

CHOOSE

RESPECT

Section Three: Video and Presentation: Format A

Target Audience: Youth, 11–14

Leader: Adult or youth age 15 and above with some skill and experience in group leadership

Size of Group: 5–25 youth

Session Time: 2 hours

Format A works well with as few as 5 or as many as 25 participants. The presentation is interactive—you will provide some information, and the group will analyze the video and discuss it with their peers to identify healthy and unhealthy relationships. Participants will also learn to recognize warning signs of dating abuse and role play ways to encourage friends to get help and end unhealthy relationships. Newsprint activities and brief discussions allow them to voice their opinions about Choose Respect, the video, and key discussion points. The session concludes with an activity in which participants can brainstorm ideas for implementing Choose Respect in their community.

Before you begin **Format A**, present **Section Two** (the Introduction and General Overview) to your group. This will provide background on Choose Respect and healthy versus unhealthy relationships. Then you are ready to show the video, *Causing Pain: Real Stories of Dating Abuse and Violence*, to kick off the discussion.

Display PowerPoint slides to allow participants to follow along with presentation information. PowerPoint slide presentations can be found on the CD that goes with this guide.

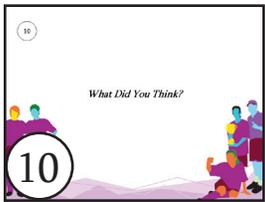
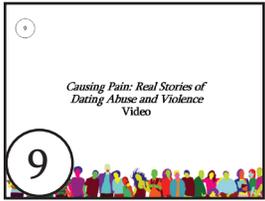
Appendix A Items for Reference:

- » Dating Abuse Fact Sheet
- » Developing Healthy Relationships for Youth
- » Healthy Versus Unhealthy Relationships
- » Format A Role Play Activity Scenarios

Section Three:

Video and Presentation: Format A

Slides:



Notes:

Causing Pain:

Real Stories of Dating Abuse and Violence Video

Introduce the video by stating that it tells stories of unhealthy relationships similar to the ones that were just described. Don't give too much detail but explain that the stories they are about to see are all real.



Slide 9

STATE :

Causing Pain: Real Stories of Dating Abuse and Violence is a 13-minute video about true stories of youth who have been in or witnessed abusive relationships. The characters in the video describe their experiences so you can recognize and prevent dating abuse in your relationships or in the relationships of your friends.

Show the video.

Discuss participants' initial thoughts once they have seen the video.



Slide 10

ASK :

What are your thoughts about the video?

If participants give vague answers such as "I liked it," ask for more in-depth dialogue. Ask "What did you like about the video?" or "Tell me what story you remember the most and why." You may also provide prompts about specific scenes from the video such as "What did you think when:

- » Jennifer got hit on the arm?
- » Bobby's girlfriend called and texted him constantly?
- » Donna's boyfriend did not want her to dance at parties?
- » Miguel said, "You got to give respect to get respect?"

Dating Abuse

The characters in the video discussed a very important and real topic that some youth experience—dating abuse.

Slides:

11 Dating Abuse

When someone in a relationship insults, hits, or tries to control what the dating partner does, including whom he or she talks to, and uses threats of abuse.

Can include:

- Verbal abuse
- Emotional abuse
- Physical abuse
- Sexual abuse

Pattern of behavior - something that happens over and over.

11

Notes:

ASK:

Based on the video, what you may have seen in every day life, or on television, what is dating abuse?

Make sure responses include some examples of each type of abuse. Confirm their responses. Abuse is not only physical mistreatment, it is a pattern of behavior; something that happens repeatedly.



Slide 11

STATE:

Dating abuse can include:

- » Verbal abuse
- » Emotional abuse
- » Physical abuse
- » Sexual abuse

It may include some of all of these and it is a pattern of behavior, something that happens over and over.

What are examples in these categories?

Confirm answers:

- » Verbal abuse (yelling, name calling, put-downs)
- » Emotional abuse (gossiping or telling stories about a dating partner, making threats to hurt self or a dating partner, controlling how a dating partner dresses and/or acts, ignoring or giving someone the “silent treatment”)
- » Physical abuse (slapping, hitting, shoving)
- » Sexual abuse (unwanted touching, forcing someone into sexual activity against his/her will)

ASK:

What are some consequences to dating abuse?

Encourage participants to talk about some of the emotional consequences mentioned in the video (sadness, isolation, guilt, fear, loneliness, insecurity).

Refer to the “Dating Abuse Fact Sheet” in **Appendix A** for handouts participants can use during or after the session.

 Slide 12

ASK :

Now that we know what dating abuse is, what are some examples of dating abuse that were portrayed in the video?
How do you think the victims of dating abuse were feeling?

Allow time for a short discussion.

 Slide 13

STATE :

Here are the statistics about dating abuse:

One in five youth has experienced some sort of emotional abuse.

One out of every eleven high school students has experienced physical abuse.

Explain the statistic:

If you have 33 students in your class, that means 3 students in your classroom may have been hit, punched, or physically harmed in some other way by a boyfriend or girlfriend.

 Slide 14

ASK :

What does this mean for the young people you know?

Allow time for a short discussion.

Slides:

12 Dating Abuse in the Video

- What are some examples of dating abuse that were portrayed in the video?
- How did the characters feel in their relationships?

12

13 The Reality of Dating Abuse

- One out of every eleven high school students has experienced physical abuse.
- One in five youth has experienced some sort of emotional abuse.

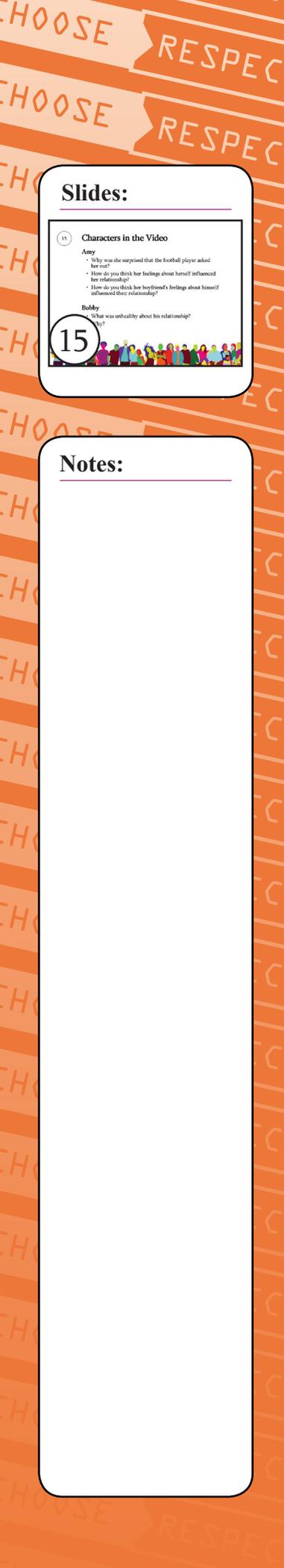
13

14 One in Eleven

- If you have 33 students in your class, that means 3 of these students may have been hit, punched, or physically harmed in some other way by a boyfriend or girlfriend.

14

Notes:



Slides:

14 Characters in the Video

Amy

- Why was she surprised that the football player asked her out?
- How do you think her feelings about herself influenced her relationship?
- How do you think her boyfriend's feelings about himself influenced their relationship?

Bobby

- What was unhealthy about his relationship?

15

Notes:

STATE :

Did you think dating abuse was that common?

One of the reasons you have not heard much about dating abuse is because it is hard to talk about. Many people who are abused keep the experiences to themselves.

Ask participants what questions they have to check for understanding. If necessary, explain information again and reiterate Choose Respect messages.

Characters in the Video

Discuss two scenarios from the video and get ideas from youth about how the relationship could have been handled differently.

Slide 15

STATE :

Amy was the girl in the video who dated the popular football player. Describe Amy and her dating experience.

Why was she surprised that the football player asked her out?

How do you think her feelings about herself influenced her relationship?

How do you think her feelings about keeping her boyfriend happy affected the way she acted at home and at school?

Emphasize the importance of assertiveness and expecting to get respect and giving respect to others.

STATE :

Another character in the video was Bobby. He had a girlfriend who called to check up on him frequently and prevented him from spending time with friends.

What was unhealthy about Bobby's relationship?

Confirm answers:

Bobby's girlfriend controlled everything he did, called him all the time, did not trust him, and did not let him spend time with his friends.

Explain that some people think that constantly calling a boyfriend or girlfriend means the person cares. But when someone calls too frequently or insists upon spending all of their time together, this can be unhealthy relationship behavior.

Newsprint:

Unhealthy Relationship Behavior

B

Notes:

ASK :

How can constant contact with a boyfriend or girlfriend or preventing him or her from spending time with friends be unhealthy? How can spending time only with the boyfriend or girlfriend be bad for someone?

Emphasize the down side of being isolated from friends, and not feeling free to be involved in hobbies and school activities.

Unhealthy Relationship Behavior

There are warning signs of dating abuse and traits of unhealthy relationships. All of the relationships shown in the video share common themes of unhealthy relationship behavior.

NEWSPRINT :

Unhealthy Relationship Behavior

ASK :

Based on our earlier discussions about healthy and unhealthy behaviors, what actions did you see in the video that were unhealthy?

Confirm answers on the newsprint:

- » Putting him or her down
- » Increasing demands for attention
- » Controlling what the boyfriend or girlfriend wears and who he or she talks to or spends time with
- » Isolating him or her from friends and family
- » Discouraging study or work toward good grades
- » Threatening to break up
- » Shouting or pushing
- » Making direct or indirect threats
- » Physical abuse

 Slide 16

STATE :

Sometimes abuse starts with subtle negative behaviors such as put-downs and giving the silent treatment. It can then progress into more serious forms of emotional, verbal, sexual, or physical abuse. Even if the abuse never progresses to physical violence, it can still be very hurtful and damaging.

When an abuser puts someone down, threatens them, or tells them who to see or what to wear, it is a sign of wanting power and control in the relationship, instead of respect.

A relationship should make you feel good about yourself, feel good about the other person, and feel good about the relationship.

 Slide 17

STATE :

What can you do about dating abuse with your peers? What do you think “Respect. Give it. Get it.” means?

Emphasize that youth can give respect to others and expect respect in return.

STATE :

The best ways to prevent dating abuse are to support healthy relationships and recognize and discontinue unhealthy relationships. You do this by treating people with respect and learning to identify unhealthy relationships and the warning signs that lead to dating abuse.

Let’s look specifically at the characters in the video.

Slides:

16 Unhealthy Relationship Behavior

- What relationship behaviors in the video were unhealthy?
- How it starts....
- Power and Control vs. Respect
- Relationships should make you feel....

16

17

RESPECT. GIVE IT. GET IT.

17

Notes:

Slide 18

Discuss how to recognize unhealthy relationship behaviors and note ways each character handled the relationship.

ASK :

1. **Amy:** Given the behaviors we just listed, was Amy in an unhealthy relationship? What did she do to get out of the relationship?
2. **Bobby:** How did Bobby handle his girlfriend's controlling behavior?

Warning Signs

Explain that there are signs you can look for that may show that someone is in an unhealthy relationship. Relationships should not start off with fighting, pushing, or name calling. Relationships should be fun, friendly, and happy. But subtle changes like giving the silent treatment or constantly asking questions about a boyfriend or girlfriend's whereabouts can lead to dating abuse.

Slide 19

ASK :

If you were friends with Amy or Bobby, what are some warning signs you would have noticed?

Confirm the following:

- » Feel bad about themselves or have a poor self-image
- » Constant calls and texts from Bobby's girlfriend
- » Don't hang out with their friends as much as they used to
- » Look depressed
- » Drop in grades
- » Lose interest in social activities that used to be enjoyable
- » Excusing the behavior of the dating partner

Before showing the next slide, ask the audience how they think they might be able to tell if someone is being abused or if someone is an abuser.

Slides:

18 How Did They Handle Their Relationships?

- Amy
- Bobby

18

19 Warning Signs of Dating Abuse

- What warning signs did you notice in characters in the video?
- Feel bad about themselves or had a poor self-image
 - Didn't hang out with their friends as much as they used to
 - Looked sad and lonely
 - Lost interest in social activities
 - Made excuses for their dating partner's behavior

19

Notes:

Slide 20

ASK :

What are other signs that could help you tell if someone might be a victim of abuse?

How do you think you can tell if someone might be an abuser?

Slides:

20 How Do You Know Someone Is Being Abused?

- Depression or loss of confidence
- Loss of interest in activities
- Changes in eating or sleeping
- Worrying about making dating partner angry or jealous
- Excusing dating partner's behavior
- Isolation from family and friends
- Spending too much time with a dating partner
- Suspicious bruises or injuries
- Alcohol or drug use

20

21 How Do You Know Someone Is An Abuser?

- Insults dating partner in public or private
- Controls what the boyfriend or girlfriend wears and who he or she talks to or spends time with
- Has shown aggression, bullying, or had trouble controlling anger in the past
- Threatens to hurt self or others
- Damages a dating partner's personal belongings
- Is extremely jealous

21

Notes:

Slide 21

Warning signs that someone may be an abuser:

- » Insults made to a dating partner in public or private
- » Controlling behaviors (controlling how a dating partner dresses or acts, who he/she spends time with, checking in constantly)
- » Personal history of aggression, bullying, or having trouble controlling anger
- » Threats to hurt self or others
- » Damaging a dating partner's personal belongings
- » Extreme jealousy

STATE :

It is important for you to know these signs so you can notice changes in your friends or family and encourage them to get help. As a bystander or a caring friend, you can encourage your peers to choose respect in their relationships.

Ask participants what questions they have to check for understanding. If necessary, explain information again and reiterate Choose Respect messages.

Getting Help and Preventing Dating Abuse

Explain that if someone is being abused that person might feel confused and alone, and he or she may not know what to do or hope that the relationship will get better.



Slide 22

ASK :

Why does abuse happen?

Allow for short discussion.

Confirm answers:

Risks of having unhealthy relationships increase for youth who:

- » Believe it's okay to use threats or violence to get their way or to express frustration or anger
- » Use alcohol or drugs
- » Can't manage anger or frustration
- » Hang out with violent peers
- » Have low self-esteem or are depressed
- » Have learning difficulties and other problems at school
- » Don't have parental supervision and support
- » Witness abuse at home or in the community
- » Have a history of aggressive behavior or bullying

Remind participants that although breaking up is an option, the person being abused might be scared to do it.

NEWSPRINT :

If My Friend Were Being Abused, I Could...

ASK :

If you notice that someone you know is being abused, or if you were one of the video characters' friends, what would you do to help?

Slides:

22 Getting Help and Preventing Dating Abuse

• Why does abuse happen? Why do people abuse others?

• What can you do to help?



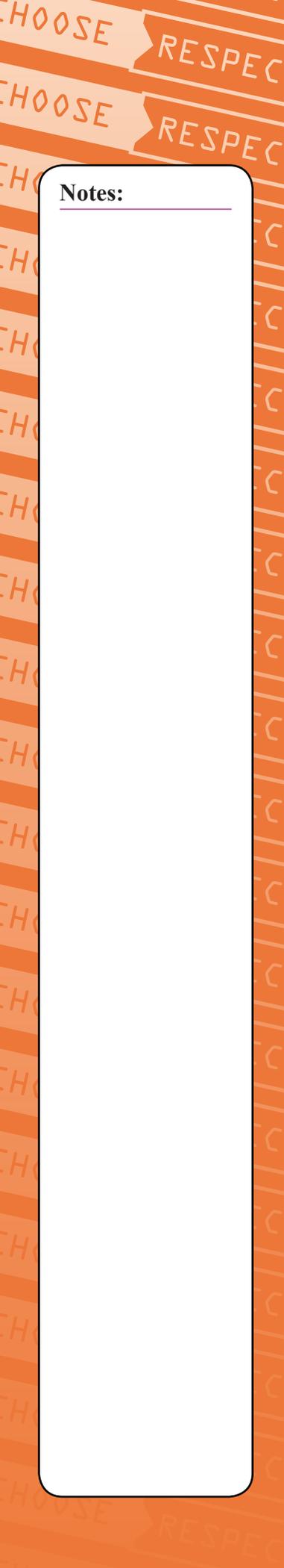
22

Newsprint:

If My Friend Were Being Abused, I Could...

C

Notes:



Notes:

Answers may include:

- » Believe what the friends say. The risk of not believing someone who is being abused is too high—they could get hurt, even if you don't believe them.
- » Listen without judging, blaming, or telling them to break up. Give them options of where they can seek help.
- » Let them know that it is not their fault.
- » Even if they think they did something wrong, no one has the right to insult, push, or hit them. There are correct ways to express anger, and abuse is not one of them.
- » Help them think about someone they trust who might be able to help; this could be a parent or other adult; a pastor, priest, rabbi, or trusted youth group leader; a trusted friend; or older sibling. A young person who doesn't feel comfortable talking to his/her own parents may be able to talk with a friend's parents.

STATE :

Consider how hard it may be to end an unhealthy relationship, and think of ways you can be a supportive, nonjudgmental friend who will help them get out of this situation.

Not only are these tips important for your friend, you can use them too if you are caught in an unhealthy relationship. If you're not getting the respect you deserve, leaving the relationship is the best thing you can do for yourself.

It will take a lot of courage, but you can do it with support from the people who care about you.

You will feel a lot better physically, emotionally, and mentally. Your health and happiness are more important than being in a relationship with someone who makes you feel unsafe or who does not respect you or your feelings.

NEWSPRINT :

I Can Speak out Against Dating Abuse and Abusers by...

Newsprint:

I Can Speak out Against Dating Abuse and Abusers by...

D

ASK :

What can you say to a friend who is an abuser?

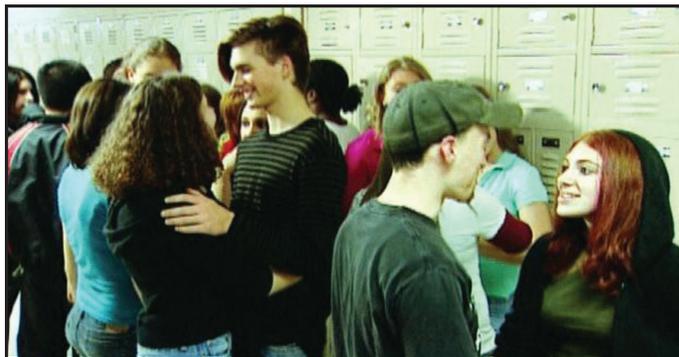
Notes:

Some youth may respond that they will punish an abuser by being violent toward them. Explain the danger of a violent response and talk about other options, such as mediation, discussion, counseling, or separation. Remind them to choose respect by being respectful at all times and not using violence to solve problems.

Ask participants to add their suggestions to the list.

Options may include:

- » Let him or her know the abusive behavior is not cool
- » Never laugh at mean jokes about someone else or abusive behavior
- » Encourage the abusive person to seek help
- » Refer your friend to somewhere that he/she can get help (give them phone numbers)
- » Talk to an adult he or she trusts



Role Play Activity

Slide 23

See Appendix A for “Role Play” handouts. For each scenario:

- » Distribute the scenario roles in Appendix A to participants who volunteered to be “Friends,” “Classmate,” or a dating couple in each scenario.
- » Note that although roles are gender specific, assigned genders of each role can be interchanged to match volunteers in the group.
- » Ask each volunteer to read the scenario to prepare for their roles.
- » Display each scenario slide to the entire group to “set the scene.”
- » Direct volunteer participants to act out their roles according to the directions they have been given.
- » After volunteer participants have finished, recap with a teachable moment that repeats Choose Respect messages.

Slide 24

Scenario 1:

Organize a brief role play activity by asking for two volunteer actors to play Friend A and Friend B in Scenario 1.

Friend A (boy): You and your friend used to hang out every day during lunch and sometimes after school. He started dating someone a few months ago, and you notice that your friend stopped hanging out with you. In fact, your friend doesn’t spend much time with anyone but his girlfriend. When your friend hangs out with you, his girlfriend constantly calls. Tell your friend (Friend B) what you think about his relationship with his new girlfriend, including why you think his relationship is unhealthy.

Friend B (boy): You have been dating a new girl for a few months. At first you were excited because you’ve had a crush on her all year, but now you are feeling smothered in the relationship. You like hanging out with your friends, but your girlfriend gets mad and picks fights when you see them. You have wanted to tell your friend how you feel, but you didn’t know how. After your friend voices his concerns about your new relationship, respond to him by telling him why you think your relationship with your girlfriend has become unhealthy.

Slides:

23 Role Play Activity Directions

- Need volunteers to play 3 scenarios
- Two boys to play friends
- Two girls to play friends
- 3 boys, girls to play couple and witness
- Read script to prepare
- Pay attention to who speaks first
- Act out!

23

24 Scenario One

Two friends used to hang out every day during lunch and sometimes after school. One friend started dating someone a few months ago, and stopped spending time with his friends. He doesn’t hang out with anyone but his girlfriend. On the rare times that the guys get together, his girlfriend calls constantly.

24

Notes:

Slide 25

Scenario 2:

Organize a brief role play activity by asking two girls to volunteer as actors to play Friend A and Friend B in Scenario 2.

Friend A (girl): Your friend is a cheerleader now and has a few more friends than last year. You and she used to be good friends and spend a lot of time together, but now she also hangs out with the popular crowd. Recently, whenever you are around her and her new friends, she is mean to you and gives you the silent treatment. You don't think that she is being a respectful friend anymore. How does this change make you feel? Start the conversation with your friend by telling her how you feel about the change in your friendship.

Friend B (girl): You made the cheerleading squad and now the more popular girls are inviting you to hang out with them. Your new cheerleader friends don't know Friend A that well, so they don't talk to her when you invite her out with them. You have begun to ignore Friend A because you don't know how to stay friends with her and your new set of friends. Listen to your friend's concerns and react to your friend when she tells you how she feels about your friendship by deciding the best way to handle this situation.

Slide 26

Scenario 3:

Organize a brief role play activity by asking for three volunteer actors for Scenario 3. One volunteer is needed to play the classmate, and two volunteers are needed to play girlfriend and boyfriend in a dating relationship.

Classmate: You are standing in the parking lot of your school gym. You are on your way to the game, and everyone is rushing to get to the gym. You hear yelling in the parking lot a few feet away. Two classmates are pushing and shoving, arguing over their relationship. It is clear that the boyfriend is bullying his girlfriend. As a bystander, you feel obligated to help prevent dating abuse. Confront your classmates after you see them arguing.

Boyfriend: You just found out that your girlfriend cheated on you. You asked her about it, and she denied the rumors. Start this role play by acting like you are in an argument with your girlfriend, and push (GENTLY) her arm during the heated conversation. A bystander (Classmate) interrupts your argument, just as you were getting angrier. Positively react to your classmate who is trying to prevent you from talking to your girlfriend in a mean way.

Slides:

Scenario Two

Friend A is a cheerleader and has more friends than last year. She and Friend B were good friends who spent a lot of time together.

This year, whenever Friend B is around Friend A and her new friends, Friend A is mean and gives Friend B the silent treatment. Friend B doesn't feel that Friend A is being a respectful friend anymore.

What happens when the friends talk their feelings and their friendship?

25



Scenario Three

A classmate is in the parking lot of the school gym, rushing to the basketball game. He/she overhears a boyfriend and girlfriend pushing and shoving, arguing over their relationship.

How will the classmate react to the couple? How will boyfriend and girlfriend respond to the interruption?

26



Notes:

Notes:

Girlfriend: Your boyfriend starts the role play by confronting you about cheating on him, but you have told him before that it was just a rumor. He always accuses you of cheating and this makes you feel bad about yourself. This argument causes an embarrassing scene in the parking lot. Thankfully a classmate interrupts your argument with your boyfriend. React to your boyfriend's accusations and the classmate's interruption.

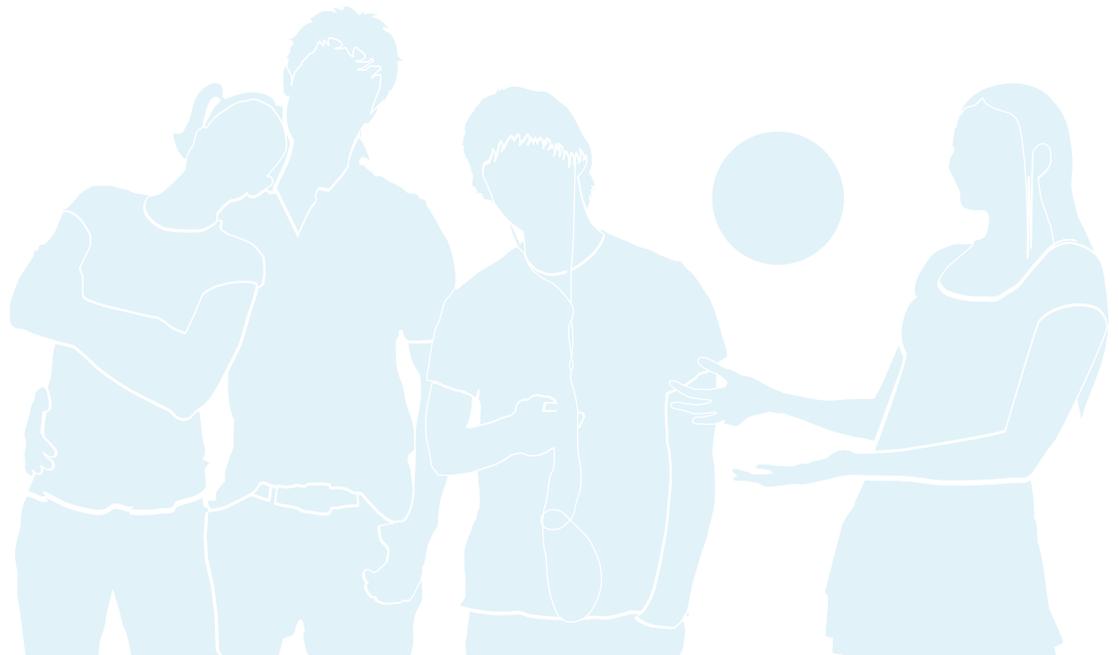
STATE :

Abuse is a choice. No matter what excuses abusers make to themselves or their dating partners, abuse is still their choice. They will continue the abuse unless someone confronts them and helps them stop it.

People who are abusive in a dating relationship use excuses all the time to justify their hurtful behavior. A partner who hears these excuses may start doubting whether their concerns about the relationship are valid, and put up with the abuse.

An abused person may be afraid to break up with his or her boyfriend/girlfriend. Remind your friend that he/she is not to blame for the abuse. The abuser is responsible for his/her behavior.

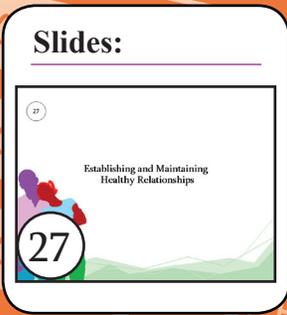
Ask participants what questions they have to check for understanding. If necessary, explain information again and reiterate Choose Respect messages.



Establishing and Maintaining Healthy Relationships

If you have not done so yet, refer to “Healthy Versus Unhealthy Relationships” in **Appendix A** for handouts participants can use during or after the session.

Slides:

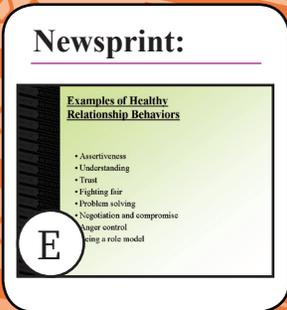


Slide 27

ASK :

Do you remember our list of traits of a healthy relationship?

Newsprint:



NEWSPRINT :

Examples of Healthy Relationship Behaviors

- » Assertiveness
- » Understanding
- » Trust
- » Fighting fair
- » Problem solving
- » Negotiation and compromise
- » Anger control
- » Being a role model

Notes:

Refer to the newsprint and ask participants to think of examples that describe each characteristic of a healthy relationship.

- » Assertiveness (be open and honest about feelings and expectations)
- » Understanding (put yourself in others' situations)
- » Trust (give each other the benefit of the doubt)
- » Fighting fair (take time to cool off, listen, and then talk things out)
- » Problem solving (break down a problem into manageable pieces)
- » Negotiation and compromise (look for win-win solutions)
- » Anger control (think before speaking or acting out in anger)
- » Being a role model (show respect for others and expect the same in return)

STATE :

Now that we know what healthy relationships are and have discussed some examples, let's come up with recommendations for what we should look for in a healthy dating relationship.

ASK:

If you are talking to friends, and you want to give them advice to make sure they are choosing respect (and not getting into an abusive, unhealthy relationship), what would you say are important things to do in healthy relationships?

Slides:**Advice to Friends**

What are important things to do in a healthy relationship?

28

Notes:**Confirm answers:**

- » Take your time when talking and listening. Listening shows respect for each other's thoughts and feelings.
- » Take time to get to know a person well.
- » Set boundaries about acceptable behavior and stick to them. Boundaries are the limits that let us know how far we can go in a relationship without disrespecting somebody else.
- » Examples of boundaries:
 - It's okay to have other friends from the same and different gender
 - How far the physical contact can go
 - How often will you see and talk to each other (examples: it's okay to only hold hands or to talk only once a day)
 - Trust yourself and your instincts. You should never feel unsafe or uncomfortable around the person you like or are dating. These feelings are warning signs that something is not right.
 - Treat each other with respect even when you are upset. Disrespect is never okay.

Ask participants what questions they have to check for understanding. If necessary, explain information again and reiterate Choose Respect messages.

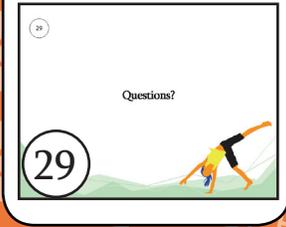
Choose Respect in the Community

Finish by charging the group to choose respect in their lives and encourage others to engage in respectful, healthy relationships as well. Review the difference between healthy and unhealthy relationships, steps to take to get help, and what they can do to support friends to get out of unhealthy relationships.

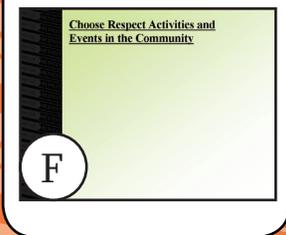
NEWSPRINT :

Choose Respect Activities and Events in the Community

Slides:



Newsprint:



Notes:

STATE :

Now that you know about Choose Respect and the importance of having healthy relationships, you can't keep this great information to yourself. Remember what we said—"Respect. Give it. Get it." Tell your have friends, family, classmates, adults, and peers about Choose Respect! So what's next?

What activities or events can we do in the community to help prevent dating abuse?

Brainstorm ideas for activities at schools, in local organizations, and more. What has worked well in your location in the past? For each activity, create a short list of action steps and resources needed.

Note: For additional activity ideas to promote Choose Respect and awareness of dating abuse, see "Want to Do More" at the end of this format. Take the next step with this group to get them started on Choose Respect events in their community. Choose Respect can really take off in your community if you get everyone—kids, parents, schools, and youth groups—involved.

Conclusion

Give out literature or Choose Respect materials to participants. These materials can be found on the website, www.chooserespect.org, in the "Materials" section. Promotional materials that can be downloaded from the website include: posters, pocket guides, bookmarks, game cards, postcards, and wallet cards. Direct participants to the websites to download and make more copies of the materials provided to them. Explain the purpose of the materials and direct them to the website to play the game and read more about healthy and unhealthy relationships.



Slide 29

Ask participants if they have questions that have not been answered.

Evaluation

Pass out "Evaluation Forms for Youth" to participants. Allow 5 minutes for participants to complete the forms and return to you. At the end of the presentation, complete the "Trainer Self-Evaluation" form. At a later time, tally and analyze evaluation results. Keep evaluation results for your records, and make necessary adjustments to improve this presentation.

Want to Do More?

Share your own ideas or present one or more of the creative project activities below as a guide for participants to present individually or as a group. The project should express their understanding of Choose Respect, healthy and unhealthy relationships, and taking steps to prevent dating abuse in their relationships. These activities can also be a homework assignment for the group or individuals so participants can develop original and creative products and prepare presentations.

If participants work on these activities in the room, walk around and listen to each group's discussion, provide helpful hints, and answer questions as they prepare their presentations. Encourage participants to express their own thoughts and ideas. Consider telling each group to present their work after their projects are complete. After each presentation, ask participants to explain how their work is related to the information covered in the session and how dating abuse prevention messages can be conveyed to others.

Additional Creative Project Activities

Poster: Instruct each participant and/or group to design a poster that promotes the Choose Respect messages to their peers. Tell participants that the poster can educate youth on how to engage in healthy relationships or identify unhealthy relationships. Encourage the group to be creative by suggesting they can cut from magazines, books, or draw freehand. Distribute art supplies so groups can creatively and colorfully present their work.

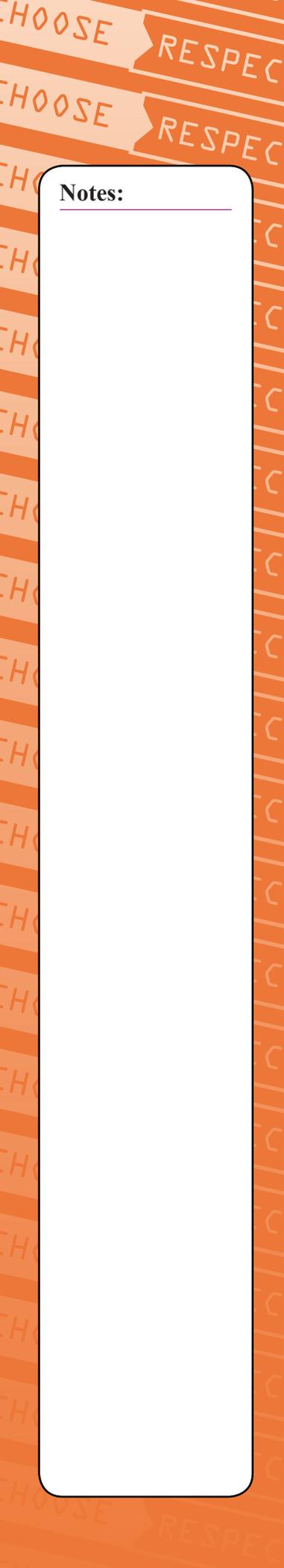
Oral presentation: Instruct each participant and/or group to give a 10-minute oral presentation on dating abuse and/or Choose Respect. Tell participants they should be creative and use visuals, such as a PowerPoint presentation or a graph, or bullet point lists.

Poem: Tell participants to create a poem that details the experiences of a character in the video. They should include a message about how the character ended the relationship and chose respect in his or her life. State that they should be prepared to read the poem aloud and discuss the topic. Participants should make sure that all lyrics or words they use are appropriate and sensitive to dating abuse.

Song: Instruct each participant and/or group to write the lyrics to a song and, if possible, put it to music. Participants should consider including someone in the group who plays an instrument or sings. Lyrics must be appropriate and sensitive, and must focus on Choose Respect or the topic of preventing dating abuse. They can also adapt lyrics to a well known song to include messages to their friends about Choose Respect.

Picture/Sculpture/Art project: Instruct each participant and/or group to create an art project. They can draw, sculpt, or use any medium that conveys the messages that were conveyed during the session or video. Multimedia art projects are also acceptable. Distribute art supplies so groups can creatively and colorfully present their work.

Notes:



Skit/Play: Instruct each participant and/or group to design a skit, or if they have more time, a play with costumes. If this is a group activity, tell participants to make sure that everyone in the group is comfortable with the idea, and that everyone has a part. If it is an independent activity, participants should write a script or screenplay. Participants should make sure that messages from the video and session are included. Distribute art supplies so groups can creatively and colorfully present their work.

Notes:
