2020 Toolkit
317-773-6942
www.prevailinc.org
Dear Community Partner,
We are pleased to present to you Prevail’s 2020 Teen Dating Violence Prevention Month (TDVPM) Toolkit. Inside you will find information about resources, discussion starters, activities, and handouts about teen dating violence. Our hope is that you look through this toolkit and consider what you can do to bring awareness to this very important issue.

One in every three teens will have experienced some form of abuse in a dating relationship before they reach adulthood. At Prevail, adolescent services are our fastest growing population. With this understanding, our hope is to unite our community in creating spaces for teens to recognize and develop healthy relationships with themselves and those around them. Our teens are surrounded with many conflicting messages about relationships from friends, family, movies and television shows, and social media. As adults, you have the unique opportunity to guide and educate young people so they can experience a future free of violence.

We encourage you to “Go Orange” with us by wearing an orange article of clothing on February 14th and post a picture online using the hashtag #GoOrangePrevail.

Teen dating violence occurs every day in our community, so it is important for each of us to come together and bring about change. While intervention is important, there is a need to raise awareness and work to prevent teen dating violence from occurring in the first place. Included in this toolkit are activity suggestions ranging from five minute conversations to full lesson plans, so there are many options to fit the time you have available. Please consider what part you can play in creating a culture that does not permit, allow, or tolerate violence.

Thank you for your support and active involvement with the teens in our community. We really cannot bring about change without you! If you would like more information about Prevail’s TDVPM Toolkit or teen dating violence, contact Youth Advocacy Supervisor Kelly Ferriell at kferriell@prevailinc.org or Primary Prevention Specialist Kelly Growden at kgrowden@prevailinc.org. Both are available via phone by calling our office at 317-773-6942.
2020 Teen Dating Violence Toolkit

Dates: The entire month of February

Prevail Staff will “Go Orange” on February 14, 2020. Join us by wearing your orange gear! Post a picture using the hash tag #GoOrangePrevail.

Toolkit Format

Within this toolkit, you will find a facts and statistics sheet, reproducible handouts, activities for different sizes of groups, discussion/conversation starters, a tips for teachers sheet, two example lesson plans, and local and national resources. We encourage you to utilize any or all pieces of this toolkit and to add your own ideas and suggestions throughout the month.

QUICK PLANNING TIPS

Use #GoOrangePrevail when posting to social media

Follow us on Facebook (Prevail, Inc), Twitter (prevail_inc) and Instagram (Prevail.inc) to see and share our daily posts.

Review the handouts and activity list and decide what you want to do to bring awareness about dating violence and healthy relationships.

Call Prevail (317-773-6942) to schedule a Healthy Relationships presentation or schedule a tour of the Prevail office.

Teen Dating Violence Quick Facts*

- The Centers for Disease Control, who have classified Teen Dating Violence as a public health issue, estimates that over 1.5 million teens experience abuse by a dating partner in a single year.
- One in ten high school students has purposely been hit, slapped, or physically hurt by a dating partner.
- Violent behavior typically begins between the ages of twelve and eighteen.
- Only a third of surveyed teens report telling anyone about the abuse they have experienced or currently are enduring.

* Statistics provided by Love is Respect and can be found at loveisrespect.org
My partner doesn’t punch me. So, I wouldn’t call it ‘abuse’ but something is very wrong.

Abuse, domestic violence and sexual assault are scary words. It may be difficult to believe that it could be happening to you. Even if you just have the feeling that something is wrong in your relationship, we can help. You can find your voice.

I wish I could help my friend, but I don’t know how.

Encourage your friend to reach out to us at Prevail. Their safety is the most important thing to consider.

Your support makes what we do possible. Here’s what you can do to help Prevail help others.

- Share Prevail information with others.
- Invite us to speak with your organization.
- Sponsor and/or attend a Prevail event.
- Make a donation.
- Host a supply drive.
- Volunteer.
- Sign up for our enewsletter online.
- Follow us on social media and share.

Si estás en crisis llama a la línea (317) 776-3472 para hablar con una consejera quien te puede ayudar. Se proveerá de traductores para las personas que no hablan inglés.

1100 S. 9th Street, Suite 100
Noblesville, IN 46060

Office: 317-773-6942
24-Hour Crisis Line: 317-776-3472
Fax: 317-776-3448
prevail@prevailinc.com

www.prevailinc.org

/Prevailinc
@Prevail_Inc

Supporting Victims of Crime & Abuse

All services are free and confidential.

24-Hour Crisis Line: 317-776-3472
YOUR SAFETY PLAN
Getting out of a bad situation can be tricky. We can talk to you about ways that you might be safer in your situation, including exploring a Protective Order (Restraining Order). Remember, we are always available to talk with you on the 24-hour crisis line.

