

CHOOSE

RESPECT

## Section Three

### Video and Presentation: Format E

---

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

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

**Size of Group:** 5–20 adults

**Session Time:** 1 hour

**Format E** works best with 5–20 adult participants. Participants will learn to recognize the warning signs of dating abuse for youth and the consequences of dating abuse for youth. Brief discussions allow them to voice their opinions about Choose Respect, the video, and key discussion points.

It is not necessary to present *Section Two* (the Introduction and General Overview) to your group. **Format E** will provide all of the background information of Choose Respect and talking to youth about 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 Adults
- » Developing Healthy Relationships for Adults
- » Healthy Versus Unhealthy Relationships
- » The Dos of Talking about Healthy Relationships

# Section Three:

## Video and Presentation: Format E

### Slides:

#### Today's Activities

Welcome  
Ground Rules

1

### 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.
- Talk about your own stories and not about others in the group.
- Personal stories stay in the room.
- Respect each other's feelings.

A

### Notes:

## Welcome and Overview

Welcome each person to the group session. Introduce yourself and have participants introduce themselves. Address specific rules such as turning off cell phones and other electronic devices. Begin by reviewing the ground rules.



Slide 1

## Ground Rules

Post a list of Ground Rules for the group.

- » 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.

To model respect, ask the audience to add to the list any other rules they consider appropriate. Post the list where everyone can see it during the discussion.

### 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.
- » Talk about your own stories and not about others in the group.
- » Personal stories stay in the room.
- » Respect each other's feelings.

## 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 youth to form healthy relationships to prevent dating abuse before it starts. It teaches youth to identify unhealthy relationship behaviors and take steps to form respectful relationships. Choose Respect encourages youth to think about what it means to maintain a healthy relationship with their friends and family members.

Choose Respect reaches out to youth ages 11–14 years old and connects with parents and other caring adults who influence the lives of youth. Specifically, we aim to help youth 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 youth use to develop healthy, respectful relationships are the same skills they can use in other aspects of life.

### Slide 3

#### STATE :

Many adults say they have trouble talking to youth. But think back to the experiences and feelings you just recalled. There may be a lot of differences in the youth of today and your generation—think about how you communicated with your first crush—I doubt anyone here sent a text message!

### Slides:

#### 1 Choose Respect Initiative

##### Purpose of the Initiative

##### Target Audience:

- Youth ages 11 to 14 years old
- Parents and other caring adults who influence the lives of youth

##### Helps youth:

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

2

#### 3 Why Youth Ages 11 to 14?

- Many youth look forward to dating at this age
- Youth have important relationships with their friends
- Relationships with their friends determine how they act with dates and friends as adults
- Choose Respect lessons learned will carry into future relationships

3

### Notes:

## Slides:



## Notes:

But what is not different is the intensity of feelings youth have and how important these relationships are to them. It is important for you to think about your past experiences at that age so you will be able to better relate to the youth. Often, remembering our own experiences makes it easier to put ourselves in their shoes and have a better idea of what they're going through at this point in their lives.

The main target audience for Choose Respect is youth ages 11–14. As they grow and develop into young adults, many look forward to dating. In this age, they also have relationships with their friends that are very important to them. How they relate to their friends at a young age will most likely determine how they act with dates and friends as adults.

The lessons they learn about respect, healthy and unhealthy relationships, and what's right or wrong will carry over into future relationships. It's important for youth to recognize healthy relationships.

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

### ***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 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 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 :**

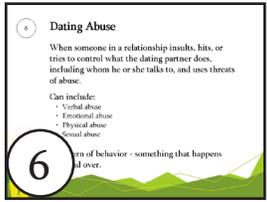
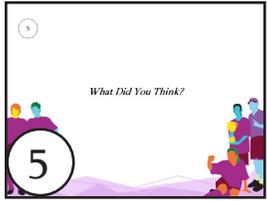
Based on the video, what you may have seen in every day life, or on television, what is dating abuse?

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

**Slides:**



**Notes:**

**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.

## *Unhealthy Relationship Behavior*

**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?

**Newsprint:**

Unhealthy Relationship Behavior

B

**Notes:**

**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

**Slides:**

**Unhealthy Relationship Behavior**

- Insulting dating partner in public or private
- Controlling how a dating partner dresses or acts, who he/she spends time with, and constantly checks in
- Showing aggression, bullying, or having trouble controlling anger
- Threatening to hurt self or others
- Shouting, pushing, physical abuse
- Excessively jealous
- Isolating partner from friends and family

7

**One in Eleven**

If there are 33 students in a class, 3 of those students may have been hit, punished, or physically harmed in some other way by a boyfriend or girlfriend.

8

**Notes:**



**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.

**ASK :**

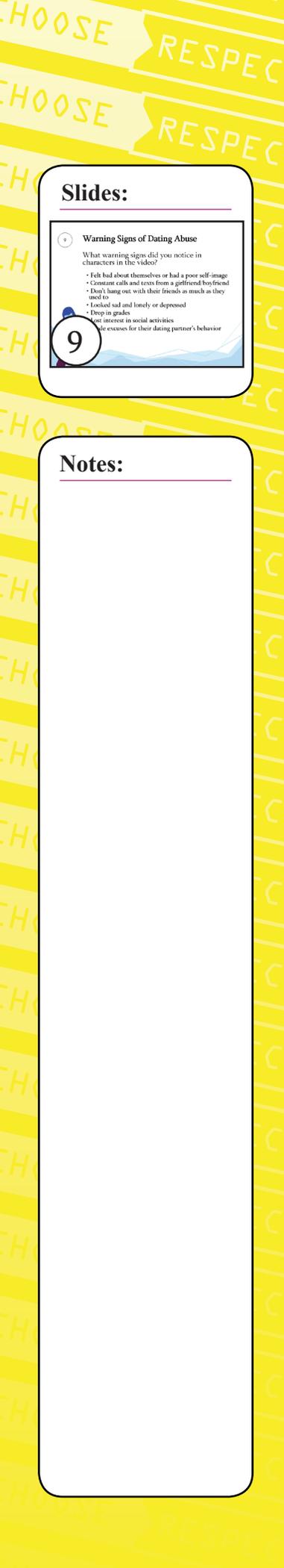
Now that we know what dating abuse is, what were some of the parents' feelings as they discussed their children's dating abuse experiences?

You may know of someone (a parent or child) who is going through something like this. What does this mean for the young people you know?

*Allow some time for discussion.*

*Explain the statistics about dating abuse.*





**STATE :**

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

One in five youth has experienced some sort of emotional abuse

This means that if there are 33 students in a class, 3 of these students may have been hit, punched, or physically harmed in some other way by a boyfriend or girlfriend.

**Slides:**

Warning Signs of Dating Abuse

What warning signs did you notice in 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
- Made excuses for their dating partner's behavior

9

**Notes:**

*Consequences and Warning Signs*

**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.

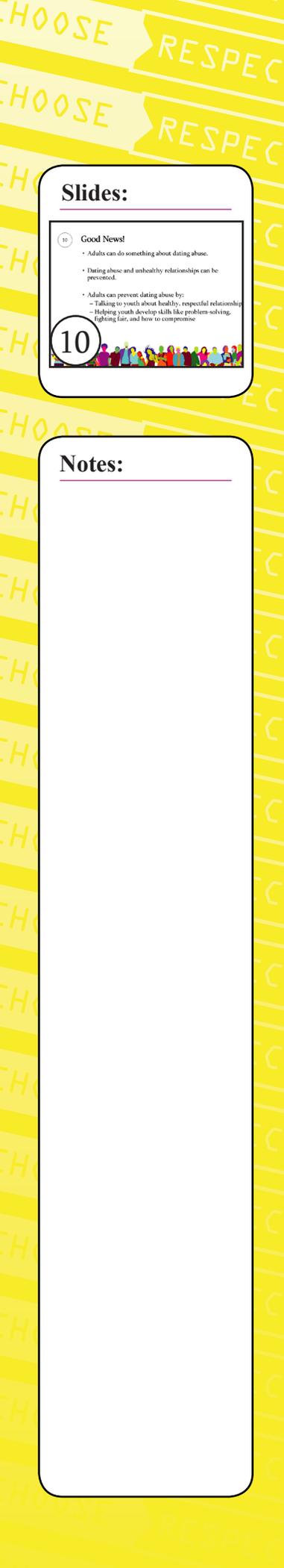
There are signs you can look for that may show that someone is in an unhealthy relationship.



**ASK :**

How can you tell if someone is being abused? For example, if you worked with a few of the characters in the video, what are some warning signs that you would have noticed?

Allow for a short discussion. Reiterate warning signs of dating abuse



**STATE :**

Dating abuse negatively affects the victim, abuser, and the entire community.

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?

**Slides:**

10 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 relationship
  - Helping youth develop skills like problem-solving, fighting fair, and how to compromise

10

**Notes:**

---

**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 kids or the youth you work with and encourage them to get help. As a parent or a caring adult, you can encourage youth 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.*

## **Talking to Youth and Preventing Dating Abuse**



**STATE :**

The good news is:

- » Adults can do something about dating abuse.
- » Dating abuse and unhealthy relationships can be prevented.

## Slides:

### 11 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.

11

## Notes:

» 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

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



## Slide 11

### 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.

### *Confirm the following:*

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

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

### *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.

Notes:

**Slides:**

**12 Remember:**

- Be an example to youth by promoting healthy relationships.
- Talk with youth about positive ways to solve conflicts.
- Build their self-esteem by being supportive and spending time with them.
- Emphasize that abuse isn't about love.

12



**13 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
- Take time to cool off, listen, and talk things out
- Break down a problem and look for win-win solutions
- Think before speaking or acting out in anger
- Give and get respect

13



**Notes:**

**STATE :**

When adults talk to youth they can:

- » 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.

## *Establishing and Maintaining Healthy Relationships*

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

**ASK :**

How does someone get and give respect?

**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:

### 14 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

14



## Notes:



### Slide 14

#### STATE :

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

The best way, however, 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*.

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

### Slide 15

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 friends, family, and kids 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 read more about healthy and unhealthy relationships and what adults can do to encourage healthy relationships.

### Slide 16

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.

*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.*