

CHOOSE

RESPECT

## Section Three

### Video and Presentation: Format C

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**Target Audience:** Parents and/or other caring adults

**Leader:** Adult with some skill and experience in group leadership

**Size of Group:** 5–40 adults, divided into four groups

**Session Time:** 2 hours

**Format C** works well with 5–40 parents and/or caring adults who work with youth ages 11–14. This 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 youth 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 C**, 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 will be 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
- » Choose Respect Overview
- » Healthy Versus Unhealthy Relationships
- » Developing Healthy Relationships for Adults
- » Developing Healthy Relationships for Youth
- » The Dos of Talking about Healthy Relationships

# Section Three

## Video and Presentation: Format C

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

Introduce the video by stating that it tells stories of unhealthy relationships. Explain that the stories that they are about to see are all real.



Slide 9

STATE :

*Causing Pain: Real Stories of Dating Abuse and Violence* is a 30-minute video about true stories of youth and parents who have been in or witnessed abusive dating relationships.

The characters in the video share their experiences so you can recognize and/or prevent abuse in youth's relationships.

### *Show the video.*

Discuss participants' initial thoughts.



Slide 10

STATE :

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."

### *Dating Abuse*

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

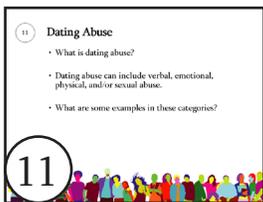
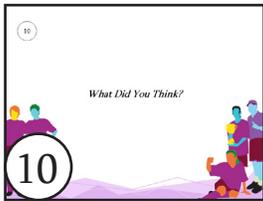
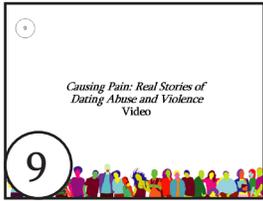


Slide 11

ASK :

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

#### Slides:



#### Notes:

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.

### Slides:

- 12 Dating Abuse in the Video
- What are some examples of dating abuse that were portrayed in the video?
  - What did the parents think of their children's relationships?

12

### Notes:

#### STATE :

Dating abuse is when someone in a relationship insults, threatens, hits, or tries to control what the dating partner does, including who he or she talks to. 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.

#### ASK :

What are examples in these categories?

What are some consequences to dating abuse?

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

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.



#### Slide 12

#### STATE :

Now that we know what dating abuse is, what are some examples of dating abuse that youth experienced in the video? Describe the parents' feelings as they discussed their children's dating abuse experiences.

You may know of someone (a parent or child) who is going through something like this. Do you think that dating abuse is an issue or concern for the young people you know?

 Slide 13

STATE :

Here are the statistics about 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.

 Slide 14

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.

ASK :

Did you think dating abuse was that common? What does this mean for the young people you know?

*Allow time for a short discussion.*

STATE :

You might be thinking, “I’ve never seen anything as serious as someone getting hit by a boyfriend or girlfriend!” But, in general, physical abuse usually starts after a history of controlling behavior or verbal and emotional abuse, which is far more common among youth. If nothing is done about dating abuse behavior, it’s likely to become more severe and can start including physical or sexual abuse, or both.

You may have not heard much about dating abuse from the youth you work with or your children because it is hard to talk about. Many people who are abused keep the experiences to themselves.

Slides:

13 The Reality of Dating Abuse

- Do you think that dating abuse is an issue or concern for young people?
- 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 there are 33 students in a class, that means 3 of those students may have been hit, punched, or physically harmed in some other way by a boyfriend or girlfriend.

14

Notes:

If not prevented or checked, dating abuse can have serious consequences.

### ASK :

From your experiences in working with youth, being a parent, or from those portrayed in the video, what are some negative effects of dating abuse to victims?

### NEWSPRINT :

## *Unhealthy Relationship Behavior*

*Confirm that research shows that youth involved in abusive relationships have a higher prevalence of:*

- » Low self-esteem
- » Depression
- » Binge drinking
- » Drug use
- » Eating disorders
- » Suffering serious injuries
- » Practicing unsafe sex with multiple partners placing them at risk for pregnancy and sexually transmitted diseases, including HIV/AIDS



#### Slide 15

Emphasize that this is why we are concerned about dating abuse and preventing it. It not only affects youths' emotional health, but can deeply affect their overall well-being. All of these consequences compel us to prevent abuse before it starts or to speak up against it.



#### Slide 16

### STATE :

The good news is:

- » Adults can do something about dating abuse.
- » Dating abuse and unhealthy relationships can be prevented.
- » Adults can prevent dating abuse by:
  - Talking to youth about healthy, respectful relationships
  - Helping youth develop skills like problem-solving, fighting fair, and how to compromise

### Slides:

#### 15 Consequences of Dating Abuse

- Physical abuse usually starts after a history of controlling behavior or verbal and emotional abuse - common in youth
- Dating abuse behavior can lead to physical and/or sexual abuse
- What are some negative effects of dating abuse on victims in the video?

15

#### 16 Good News!

- Adults can do something about dating abuse.
- Dating abuse and unhealthy relationships can be prevented.
- Adults can prevent dating abuse by:
  - Talking to youth about healthy, respectful relationships
  - Helping youth develop skills like problem-solving, fighting fair, and how to compromise

16

### Newsprint:

#### Unhealthy Relationship Behavior

B

### Notes:

## Slides:

### 17 Identifying Unhealthy Relationship Behavior

- The best way to prevent dating abuse
- Examples of unhealthy relationship behavior in the video

17



## Notes:

Most importantly, adults can be role models by treating everyone with respect, including young people. Youth are watching and modeling behaviors they see in adults.

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

If you have not done so already, refer to “Choose Respect Overview” in **Appendix A** for handouts participants can use during or after the session.

## Identifying Unhealthy Relationship Behavior



### STATE :

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

The best way to prevent dating abuse is to support healthy relationships, recognize unhealthy relationships, and talk to youth about getting help. The first thing to do is learn to identify unhealthy relationships and the warning signs that lead to dating abuse.

### ASK :

What unhealthy relationship behavior was displayed in the video?

*Confirm answers. Discuss by making parallels with experiences in the video:*

- » 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

To begin the short discussion, review how adults can recognize unhealthy relationship behaviors and tell participants to consider how each character handled the 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.

## Slides:

### 18 Ending the Relationship

- How did the characters get out of their relationships?
- How did some characters deal with their partner's controlling behavior?
- How would we encourage one or more of the characters in the video to talk to adults about their relationships?

18

### 19 Warning Signs

- How abuse starts...
- Where dating abuse can lead
- If you spent time with a few of the characters in the video, what warning signs would you notice?

19

## Notes:



### Slide 18

#### ASK :

1. Given the behaviors we just listed, were all the people in unhealthy relationships? If so, how did they get out of the relationships?
2. How did some characters deal with their partner's controlling behavior?
3. How would we encourage one or more of the characters in the video to talk to us about concerns of an unhealthy relationship?

Allow time for a short discussion.

## *Warning Signs*



### Slide 19

#### STATE :

At times it is difficult for parents or other caring adults to recognize warning signs of abuse and take steps to encourage youth to get help. If youth do not feel comfortable sharing their concerns with adults, it is important that adults observe changes in behavior and personality. To help someone who is in an abusive relationship, it is important to know the warning signs.

There are signs you can look for that may show that someone is in an unhealthy relationship. Relationships don't always start off with fighting, pushing, or name calling. Sometimes these relationships start off fun, friendly, and happy.

Abuse starts with subtle negative behaviors like giving the silent treatment or constantly asking questions about a boyfriend or girlfriend's whereabouts. It can then lead to

more serious forms of emotional, verbal, sexual, or physical abuse. Even if the abuse never progresses to physical violence, it can be very hurtful and damaging.

#### NEWSPRINT :

### *Warning Signs of Abuse*

#### ASK :

How do you think you can tell if someone is being abused?

If you worked with a few of the characters in the video, what are some warning signs that you would have noticed?

*Confirm the following on newsprint:*

- » 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
- » Make excuses for the behavior of the dating partner

### *Activity – “Cross the Line”*



Slide 20

Explain the activity, called “*Cross the Line*,” to discuss how to recognize warning signs. As you are explaining the exercise, make a line on the floor with tape or a motion with your hand, separating the room into two sections.

#### STATE :

Let's do an activity called “Cross the Line.” Before we begin, take a few seconds to think about one or more youth you know, and their interactions with you or other people. The purpose of the activity is to get you to think about the warning signs as they relate to youth. During this exercise, I will list warning signs youth may display if they are being abused or if they are being abusive.

#### Slides:

Activity: *Cross The Line*

##### Instructions

1. Think of one or more youth.
2. Listen to each warning sign of an abuser or a victim of abuse.
3. Go to appropriate side of the room.
  - You have noticed this pattern of behavior in this youth.
  - All I have not noticed the pattern of behavior in this youth.
4. Remember the General Rule! Respect confidentiality and other services.

20

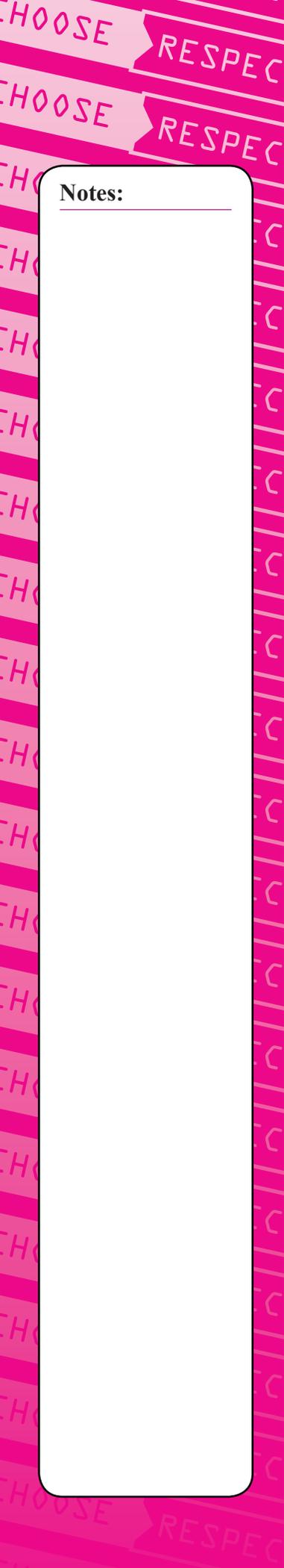


#### Newsprint:

Warning Signs of Abuse

C

#### Notes:



**Notes:**

**ACTIVITY INSTRUCTIONS (Part One)**

- » Select five to eight traits of someone being abused or abusive from the warning signs listed below and in **Appendix A**.
- » For each of the warning signs listed, use one of the following statements:
  - “I have noticed (warning sign) in the youth I am thinking about, which is different from his/her normal behavior.” or
  - “Sometimes he/she (warning sign), which is different from his/her normal behavior.”
- » Explain directions (STATE box below).
- » Tell participants to move to a side of the room, depending on their answers.
- » Allow the group process for 1–3 minutes per statement. Ask participants questions like:
  - When did you notice the difference in behavior?
  - Did you realize this was a warning sign of someone being abused or an abuser?
- » Check for understanding throughout activity and if necessary, reiterate Choose Respect messages.

**STATE :**

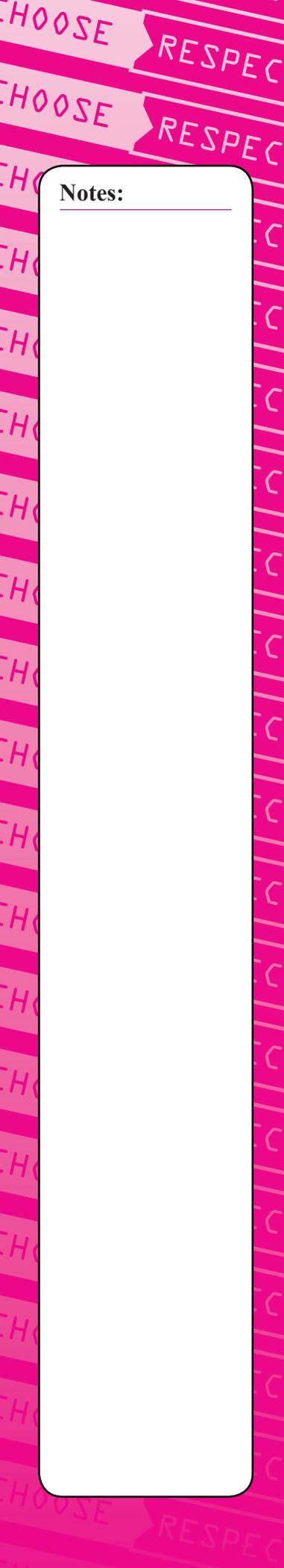
For each warning sign I list, you decide if “Yes, I have noticed this behavior in youth” or “No, I have not noticed this behavior in youth.” This side (*motion to the left side*) is labeled as “No”—as in “No, I have not noticed this pattern of behavior in the youth I am thinking about.” And the other side will be labeled as “Yes, I have noticed this behavior in youth I am thinking about.”

For example, I will say “I notice that my mentee has started isolating himself from his friends. He has become a loner.”

If you have noticed that the youth you care about has become a loner or avoids his friends, you will stand on the “Yes” side of the room. If you have not noticed this behavior in the youth you work with, stand on the “No” side.

After everyone has moved to a side of the room, we will discuss how each warning sign can indicate being a victim or abuser in an unhealthy relationship.

As we are answering the questions, please remember our “Ground Rules” for respecting confidentiality and others’ experiences.



**Notes:**

Warning signs of someone being abused:

- » 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

Warning signs of 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

**ACTIVITY INSTRUCTIONS (Part Two)**

Conclude the activity by asking participants to share how the activity made them feel, or to describe what they learned about themselves or youth through this exercise:

- » Tell them that everything was covered in the exercise.
- » Refer to the Choose Respect materials located at the website, [www.chooserespect.org](http://www.chooserespect.org) for more information.
- » You also may want to list any warning signs that were not addressed in the activity. Address any other concerns and state the following:

**STATE :**

As I mentioned earlier, the purpose of this activity is to get you to think about the warning signs as they relate to the youth with whom you interact. I also want to show you that you are not alone. It's up to us as a group to prevent dating abuse in our youth by recognizing the warning signs and talking to youth about getting help.

A relationship should make youth feel good about themselves, the other person, and the relationship. Be sure to recognize these warning signs of both abuser and victim.

## Slides:

- 21 Preventing Dating Abuse In Youth  
Why does abuse happen?
- Youth who abuse:
- Believe it's okay to use threats or abuse to get their way or to express frustration or anger
  - Use alcohol or drugs
  - Can't manage anger or frustration
  - Hang out with abusive 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

## Notes:

As mentioned by a parent in the video, some abusers at first may seem to be the model boyfriend or girlfriend, but this may not be the case. It is important for you to know these signs so you can notice changes in young people to encourage them to get help. As a bystander or a caring adult, you can influence youth to choose respect in their relationships.

## Preventing Dating Abuse

Explain that if someone is being abused that person might feel confused and alone. He or she may not know what to do or hope that the relationship will get better. Encourage caring adults to intervene if they see unhealthy relationship behavior. You can pull youth aside to discuss concerns and/or model healthy relationship behavior so youth can learn the importance of being in respectful relationships.



### Slide 21

#### ASK :

Why does abuse happen?

#### Confirm answers:

Risks of having unhealthy relationships increase for youth who:

- » Believe it's okay to use threats or abuse to get their way or to express frustration or anger
- » Use alcohol or drugs
- » Can't manage anger or frustration
- » Hang out with abusive 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

## Activity – Talking to Youth



### Slide 22

Lead a discussion with the group based on the following situations. Use newsprint to record the group's ideas and help to guide the conversation.

**Scenario 1:** You notice that a young person is being abused. What could you do to help?

**Scenario 2:** Two students are pushing and shoving in the hallway. How do you react?

**Scenario 3:** You overhear one of your students or children talking about how he laughed when he heard his teammate controlled what his girlfriend wore to school and who she hung out with. How do you address this?



### Slide 23

**Reiterate these important concepts when adults talk to youth:**

- » Be an example to youth by promoting healthy relationships.
- » Talk with youth about positive ways to solve conflicts—give them alternatives to abuse and encourage them to express their feelings in a respectful way.
- » Build their self-esteem by being supportive, recognizing their good qualities and accomplishments, and by spending time with them.
- » Emphasize that abuse isn't about love.
- » Keep the lines of communication open regardless of subject.

#### STATE :

It is important to talk with youth as early as possible about healthy relationships.

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

#### ASK :

How do we talk to youth about healthy relationships without sounding like we are lecturing to them?

The following list is a guide to answer the above question. Engage participants to get their thoughts on these points. Bring the discussion back to these main points if necessary. Refer to “Developing Healthy Relationships for Adults” and “Developing Healthy Relationships for Youth,” and “The Dos of Talking about Healthy Relationships” in **Appendix A** for handouts participants can use during or after the session.

## *The Dos of Talking About Healthy Relationships:*

### Slides:

#### 24 How to Talk to Youth about Healthy Relationships

- Find the correct time and place.
- Listen to what youth have to say.
- Use “teachable moments” to start conversations.
- Pay attention!
- Be honest.
- Keep the conversation going.

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### Notes:

#### *Find the correct time and the place*

Find the time and the place to talk with (not at) youth about healthy and unhealthy relationships away from phone calls and other interruptions. Do not wait until you have reasons to be concerned; it can make the difference between prevention and intervention.

#### *Listen to what youth have to say.*

Don't be afraid to ask them about their relationships, but be ready to listen. You can start from general to more specific. You might want to ask about some of their friends to start the discussion, and later get into their personal experiences. Abuse is a sensitive subject; build up trust if you do not have it already. You do not have to talk about the issue on the first try, but establish a pattern of personal, private conversations before you do.

#### *Use “teachable moments” to start conversations.*

Take advantage of movies, TV, video games, and current events—whatever engages youth—as spur-of-the-moment conversation starters. Take a longer route home from school, stay after practice, or go have some ice cream.

#### *Pay attention!*

Pay attention not only to the words but also to body language and what they are trying to say between the lines. If a youth is hanging around you more than usual, stop and pay attention—he or she might need someone to talk to or confide in. Sometimes he or she will tell you stories about someone else, just to bring up the subject and see how you react. Make sure to validate youth's feelings and help them find solutions to the issues they have identified. Do not act surprised or shocked. Instead, ask them:

- » How you feel about the story?
- » What do you think your friend should do?
- » What would you do if you were in your friend's position?

#### *Be honest.*

Keep it real and relevant—lectures don't work. Instead, have a two-way conversation. Be ready to answer some questions about yourself and do so honestly. Acknowledge your mistakes and share the learning experiences, especially if the youth have witnessed abuse at home and you are one of the parents. Talk about how everyone deserves to be treated with respect. That is the minimum they could expect from anyone and the least they can offer. Remember, youth can learn from your mistakes, too.

#### *Keep the conversation going.*

Talking often will keep you up to date on youth's thoughts and activities. It will help you better understand pressures they face, their values, and prevent problems from occurring. Make sure to know their friends. Research shows that most youth in abusive relationships have friends who are also in abusive relationships or are violent.

STATE :

Slides:

25 Ways You Can Lead By Example

- No road rage
- No yelling at youth
- No cursing
- No manipulation
- No talking behind someone's back
- Saying please and thank you
- Being courteous



25

Notes:

The best way to prevent dating abuse is for youth to have positive role models—the caring adults like you in their lives. Remember youth are watching you.

You can be a role model.

Lead by example by:

- » No road rage
- » Not yelling at youth
- » Not cursing
- » No manipulation
- » No talking behind someone's back
- » Saying please and thank you
- » Being courteous

How you communicate with youth and others will teach them how to communicate in their own relationships and what to expect. Make disrespect unacceptable in your life; youth often learn more from what adults *do* than from what they *say*.

*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*

Conclude the session with a charge to participants about choosing respect in their lives and encouraging youth to engage in respectful, healthy relationships.

### Newsprint:

Choose Respect Activities and Events in the Community

D

### Notes:

#### STATE:

This presentation is only the beginning. Now that you know about Choose Respect and you can tell people about the importance of having healthy relationships, you can't keep this great information to yourself. You know that dating abuse is a real threat to youth in your community, and you have the tools and support to prevent it. What's next?

#### ASK:

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

#### NEWSPRINT:

### *Choose Respect Activities and Events in the Community*

Brainstorm ideas for activities at schools, in local organizations, and more. Research past successful activities that have worked in your location. For each activity listed, create a short list of action steps and resources needed.

- » Encourage a discussion using the following ideas:
- » Use the Choose Respect materials within your organization.
- » Organize or sponsor a community event that supports building healthy relationships or preventing dating abuse.
- » Learn about existing policies on dating and relationship abuse (schools, youth sports, local youth organizations, etc.).
- » Volunteer your group or organization to mentor young people.
- » Identify an existing coalition or partner with others to form a new one to address issues related to dating abuse.
- » Find out what others in your community are doing to prevent dating abuse and join them. If there are no existing efforts, start one.
- » Form a Coalition for Healthy Relationships—a group of adults who organize fun activities based on Choose Respect.

## Conclusion

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.



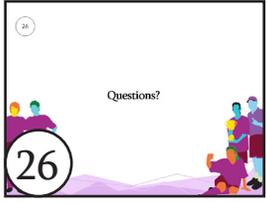
Slide 26

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

## Evaluation

**Pass out “Evaluation Forms for Adults” 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.

### Slides:



### Notes:

## *Want to Do More?*

Provide the guidelines below to give adults ideas and tips for promoting Choose Respect and discussing dating abuse. 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.

### *Additional Activities*

**Poster:** Instruct each participant and/or group to design a poster that promotes the Choose Respect messages to youth. 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.

**Talking to Youth:** Caring adults can develop a short list of helpful hints for talking to youth about sensitive subjects like dating abuse. Encourage adults to include short stories of positive experiences they have had in broaching subjects with youth. This also could be included as an additional activity for the discussion group if time permits.

**Form an Advisory Board:** Knowing and understanding your community, its traditions and values, as well as how things get done is important to preventing dating abuse. Form an advisory group that is representative of the diversity of the community to guide you on how to approach the community respectfully in a spirit of collaboration.

**Show the Video at PTA and Other Meetings With Parents/Caring Adults:** Promote Choose Respect messages and get more buy-in from the community by going to local schools and youth-serving organizations to talk about dating abuse prevention. Show the video and identify someone to make this presentation.

**Choose Respect Events:** Get together with youth to schedule an event to promote Choose Respect in the community.

**Form a Support Group With Participants:** After the video and presentation, caring adults may want to start a small group to give support, share ideas, and get advice about dating abuse and the youth they influence. This support can meet monthly or quarterly, depending on the need and interest of the group.

Notes: