

CHOOSE

RESPECT

Section Three: Video and Presentation: Format B

Target Audience: Youth, 11–14

Leader: Adult with some skill and experience in group leadership

Size of Group: 20–25 youth, divided into four groups

Session Time: 2 hours

Format B works best with 20–25 participants, divided into groups of four or five participants each. This presentation is for people who already know some facts about dating abuse and traits of healthy and unhealthy relationships. The purpose of the questions and short-answer presentations is to encourage discussion and knowledge sharing between groups. In addition, participants have the chance to use their public speaking skills, as they team up with their small groups and lead discussions in the larger group. The presentation is interactive—you will provide some information, and the group will analyze the video, *Causing Pain: Real Stories of Dating Abuse and Violence*, and discuss it with their peers to identify healthy and unhealthy relationships. Newsprint activities allow them to share their opinions and experiences about Choose Respect, the video, and the discussion. The session concludes with an activity in which participants can brainstorm ideas to spread the message of Choose Respect in their community.

Before you begin **Format B**, present **Section Two** (the Introduction and General Overview) to your group. This will provide background on Choose Respect and healthy and unhealthy relationships. Begin Section Three by giving questions to participants (see detailed instructions below). Then show the video, *Causing Pain: Real Stories of Dating Abuse and Violence*. Continue **Format B** by following the instructions we have listed. Each group will present their questions and answers to the class. The Discussion Leader will stand by throughout the presentations to ensure the groups answer their questions correctly.

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.

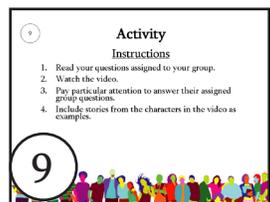
Appendix A Items for Reference:

- » Dating Abuse Fact Sheet
- » Developing Healthy Relationships for Youth
- » Healthy Versus Unhealthy Relationships
- » Format B Group Questions

Section Three:

Video and Presentation: Format B

Slides:



Notes:

Causing Pain:

Real Stories of Dating Abuse and Violence Video

Introduce the video by stating that it tells stories of healthy and 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

BEFORE VIEWING THE VIDEO:

ACTIVITY INSTRUCTIONS (Part One)

- » Divide the participants into four groups and assign each group a number. This number indicates which question the small group will answer and discuss as part of the larger group.
- » Introduce the activity by telling groups they will present and facilitate the dating abuse questions their group was assigned. Encourage them to include stories from the characters in the video as examples in their discussion.
- » Distribute the list of questions (located in **Appendix A**) before showing the video. Although participants can receive all questions, tell them to pay particular attention to their assigned group questions while watching the video.
- » Each group will take turns presenting at the front of the room by reading their assigned questions and providing answers.
- » Inform the group that they are also responsible for recording answers on newsprint where specified by the question.



Slide 10

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.

Slide 11

AFTER VIEWING THE VIDEO: Ask participants for general comments once they have seen the video. Allow group a few minutes to process their thoughts.

ASK :

What are your thoughts about the video?

If participants give open-ended 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?”

Group Activity

Slide 12

ACTIVITY INSTRUCTIONS (Part Two)

- » Allow 15 minutes for groups to gather as teams, answer questions, and plan presentations.
- » Instruct participants to select a different person to lead each question and a recorder to write answers on newsprint. Each group member will ask a question and lead the discussion with input from his or her group.
- » Give Group #1 statistics on dating abuse for their presentation.
- » Move around each group as they discuss their answers to ensure they understand the questions and are covering important points.

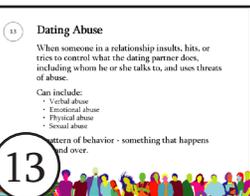
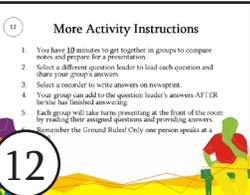
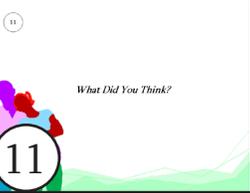
Slide 13

STATE :

Dating abuse is 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. Dating abuse can include:

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

Slides:



Notes:

Slides:

Group 1
1. What are some examples of these categories of dating abuse?
2. Is dating abuse a big deal?

14

Newsprint:

Examples of Dating Abuse

Verbal:
Emotional:
Physical:
Sexual:

B

Notes:

Dating abuse is not only physical mistreatment. It may include some of all of these, and it is a pattern of behavior, something that happens over and over.

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.

ACTIVITY INSTRUCTIONS (Part Three)

- » Instruct each group to present their questions and answers.
- » Use the STATE comments as teachable moments to blend into the groups' presentations.
- » After each presentation, open the discussion for other participants to give feedback and opinions about the topics.
- » Allow 10–15 minutes for each presentation and class discussion.
- » Begin with Group 1.

GROUP 1



Slide 14

1. What are some examples of these categories of dating abuse?

Ask Group 1 to share examples of each type of dating abuse they are aware of or saw in the video. Group 1 will ask other participants to offer ideas. Ask a member from this group to record answers on newsprint.

NEWSPRINT :

Examples of Dating Abuse

- *Verbal*
- *Emotional*
- *Physical*
- *Sexual*

- » **Verbal abuse** – *Confirm:* yelling, name calling, put-downs
- » **Emotional abuse** – *Confirm:* 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** – *Confirm:* slapping, hitting, shoving
- » **Sexual abuse** – *Confirm:* unwanted touching, forcing someone into sexual activity against his/her will

Slide 15

2. *In your opinion, is dating abuse a big deal or a concern with people you know?*

Confirm correct statistics: One out of every eleven high school students has experienced physical abuse. One in five youth has experienced some sort of emotional abuse.

Slide 16

STATE :

One in eleven high school students have experienced physical abuse. 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.

One of the reasons you may not have heard much about dating abuse is because it is hard to talk about, and many people who are abused do not tell anyone about it. This is why you are here today—so you know about dating abuse and what can be done to prevent it.

Slide 17

3. *How does dating abuse start?*

Participants may have trouble pinpointing exactly when dating abuse starts. To help them, give examples from the video.

Confirm:

Abuse starts with subtle 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 be very damaging.

Slides:

15 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.

15

16 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.

16

17 Group 1 (cont'd)

- 3. How does dating abuse start?

17

Notes:

If you have not done so already, refer to “Dating Abuse Fact Sheet” in **Appendix A** for handouts participants can use during or after the session.

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

Slides:

- 18 Group 2
1. What unhealthy relationship behaviors that led to dating abuse were seen in the video?
 2. Are these behaviors acceptable or unacceptable? Why or why not?
 3. How do you think victims of abuse feel?

18

Notes:

STATE :

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, the other person, and the relationship.

GROUP 2



Slide 18

1. *What unhealthy relationship behaviors that led to dating abuse were seen in the video?*

Group 2 will answer the question and then ask other participants to offer ideas. Remind them to cite examples in the video.

Confirm answers:

- » 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
2. *Are these behaviors acceptable or unacceptable? If they are acceptable, are there feelings that justify someone acting this way during the relationship? If they are unacceptable, why?*

Allow a few minutes for discussion. Encourage them to explore the various opinions or feelings they have about these behaviors. Allow the group to debate and come to a consensus.

Newsprint:

Victims of Abuse May Feel...

C

Notes:

STATE :

The truth is that quite a few teens are abusive in their relationships. And many think it's justified because of what they see in the media.

NEWSPRINT :

Victims of Abuse May Feel...

3. *How do you think victims of abuse feel?*

A member from Group 2 will record answers on newsprint.

Confirm the following responses:

- » **Compliance** – Feeling that they have to put up with anything
- » **Fear** – No one else will want to be with them
- » **Insecurity** – Repeated “on/off” relationships
- » **Loneliness** – Feeling like they lost all their friends and relationships
- » **Anger** – No self-respect and loss of respect from the boyfriend or girlfriend
- » **Depression** – Crying often, or not wanting to bathe or wear clean clothes

STATE :

Several of the victims said they didn't realize that they were in an abusive relationship until they were able to step back and see the relationship for what it was. These victims didn't recognize the behaviors at first, or they denied the feelings that go with an abusive relationship.

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

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

GROUP 3

NEWSPRINT :

Warning Signs That Someone Is Being Abused...



Slide 19

1. *How can we recognize abuse? What are the warning signs from the characters' relationships?*

A member from Group 3 will record answers on newsprint.

Confirm the characters' behavior that showed they were in unhealthy relationships:

- » 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

2. *What other warning signs can you think of that would make you realize that someone is in an unhealthy relationship?*

Confirm or suggest the following warning signs youth can look for in their friends and peers:

- » Depression or loss of confidence
- » Loss of interest in activities and hobbies
- » Noticeable changes in eating or sleeping patterns
- » Worrying about making a dating partner angry or jealous
- » Excuses the dating partner's bad behavior
- » Isolation from family and friends
- » Spending too much time with a dating partner
- » Suspicious bruises or injuries
- » Alcohol or drug use

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.

Slides:

- Group 3
1. How can we recognize abuse in the video?
 2. What are other warning signs that someone is in an unhealthy relationship?
 3. What are warning signs that someone is the abuser?

19



Newsprint:

Warning Signs That Someone Is Being Abused

D

Notes:

NEWSPRINT :

Warning Signs That Someone Is an Abuser...

Newsprint:

Warning Signs That Someone Is an Abuser

Notes:

3. *What are warning signs that someone is the abuser?*

Ask a member from Group 3 to record answers on newsprint.

Confirm the following warning signs are addressed and/or discussed.

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 :

Abuse is a power and control issue. Abuse is also a learned behavior—the abuser may have seen parents or other adults behave in a similar way or he/she may have been a victim in the past.

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

GROUP 4

STATE :

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

Slides:

- Group 4
1. Why does abuse happen?
 2. If someone you know is being abused, what would you do or say to help?
 3. When your friend or someone you know is being abused, what can you do to help?

20



Slide 20

Notes:

A member from Group 4 will record answers on newsprint.

1. *Why does abuse happen?*

Allow a few minutes for discussion. Ask them to explore the various opinions or feelings they may have about these behaviors. Allow group to debate and come to a consensus.

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

ASK :

Although breaking up is an option for everyone, the person being abused might be scared to do it. Why?

NEWSPRINT :

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

Newsprint:

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

F

Notes:

2. *If someone you know is being abused, or if you were a friend of one of the video characters, what would you do to help? What would you say?*

Ask a member from Group 3 to record answers on newsprint.

Participant responses 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 or blaming.
- » Do not tell 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 do 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 to 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, but you can use them too, if you are caught in an unhealthy relationship. If you're not getting the respect that 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...

G

Notes:

3. *When your friend or someone you know is being abusive, what can you do to help?*

Ask a member from Group 4 to record answers on newsprint.

Tell participants to record answers on newsprint. 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. *Respect. Give it. Get it:* Remind them to choose respect by being respectful at all times and not using violence to solve problems.

Confirm responses:

- » 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.

Group 4 asks participants if they have any suggestions to add to the list.

Guide the group to conclude that no matter how they choose to handle the situation, it's important to do something. Protecting a friend is not being a snitch. Ask what a bystander can safely do to stop or prevent abuse from happening.

STATE :

People who are abusive in a dating relationship use excuses all the time to justify their hurtful behavior. People who hear them may start doubting whether their concerns about the relationship are valid, and they'll put up with the abuse.

Refer to "Developing Healthy Relationships for Youth" in **Appendix A** for handouts participants can use during or after the session.

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

Thank all of the groups for their participation and bring the entire group back together to begin the final discussion.

ALL GROUPS

On newsprint, ask participants to think of examples or explanations that describe each characteristic of a healthy relationship.

Newsprint:

Examples of Healthy Relationship Behaviors

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

H

Notes:

NEWSPRINT :

Examples of Healthy Relationship Behaviors

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

ASK :

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

Confirm the following:

- » 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 the definition and examples of healthy relationships, 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 is important in healthy relationships?

Slides:

21 Advice to Friends

What is a healthy relationship?



21

Notes:

Confirm responses:

- » 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.
 - Set the limits on 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).
 - 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. Trust yourself and your instincts.
 - Disrespect is never okay. Treat each other with respect even when you are upset.

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

ALL GROUPS - Choose Respect in the Community

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." You have friends, family, classmates, adults, and peers to tell about Choose Respect! So what's next?

Newsprint:

Choose Respect Activities and Events in the Community

I

Notes:

NEWSPRINT :

Choose Respect Activities and Events in the Community

ASK :

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

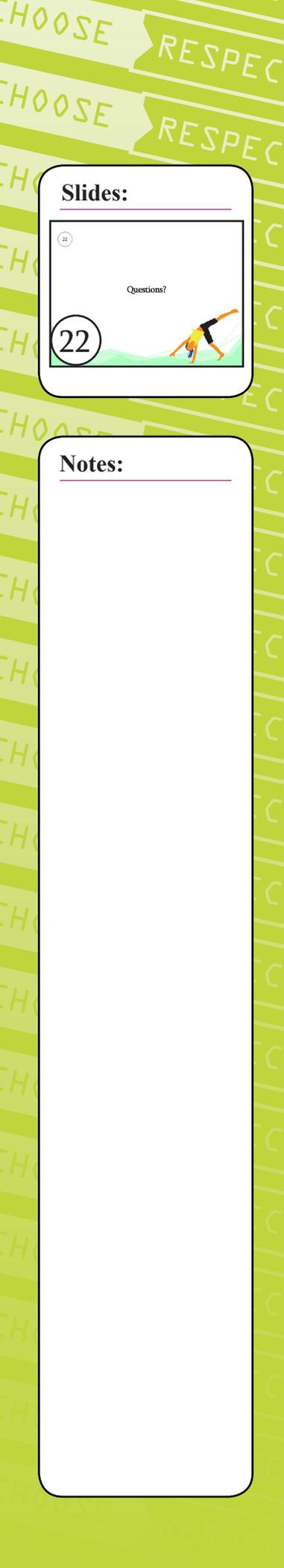
Ask youth to go back to their small groups. Tell them to brainstorm ideas for activities or events that they can do to implement Choose Respect in their communities. Encourage them to think of ways they can take the knowledge they have just learned to their peers and classmates so they can also build and maintain healthy relationships.

If necessary, go over ideas from past successful activities that have worked in your location.

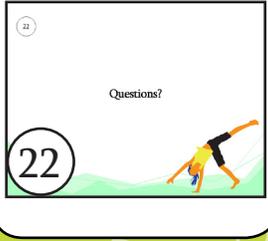
Reconvene as a large group and allow small group leaders to report their ideas. Ask one participant to record all ideas on newsprint. If time is limited, ask groups simply to list their ideas. If time permits, create a short list of action steps and resources needed for successful implementation of each activity the group suggests.

Small group ideas may include:

- » Create pledge cards that commit youth to engage in healthy relationships
- » Organize an event at school or in the community that focuses on Choose Respect
- » Start a Respect Club at school
- » Create a youth speakers group to give Choose Respect video presentation to other youth



Slides:



Notes:

Note: Take the next step with this group to get them started on Choose Respect events in their community. For additional activities to promote Choose Respect and awareness of dating abuse, see the “Want to Do More” section. Make the most of the enthusiasm and energy of the group by asking for volunteers to form a committee to implement the activities. Get contact information from volunteers and schedule a follow-up meeting in upcoming weeks. Now that the participants know about Choose Respect, they can do something in their community to make a difference.

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.



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.

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: