

CHOOSE

RESPECT

## Section Three

### Video and Presentation: Format D

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**Target Audience:** Youth, 11–14

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

**Size of Group:** 5–20 youth

**Session Time:** 1 hour

**Format D** works best with 5–20 youth participants. Participants will learn to recognize the warning signs of dating abuse and the consequences of dating abuse. Brief discussions allow them to voice their opinions about Choose Respect, the video, and key discussion points. The presentation includes an interactive activity where participants apply the information provided to a potential situation and encourages them to give and get respect.

It is not necessary to present *Section Two* (the Introduction and General Overview) to your group. **Format D** will provide all of the background information of Choose Respect and healthy versus unhealthy relationships. You will 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:**

- » Choose Respect Overview
- » Dating Abuse Fact Sheet
- » Developing Healthy Relationships for Youth
- » Healthy Versus Unhealthy Relationships

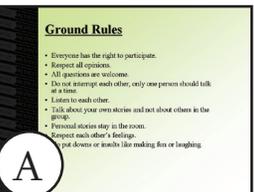
# Section Three:

## Video and Presentation: Format D

### Slides:



### Newsprint:



### Notes:

## Welcome and Overview

Welcome each person to the group session. If you already know each other, ask the group about their day (e.g., How was gym class? Did the football team win last night?) If introductions are needed, have participants introduce themselves.



Slide 1

## Ground Rules

To model respect, ask the audience to come up with Ground Rules for the Discussion. If the group is confused by the request, you can suggest the first one. Post the list where everyone can see it during the discussion. The list should include the following rules and any others they consider appropriate:

- » Everyone has the right to participate.
- » Respect all opinions.
- » All questions are welcome.
- » No sidebar conversations. Do not interrupt, only one person should talk at a time.
- » Listen to each other.
- » Talk about your own stories and not about others in the group.
- » Share an open, confidential environment. Personal stories stay in the room.
- » Respect each other's feelings.
- » No put-downs or insults like making fun, saying "That's stupid," or laughing while someone is talking

### NEWSPRINT:

## Ground Rules

- » Everyone has the right to participate.
- » Respect all opinions.
- » All questions are welcome.
- » Do not interrupt each other, only one person should talk at a time.
- » Listen to each other.

## Slides:

### Choose Respect Initiative

#### Learn to:

- Develop and maintain healthy relationships
- Recognize and avoid abusive relationships
- Know where to go for help

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## Notes:

- » Talk about your own stories and not about others in the group.
- » Personal stories stay in the room.
- » Respect each other's feelings.
- » No put-downs or insults like making fun or laughing.

## *Choose Respect Overview*

Take a few minutes to discuss the Choose Respect initiative. Refer to the “Choose Respect Overview” located in **Appendix A** to make copies for participants to use during or after the session.



### Slide 2

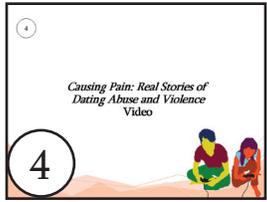
#### STATE :

Choose Respect is designed to motivate you to form healthy relationships to prevent dating abuse before it starts. It teaches you to identify unhealthy relationship behaviors and take steps to form respectful relationships. Choose Respect encourages you to think about what it means to maintain a healthy relationship with their friends and family members. We aim to help you develop and maintain healthy relationships, recognize and avoid abusive relationships, and know where to go for help. Choose Respect's messages are not just relevant to dating; the skills you use to develop healthy, respectful relationships are the same skills you can use in other aspects of life.

#### STATE :

We call it “Choose Respect” because we want you to choose respect in ALL of your relationships—with your friends, family, teachers, other adults, and your peers—at all times.

## Slides:



## Notes:

You have a choice about the kind of relationships you want to have with friends, peers, and other people. You can have a healthy relationship and be loved and treated well by someone you care about when you make a personal decision to give and get respect.

### Slide 3

#### STATE :

When you give respect to others, they will feel good about themselves and the relationship. Others will give you respect in return, which will make you feel respected. Give it to get it.

## ***Causing Pain: Real Stories of Dating Abuse and Violence Video***

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

### Slide 4

#### 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 5

### 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.”

## Dating Abuse

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

### STATE :

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 6

### STATE :

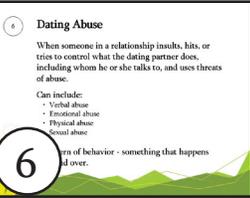
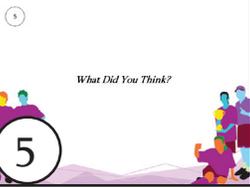
Dating abuse can include:

- » 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: pinching, kicking, slapping, hitting, shoving
- » Sexual abuse: unwanted touching, forcing someone into sexual activity against his/her will

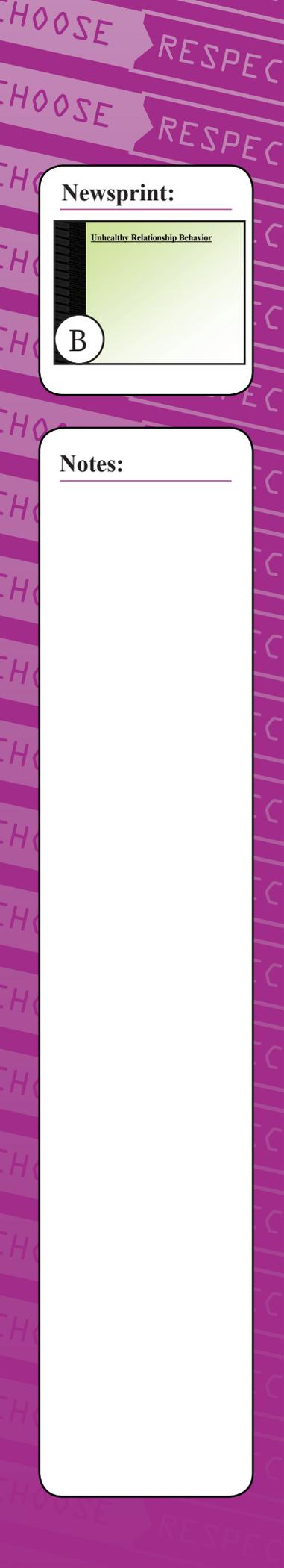
It may include some of all of these and it is a pattern of behavior, something that happens over and over.

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

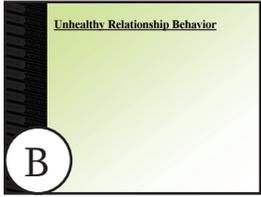
### Slides:



### Notes:



**Newsprint:**



**Notes:**

**STATE :**

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

**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.

## Slides:

**Warning Signs of Dating Abuse**  
What warning signs did you notice in the characters in the video?

- Felt bad about themselves or had a poor self-image
- Constant calls and texts from a girlfriend/boyfriend
- Don't hang out with their friends as much as they used to
- Looked sad and lonely or depressed
- Drop in grades
- Lost interest in social activities
- Make excuses for their dating partner's behavior

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Slide 7

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

### ASK :

What are some signs that could help you tell if someone might be a victim of abuse? What are some consequences to dating abuse? Or, what did the characters in the video experience and how did they feel in their unhealthy relationships?

Confirm the following:

- » Feel bad about themselves or have a poor self-image
- » Constant calls and texts from a girlfriend/boyfriend
- » 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
- » Make excuses for the behavior of the dating partner

### 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.

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



Slide 8

### Slides:

#### Getting Help and Preventing Dating Abuse

If you notice that someone is being abused, what would you do to help?



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### Newsprint:

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

C

### Notes:

#### 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?

#### NEWSPRINT :

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

#### *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.

## Slides:



## Notes:

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.

## *Establishing and Maintaining Healthy Relationships*

### Slide 9

Start a discussion by describing healthy relationships. This is the foundation for their knowledge about Choose Respect that they will take away and use to identify healthy relationships in their own lives and in the lives of their friends. Refer to "Healthy Versus Unhealthy Relationships" in Appendix A to make copies for participants to use during or after the session.

#### ASK:

What does respect mean to you? How does someone get and give respect?

### Slide 10

#### STATE:

Respect is a pattern of behavior that's found in healthy relationships. People who respect each other:

- » Are open and honest about feelings and expectations
- » Try to put themselves in others' situations
- » Give each other the benefit of the doubt

## Slides:

### 11 Healthy Relationships

What is a healthy relationship?

Traits of a healthy relationship:

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

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## Notes:

### Slide 11

#### STATE :

Healthy relationships have:

- » **Assertiveness.** This means having confidence in yourself and it can help your relationships with others. Speak honestly and openly about your feelings and expectations in a relationship to avoid miscommunication.
- » **Understanding.** It is important to take a minute to understand what others might be feeling—put yourself in their shoes. It can improve your communication skills, too.
- » **Trust.** Without trust, there's no way to have a healthy relationship. Choose to trust each other and give each other the benefit of the doubt.
- » **Fighting fair.** Everyone will argue at some point, but those who are fair, stick to the subject, and avoid insults are more likely to come up with a possible solution. Take a short break if the discussion gets too heated.
- » **Problem solving.** You can learn to solve problems and identify new solutions by breaking a problem into small parts or by talking through the situation.
- » **Negotiation and compromise.** You won't always get your way in a healthy relationship. Acknowledge different points of view, be willing to give and take, and look for win-win situations whenever possible.

## Slides:

- 12** Dream Date Activity
- Instructions
1. Divide into groups by gender (all boys and all girls).
  2. Select a group leader, note taker, and presenter.
  3. Write a personal ad for your Dream Date.  
- Positive traits of a healthy relationship?  
- Practice traits and healthy relationship skills of a dating partner?  
- Present your ad!

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## Notes:



## Slide 12

### STATE :

Now that we know what healthy relationships are and have discussed some examples, let's come up with a description of our Dream Date.

### **ACTIVITY INSTRUCTIONS**

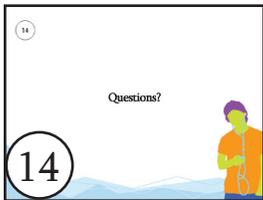
- » Divide participants into groups of three to five each. If you prefer, divide participants into groups of three to five by gender. That is, three to five girls in one group and three to five boys in another.
- » Groups should select:
  - A group leader to get things going and keep things on track
  - A note taker to capture the key points of brainstorming and write out the personal ad on newsprint
  - A presenter, who will present their final ad to the larger group.
- » Ask participants to write a personal advertisement for their dream date—it should be someone with whom they'd like to develop a healthy, respectful, and safe dating relationship when the time is right.
- » Groups should start by brainstorming positive traits and healthy relationship skills they would like to bring to the relationships.
- » Groups should then brainstorm the traits and healthy relationship skills they would like in a dating partner.
- » From these traits, have participants write the group's advertisement and then transcribe it onto the newsprint.
- » Have the smaller groups present their ads to the larger group.
- » Use the presentations as teachable moments to confirm the characteristics of a healthy relationship as they are related to the advertisements.

 Slide 13

*Look to confirm parts of the personal ads that reflect:*

- » Assertiveness (being open and honest about feelings and expectations)
- » Understanding (putting oneself in others' situations)
- » Trust (giving each other the benefit of the doubt)
- » Fighting fair (taking time to cool off, listen, and then talk things out)
- » Problem solving (breaking down a problem into manageable pieces)
- » Negotiation and compromise (looking for win-win solutions)
- » Anger control (thinking before speaking or acting out in anger)
- » Being a role model (showing respect for others and expect the same in return)

Slides:



Notes:

***Conclusion: Respect. Give It. Get It.***

Finish by charging the group to choose respect in their lives and encourage others to engage in respectful, healthy relationships as well.

**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!

Give out literature or Choose Respect materials to participants. These materials can be found on the website, [www.chooserespect.org](http://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 14

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

## *Evaluation*

**Pass out “Evaluation Forms for Youth” to participants.** Allow five 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.

*Note: For additional activity ideas to promote Choose Respect and awareness of dating abuse, see Section Four, “Want to Do More.” 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.*

**Notes:**