scary? Why or why not?

*Note to facilitator: Probe for feeling vulnerable when stating feelings and needs.) What makes assertive communication effective in most situations? Why is assertive communication important for a healthy relationship?*

## **Closing**

Communicating assertively is very important to resolving conflicts and getting your needs met in a relationship. Keep your communication style, and these tips for assertive communication, in mind as we start our next conversation tomorrow on boundaries.

## **Assignment: Review Progress with Digital Postcards**

## Worksheet: Communication Style Quiz

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**1. Your partner asks if s/he can copy your math homework since s/he was really busy this week. You don't feel comfortable with this and want your partner to do the work on his/her own. You:**

- A. Show the assignment to your partner anyway and hope he/she does most of the work on his/her own.
- B. Tell your partner absolutely not.
- C. Explain to your partner that though you want him/her to do well on the homework, you wouldn't feel comfortable giving him/her your work.

**2. You and your partner decide to go to the movies; s/he says s/he'll pay you back. It's been a month and your partner still hasn't paid you back. What do you do?**

- A. It's not worth mentioning, you're sure s/he'll pay for something in the future.
- B. Casually remind him/her about the money the next time you two are together and ask him/her to get it to you when he/she can.
- C. Text your partner immediately, saying that he/she owes you and should bring it to you right away. There's no excuse for this.

**3. Your friend constantly wants to text and video chat until late at night on weeknights. You have a lot of studying and extra-curricular work to do and really need to go to bed early. How do you deal with this?**

- A. Tell your friend that he/she has to stop texting you at night.
- B. Tell your friend your parents took your phone/laptop.
- C. Call your friend and talk about it, saying that you really love talking, but that you really want to focus on school and you need your sleep.

**4. You've been assigned a group project in your English class. Your group members divided up the work evenly, but one member has not done her part and is constantly coming up with excuses as to why she hasn't gotten the work done. How do you handle the situation?**

- A. Tell her that you feel that her lack of effort is not fair to the rest of the group.
- B. Tell the teacher what is happening. Threaten that you won't give her credit for the project if she doesn't finish everything by the deadline.

C. Divide up the work she's been neglecting amongst your other group members. Why waste time confronting her?

**5. It's a Friday night and your partner wants you to stay in with him/her. A friend of yours is hosting a birthday party, and you were hoping to go out and celebrate. You:**

A. Just stay in – you don't want to argue with him/her about it, and you would feel bad leaving your partner alone.

B. Tell your partner not to be so boring and threaten that you might meet someone else if s/he doesn't come with you to the party.

C. Remind your partner about the party and tell him/her that you still plan to go by yourself, but that if s/he would rather stay in you understand.

**6. You would like to go to the football game, but you need a ride. Your parents can't take you and your partner has a car, but he/she isn't into going to games. You:**

A. Inform your partner that s/he needs to take you to the game.

B. Ask your partner what s/he is up to on that day. Maybe she'll offer to give you a ride. It seems like a pretty big favor and you don't want to ask too much.

C. Tell your partner that you would really appreciate it if he/she would take you to the game and ask if that is possible.

**7. At a restaurant, your waiter brings you the wrong meal. You:**

A. Just eat the meal he brought. There is no point in causing a scene.

B. Give your waiter a piece of your mind and tell him to bring out your correct order immediately.

C. Politely let your waiter know that this is not what you ordered.

**8. When meeting with a teacher about a test you didn't do so well on, and he cuts you off mid- sentence and keeps talking over you. You:**

A. Tell him off for interrupting you. How can he help you when he isn't listening?

B. Let it go. He's the expert, anyway.

C. Finish asking your question if he doesn't answer it after he's finished talking. If it keeps happening, say something like "please let me finish my thought."

**9. You are ready to get more serious with your partner and would like to make it "official." How do you make this clear?**

A. Hint that your friend just changed her relationship status on Facebook. Maybe he/she is thinking about it, too.

B. Ask your partner if being an official couple is something he/she is ready for and be honest about how you are feeling.

C. Give your partner an ultimatum. You've been in a relationship for a long time and if s/he doesn't want to take this step, it's over.

**10. Your partner has been acting distant since winter break. You're worried about him/her and want to know what is going on. You:**

A. Tell your partner you are worried about him/her and explain the changed behaviors you have been seeing.

B. Decide to confront him/her about it by saying "why have you been so weird lately?"

C. Ask broad questions about his/her family, break, and friends, hoping he/she will make it clear if anything is upsetting him/her.

**Points key:** 1: A=1, B=3, C=2 2: A=1, B=2, C=3 3: A=3, B=1, C=2 4: A=2, B=3, C=1 5: A=1, B=3, C=2 6: A=3, B=1, C=2 7: A=1, B=3, C=2 8: A=3, B=1, C=2 9: A=1, B=2, C=3 10: A=2, B=3, C=1

**If you scored:**

**10-16 points- You're a passive communicator!** You tend to be timid when it comes to confronting others and you often hold things back in order to avoid conflict. In friendships and romantic relationships, you care deeply about the feelings and emotions of others, and you worry about how confrontation will affect these relationships.

**17-23 points- You're an assertive communicator!** You think about the feelings of your friends and romantic partners and balance your emotions with a desire to solve problems. You seek to be constructive and solve problems.

**24-30 points- You're an aggressive communicator!** You want to get things done and express what you need. You let others know exactly what you're thinking and assume they'll do the same.

Adapted from:



## Expect Respect LESSON 3 (of 4): Setting Boundaries

<b>Introduction:</b>	<b>Activity: Walk Towards Me!</b>	5 minutes
<b>Activity/Topic:</b>	<b>Activity 1: Boundaries Quiz</b> <b>Activity 2: Where Do You Draw Your Digital Line?</b>	5 minutes 15 minutes
<b>Closing:</b>		
<b>Materials:</b>	<b>Worksheet: Boundaries Quiz</b> <b>Video: That's not cool</b>	
<b>Assignment:</b>	<b>Worksheet: Assertive Communication - 3 Scenarios</b>	

### Objectives:

1. Increase awareness of personal boundaries
2. Practice setting and communicating boundaries

### Introduction

Facilitator: One thing that separates a healthy relationship from an unhealthy relationship is having healthy boundaries, being able to be close and let people into your life, without giving up your rights, or your physical or emotional safety.

#### **Walk Towards Me! (5 minutes)**

Facilitator: Let's start today with an activity. For this activity, please get in pairs, and decide who is "A" and who is "B." "A"s line up against one wall, and "B"s line up against the other across from each other. When I say "Go," "A"s should walk towards "B"s. "B"s, put your hand up and say "stop" when your partner has gotten close enough and you would feel uncomfortable if he or she moved closer. After you say, "Stop", take a moment to notice the distance between you and how you feel. Then trade.

*Note to facilitator: Allow time for two rounds of this activity, then ask the group to return to their seats and ask questions to the whole group.*

Facilitator: How did you decide when it was time to say, "Stop"? How did you decide? Were you surprised at how different people's boundaries are?

Facilitator: Everyone has different boundaries. Boundaries can be instinctive; sometimes, we just feel like someone has crossed a line, even when we weren't conscious of drawing a line. Boundaries are different with different people and in different settings. For example, if you were asked, "What did you do this weekend?" by a teacher, a parent, a casual acquaintance and a close friend, your answer would probably be different for each person depending on how much information you'd want to share, how close you were and your relationship with that person.

Boundaries can be physical, emotional and sexual, and often protect privacy, personal space and individuality.

You are always entitled to your own space, interests and emotions.

You should never try to change your partner/ friend or violate their boundaries.

Abuse is when someone continues to violate your physical, sexual or emotional boundaries.

### **Activity 1: Boundaries Quiz**

Facilitator: Do you naturally tend to have high boundaries around your privacy, personal space and individuality, or do your boundaries tend to be low? Take this short personal quiz to give you a better idea of where you land. There are no wrong answers.

*Note to Facilitator: Allow up to 5 minutes to complete quiz.*

Facilitator: The "A" answers indicate a low barrier, while the "B"s indicate a high barrier. There's no right or wrong answers. It's healthy to have a mix of barriers with your partner or friends and for some of those barriers to change over time. Some people are naturally more open about their privacy, feelings and space than others are.

What problems could result from having too few boundaries?

*Sample answers: you are always compromising what you want, feel and need to please your partner and avoid conflict. When your barriers are being violated and/or your barriers are too low, you can feel taken advantage of, imposed upon and even abused.*

What problems could result from having too many boundaries?

*Sample answers: Having too many barriers keeps other people at a distance and compromises intimacy, which can make you or your partner/ friends feel disconnected, lonely and/or misunderstood.*



## Activity 2: Where Do You Draw Your Digital Line?

Facilitator: Your mobile, IM, and online accounts are all a part of you. Let us talk about where you draw your digital line.

*Note to Facilitator: Have the class view the “that’s not cool” video and lead discussion.*



Ask the class some or all of the following questions:

- What were some of the things that the boyfriend harassed the girlfriend about?
- What boundary/boundaries were compromised (or violated)?
- The final slide asks, “When does caring become controlling?” At what point do you think the boyfriend’s texts went from caring to controlling?
- When it comes to over-texting, what puts it over the edge - the number of texts or what the texts are saying? Or both?
- Where would you draw the line?
- What do you think the girlfriend in the video should do about this situation?

Explain: “The video that we just watched demonstrates how cell phones can be used to monitor, control, pressure, and overwhelm another person and violate their boundaries. Cell phones, the internet, and on-line sites like FaceBook and MySpace can all be used as tools to bully, threaten, and harass others. For example, they can be used to spread rumors; spy on others; share people’s personal pictures, videos, and information without their consent.”

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## Worksheet: Boundaries Quiz

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**1) You're reading a new text message, and your partner asks, "Who is it?" You**

A) Tell your partner who it is and what the text is about. Why wouldn't you?

B) Tell your partner it's none of his/her business.

**2) You and your partner go see a movie. You're not a huge fan, but your partner loves the movie.**

**When another friend asks how the movie was, your partner says, "We both loved it!" You say**

A) "Yeah, it was good."

B) "S/he liked it a lot better than I did."

**3) You have plans with a cousin who's visiting from out of town. Your partner asks if s/he can tag along. You say**

A) "Sure, why not – the more, the merrier! I'm sure my cousin would like to meet my partner."

B) "Sorry, I want to spend one-on-one time with my cousin."

**4) You volunteer at a tutoring center every weekend, and your partner starts to come along, too. You say**

A) "That's so sweet – now we can spend more time together while doing something I already love."

B) "Since when are you interested in that? Why don't you find your own hobbies."

**5) Your partner is always touching you (holding your hand, putting arm around you, etc.) when you're hanging out with other friends. You think**

A) That's nice – s/he wants to show the world you two are a couple, and can't keep his or her hands off you!

B) That's uncomfortable – you don't want your partner in your space all the time, especially when you're with other people.

**6) Your partner asks for your passwords for your phone, e-mail and social media pages. You say**

A) "Great idea – we're so close, we should share everything."

B) "Not happening – some things I need to keep personal. "

**7) You're exhausted and half-asleep, but your partner wants you to come with him/her to go hang out with some friends. You say**

A) "Okay, I'll go with you."

B) "I'm tired don't want to."

Adapted from



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### Homework Assignment:

Facilitator: Your homework assignment is to practice negotiating boundaries in an assertive way. There are three scenarios. Please respond to each of them. Remember to be assertive. State the issue, the feeling and what you need. Focus on solutions, not punishment.

*Note to facilitator: Sample answers for the scenarios.*

**Scenario 1:** Ash and Sam have been dating for a few months. Ash is home sick, and Sam comes over to check on Ash. Sam posts an unflattering video of Ash sleeping and snoring. Ash feels embarrassed and angry at Sam for posting it.

1. What boundary was compromised?
  - a. *Sample Answer: privacy*
2. What could Ash say to Sam to communicate the issue and set the boundary for the future?
  - a. *Sample answers: "I value my privacy and am not comfortable that that video is online. Please take it down and ask me before you post pictures of me." "It made me feel angry when I saw that video of me online. It is unflattering and I don't want that kind of thing shared. Please take it down and ask me before you post things like that."*

**Scenario 2:** Jo and Morgan have been dating for a few months, and Jo leaves for summer break to be a camp counselor at a sleepaway camp. Jo is busy with work, helping campers and making friends with other counselors, and feels irritated with Morgan, who calls every morning and every night and texts throughout the day. One day, Jo leaves the phone behind for a field trip and has over thirty texts from Morgan that night. Jo feels that Morgan has good intentions, but finds the communication excessive.

1. What boundary/boundaries were comprised?
  - a. *Sample answer: individuality, personal space*
2. What could Jo say to Morgan?
  - a. *Sample answers: "It's important to me to focus on my work and spend time with people at camp who I only see once a year. I feel uncomfortable and pressured when you text and call me so much. Could we just check in once a day?" "You've been texting and calling me a lot, and I need more space. I feel like you want to be talking constantly, but I want to be able to pay attention to other parts of my life. Please wait for me to call you next time."*
3. Morgan really wants to talk to Jo more than they are currently talking. What could Morgan say to communicate that need assertively?
  - a. *Sample answer: "I don't want to make you uncomfortable or pressure you, and I know you're busy, but I would really like to talk more. I miss you when you're away. Can we set definite times to talk throughout the week?"*

**Scenario 3:** Taylor and Jordan have been best friends for years and started dating in tenth grade. As soon as they decided to be a couple, Taylor started being very physical – Taylor is

always initiating public displays of affection, touching and kissing Jordan. Whenever they're alone together, Taylor starts putting the moves on. Jordan feels surprised and uncomfortable with all the physical attention.

1. What boundary is being violated?
  - a. *Sample answer: Physical space, personal safety*
2. How can Jordan communicate assertively about what s/he is feeling? What can Jordan say to start the conversation?
  - a. *Sample answer: "Since we started dating, things have gotten really physical. I'm not comfortable with how fast things seem to be moving. I think we might be on different pages about what dating means. I'd like to talk like we used to instead of immediately being physical, and I'm not comfortable with all the PDA. Do you think you can take it down a notch?"*
3. Taylor does want the relationship to be more physical. What could Taylor say that's assertive, but not aggressive?
  - a. *Sample answer: "I care about you and don't want you to be uncomfortable, and I am so sorry that you felt pressured. I do want our relationship to be more physical than when we were just friends. Can we talk in more detail about what you're comfortable and uncomfortable with? How do you want me to approach you when I do want to be more physical?"*

## Homework Assignment: Assertive Communication – 3 Scenarios

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**Scenario 1:** Ash and Sam have been dating for a few months. Ash is home sick, and Sam comes over to check on Ash. Sam posts an unflattering video of Ash sleeping and snoring. Ash feels embarrassed and angry at Sam for posting it.

3. What boundary was compromised?

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4. What could Ash say to Sam to communicate the issue and set the boundary for the future?

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**Scenario 2:** Jo and Morgan have been dating for a few months, and Jo leaves for summer break to be a camp counselor at a sleepaway camp. Jo is busy with work, helping campers and making friends with other counselors, and feels irritated with Morgan, who calls every morning and every night and texts throughout the day. One day, Jo leaves the phone behind for a field trip and has over thirty texts from Morgan that night. Jo feels that Morgan has good intentions, but finds the communication excessive.

4. What boundary/boundaries were comprised?

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5. What could Jo say to Morgan?

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6. Morgan really wants to talk to Jo more than they are currently talking. What could Morgan say to communicate that need assertively?

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**Scenario 3:** Taylor and Jordan have been best friends for years and start dating in tenth grade. As soon as they decided to be a couple, Taylor started being very physical – Taylor is always initiating public displays of affection, touching and kissing Jordan. Whenever they're alone

together, Taylor starts putting the moves on. Jordan feels surprised and uncomfortable with all the physical attention.

4. What boundary is being violated?

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5. How can Jordan communicate assertively about what s/he is feeling? What can Jordan say to start the conversation?

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6. Taylor does want the relationship to be more physical. What could Taylor say that's assertive, but not aggressive?

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## Expect Respect LESSON 4 (of 4): Dating Abuse

<b>Introduction:</b>	<b>Review Digital Postcards of Positive and Healthy Relationships</b>	5 minutes
<b>Activity/Topic:</b>	<b>Warning Signs for Unhealthy and Abusive Relationships</b>	18 minutes
<b>Closing:</b>	<b>Getting Help for Self and Others: Information on School and Community Resources</b>	2 minutes
<b>Materials:</b>	<b>Video: Warning Signs for Unhealthy and Abusive Relationships (by JWI)</b>	

### Objectives:

1. Identify warning signs of unhealthy and abusive relationships
2. Increase awareness of school and community resources
3. Share information about school policy on sexual harassment and dating violence

### Introduction:

Facilitator: Today we will start out by sharing the digital postcards that you all created. They show what matters most to you in how you want to be treated by a dating partner. Invite comments from students after viewing the digital postcards. What are the common messages expressed in the postcards?

*Note to Facilitator: Pull students' digital postcards into a slideshow and show it at the beginning of this lesson.*

### Activity 1: Warning Signs for Unhealthy and Abusive Relationships

Facilitator: Let us keep in mind all the positive expectations that you have for a healthy, happy and respectful relationship. You should always remind yourself of how you want to be treated by a partner and what matters most to you, especially in those moments when a relationship that may have started out on a good note becomes complicated. We're going to watch a short movie that follows three teens as their relationships change from healthy to unhealthy to abusive.

*Note to facilitator: show video at <http://datingabuse.jwi.org/video>*

Facilitator: Use the questions below to facilitate discussion.

- Does anyone have any initial reactions to the movie they want to share?
- What boundaries were violated? How?

- *Sample answer: Asking for naked text photo violated boundary around privacy, but student didn't want to overreact and wanted to please boyfriend, so sent them anyway.*
- I want to add that **abuse is never the victim's fault**, and the real problem is that the abuser is violating boundaries and being controlling. A person may violate your boundaries even if you communicate assertively. But thinking about boundaries can help you identify if your partner isn't treating you right and speak up before things get worse.
- What is dating abuse? How would you define it?

*Dating abuse is the act or threat of violence—either verbal, physical, sexual or emotional—by one partner in a current or past dating relationship toward the other partner.*

- How big is this issue? Have you ever seen or heard about an abusive dating relationship? Please do not use the names of other students.

*The Centers for Disease Control and Prevention found that 1 in 10 high school students reports being a victim of physical dating abuse in the past year (YRBS, 2013).*

*The most dangerous time for a victim is during and immediately after the break-up of the relationship. This is when the abuser experiences a loss of control over his partner. If you suspect that your partner may become abusive, break up over the telephone or in a public place.*

- What forms of abuse did you see in the video?
  - *Controlling behaviors such as choosing a partner's clothes, friends*
  - *Shouting, hitting*
  - *Put downs*
  - *Pressuring someone to have sex*
  - *Discouraging study or working toward good grades*
  - *Trying to separate the partner from friends or family*
- How did the victims say they felt?
  - *Willing to put up with anything*
  - *Fear that no else will want them*
  - *Loneliness*
  - *Anger*
  - *Depression*



- How can mental abuse be as crippling as physical abuse?
- What are the warning signs that you may be in an abusive relationship?
  - *Feel bad about yourself*
  - *Feel afraid of your partner*
  - *Feel humiliated or embarrassed by your partner*
  - *Loss of interest in hobbies, social activities, school*
  - *Making excuses for your partner's behavior*
  - *Abusing alcohol or drugs*
  - *Constantly dealing with your partner's jealousy*
  - *Afraid to break up*
- What can you do to stop or prevent dating abuse?
  - *Get to know a dating partner slowly. Don't move too fast.*
  - *Talk with a partner about what you want and expect.*
  - *Don't use or accept abusive or disrespectful behavior toward others.*
  - *Recognize that partners in a healthy relationship have equal power. Healthy partners treat one another with respect and respect each other's right to make their own decisions. Healthy relationships are based on equality and respect.*
  - *Speak up when you witness abusive or disrespectful behavior. If you know someone who is being abused, tell them you are concerned about them and ask them what you can do to help.*
  - *Be a role model for healthy relationships.*
  - *Take a stand by educating others*

You should always feel in control of your boundaries. It is important to think critically about anything that makes *you* uncomfortable in *your relationship* and address these behaviors *before they escalate*. If your relationship is healthy, your partner will listen with respect and try to find a solution. But if you're really afraid to talk to your partner because of how you think he or she might react, that could be a red flag that the relationship isn't healthy.

### **Closing: Getting Help for Self and Others**

1. Ask students to name someone at school or among their friends and family they would feel safe talking to or who would assist them in going to get help.
2. Ask students whether they are aware of their school's policy on preventing sexual harassment and dating violence. Provide link to policy and MISD website.
3. Review the following resources with the students.

**SafePlace's Expect Respect® Program** ([www.expectrespectaustin.org](http://www.expectrespectaustin.org))

Expect Respect provides school-based counseling and support groups in Manor ISD middle and high schools for teens who have been hurt by violence or abuse. Ask your School Counselor or CIS for more information or contact us at [expectrespect@SafePlace.org](mailto:expectrespect@SafePlace.org).

Call SafePlace 512 267-SAFE.

**The National Dating Abuse Helpline** (<http://www.loveisrespect.org/>)

The National Dating Abuse Helpline offers real-time, one-on-one support from peer advocates for youth, parents, teachers, clergy, law enforcement, and service providers. The National Dating Abuse Helpline is a 24-hour resource that can be accessed by phone or the internet, specifically designed for teens and young adults. Call 866.331.9474 ; 866.331.8453 TTY. Text "loveis" to 22522

**That's not cool** ([www.thatsnotcool.com](http://www.thatsnotcool.com))

Thatsnotcool.com is an interactive website for youth that aims to raise awareness about digital dating abuse. It addresses problems like unwanted and disrespectful texting, pressuring for nude pictures, and breaking into someone's e-mail or social networking page. The site includes a discussion board, videos, and callout cards.

**A Thin Line** ([www.athinline.org](http://www.athinline.org))

Sponsored by MTV, this campaign aims to stop the spread of digital abuse among teenagers by tackling issues like sexting, textual harassment and cyberbullying. A Thin Line is designed to raise awareness and spark conversation so that youth can recognize, respond to, and stop digital abuse on their cell phones and the Web.

## Resources for Preventing Dating Violence, Sexual Harassment, and Bullying

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Dial **911 emergency** or your local law enforcement agency if you or someone else has been hurt or in immediate danger. Physical and sexual violence are against the law, even when you're dating, living together, or married.

### Want to talk to someone about your relationship?

The **National Dating Abuse Helpline** operates via telephone and online **24 hours a day** and is staffed by both teen and adult advocates. Teens (and parents) anywhere in the country can call toll free, 1-866-331-9474 or log on to the interactive website, [loveisrespect.org](http://loveisrespect.org), and receive immediate, confidential assistance. The website offers secure, live interactive chat to teens. While online or on the phone, teens are given support as well as referrals to local resources in their hometown to provide them with the help they need.

The **National Domestic Violence Hotline** at 1-800-799-SAFE or 1-800-787-3224 (TDD) provides telephone counselors who will listen, help you clarify your thoughts and feelings, and give you information and referrals to services in your area. ([www.ndvh.org](http://www.ndvh.org)).

The **National Runaway Switchboard** 1-800-RUN-AWAY offers crisis intervention, message relay and conference calling to parents, and referrals to shelter and other services in your area. Telephone counselors will help you develop a plan of action so you can stay safe. ([www.nrscrisisline.org](http://www.nrscrisisline.org))

**Rape, Abuse, and Incest National Network (RAINN)** 1-800-656-HOPE. Need someone who understands how to help a survivor of sexual abuse or assault? RAINN provides crisis counseling, information, and referrals and can transfer your call to a rape crisis center in your area. ([www.rainn.org](http://www.rainn.org)).

**Child Help USA-National Child Abuse Hotline** 1-800-422-4453 or 1-800-4-A-CHILD has professional counselors available for crisis intervention and referral to local child protective services and community agencies. This hotline has access to translators in more than 100 languages! ([www.childhelpusa.org](http://www.childhelpusa.org)).

**National Center for Victims of Crime Helpline** 1-800-FYI-CALL or TTY 1-800-211-7996 or email [gethelp@ncvc.org](mailto:gethelp@ncvc.org). Visit the website at [www.ncvc.org](http://www.ncvc.org).

## Websites

### **SafePlace's Expect Respect Program: [www.expectrespectaustin.org](http://www.expectrespectaustin.org)**

The Expect Respect Program works with teens in school and community settings to build healthy teen relationships and prevent dating and sexual violence. The website includes resources for teens, parents and educators and describes Expect Respect program components: support groups for students who have experienced violence, youth leadership opportunities and training, Changing Lives Youth Theatre Ensemble, and collaborations with school and community partners.

### **Respect for All, Austin ISD: [www.austinisd.org/respectforall](http://www.austinisd.org/respectforall)**

The Austin Independent School District is dedicated to providing a positive school climate and believes that all students have the right to learn in an environment free of harassment, bullying and violence. Explore the district's *Respect for All* website, which provides important information about the AISD policies that address bullying, harassment and violence, as well as resources for parents, students and educators.

### **The National Teen Dating Abuse Helpline: [www.loveisrespect.org](http://www.loveisrespect.org)**

The National Teen Dating Abuse Helpline offers real-time, one-on-one support from peer advocates for youth, parents, teachers, clergy, law enforcement, and service providers. The National Teen Dating Abuse Helpline is a 24-hour resource that can be accessed by phone or the internet, specifically designed for teens and young adults. Call 866.331.9474 ; 866.331.8453 TTY. **Love is Respect**, sponsored by Liz Claiborne, Inc., provides activities and campaigns for youth.

### **Break the Cycle: [www.breakthecycle.org](http://www.breakthecycle.org)**

Break the Cycle engages, educates and empowers youth to build lives and communities free from domestic and dating violence. Break the Cycle programs provide help, tools and information to help young people live violence-free lives.

### **Half of Us: [www.halfofus.com](http://www.halfofus.com)**

Through Half of Us, mtvU and The Jed Foundation want to initiate a public dialogue to raise awareness about the prevalence of mental health issues and connect students to the appropriate resources to get help. The website includes videos, suggestions for how to help a friend, and resources for youth, including a link to the National Suicide Prevention Lifeline at 1-800-273-TALK to speak with a trained professional and get connected to a mental health provider.

**Stop Bullying.** The U.S. Department of Health and Human Services launched a campaign to prevent youth bullying. "Take a Stand. Lend a Hand. Stop Bullying Now!" [www.stopbullying.gov](http://www.stopbullying.gov).

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