YOUR ADVOCATE
You can meet one-on-one with a Prevail advocate. An advocate is your supporter. They help empower you in your situation. When you decide on your next steps, you will not be alone.

YOUR FAMILY
When trauma happens, it can happen to the whole family. Advocates work with children who have witnessed or experienced trauma. Prevail also offers support for non-offending parents/guardians whose children have experienced trauma.

YOUR COURT SUPPORT
Prevail works hand-in-hand with the Hamilton County Prosecutor's Office and other court entities to help you navigate through the legal aspects of your situation.

YOUR GROUP
It’s true – there is strength in numbers. Each week, Prevail offers many support groups to connect people together that have gone through similar experiences.

YOUR STORY
We visit schools, give presentations, train teachers and more. One day, you may want to share your story as a way to help educate others.

I care about you and I will support you, if you want. I know it is scary but you can do this.

Anyone who has experienced abusive situations can receive help from Prevail’s advocates.

Just as every person, situation and story is unique, there is no one path that fits everyone. An advocate listens, shines a light on multiple options and gives encouragement.

Also, Prevail’s services are free and confidential.
Activities/Discussion Starters

- Review the Dating Abuse Statistics handout (included in this toolkit). How do you think these facts relate to your school, team, workplace, faith community, or family?

- Learn about the Relationship Spectrum (handout included in this toolkit). Consider where your current relationships would fall on the spectrum.

- Take the Healthy Relationship Quiz (included in this toolkit) to see if your current relationship is safe. Discuss the scores with friends or adults you trust.

- Take the Am I A Good Partner Quiz (included in this toolkit) and discuss the results with friends or adults you trust.

- Draw a picture of your relationship boundaries. What behaviors do you feel safe, maybe safe, and unsafe with? How do you want others to treat your body, your emotions, your words, your thoughts, your personal space, your sexual needs, your spiritual beliefs, your money, and your time? There is an example drawing included in this toolkit.

- Watch an episode of a television show. Discuss where the characters’ relationships would fall on the Relationship Spectrum. Some examples to consider are Empire (Cookie/Luscious), Gilmore Girls (Rory/Dean, Luke/Lorelai), Riverdale (Archie/Betty), Scandal (Olivia/Fitz), Pretty Little Liars (Aria/Ezra), Gossip Girl (Blair/Chuck), or Orange is the New Black (Piper/Alex).

- Print off the lyrics of popular songs. Read the actual words. What is being communicated about other people in the song? Is the message one about safe and healthy relationships or do the verses refer to people in disrespectful ways? Use the Sound Relationships sheet (included in this toolkit) to guide your conversation. Songs including “Love the Way You Lie” by Eminem, “Issues” by Julia Michaels, “Grave Yard” by Halsey, “Perfect” by Ed Sheeran, and “Stay With Me” by Sam Smith are some options. Feel free to find your own.
Activities/Discussion Starters Continued

- Talk about conflict resolution. In what ways is this important? Why do we try to hide from or avoid conflict? How can we see conflict as an important part of the communication process with others? How to you respond to (or avoid) conflict? Does this help you get your needs met or do you put the needs of others before what you need?

- Identify resources you could use or refer a teen to if you have concern about their relationship. Write these down somewhere easily accessible, just in case. You can refer to the resources page included in this toolkit.

- Create a “Love is...” wall. Use the included speech bubbles and create a dynamic display of what you and others think is an important part of a healthy relationship. Leave this up to allow reflection and discussion.

- Create your own “Relationship Bill of Rights”. Consider what you want and need from a dating partner and what things you will not accept or tolerate. Everyone has the right to be safe. Use the included My Declaration of Rights page to start your thinking.

- Watch the “Consent is a Yes” on YouTube. Discuss what consent really means. Practice having conversations giving and requesting consent. Consider how many times each day you give consent (sharing your food, giving someone a ride to school, hanging out). Remember that “No” is a complete sentence.

- Create a poster, public service announcement, social media post, or other awareness project shedding light on Teen Dating Violence and/or healthy relationships.

- Use the included scenario flashcards to decide if each situation is healthy or unhealthy. Talk about your answers and how you came to your decisions. An answer key and discussion points are also included in this toolkit.

Prevail, Inc.
(317) 773-6942  www.prevailinc.org
1100 S. 9th Street, Suite 100 Noblesville, Indiana  46060
Dating abuse is a big problem, affecting youth in every community across the nation. Learn the facts below.

**Too Common**
- Nearly 1.5 million high school students nationwide experience physical abuse from a dating partner in a single year.\(^1\)
- One in three girls in the US is a victim of physical, emotional or verbal abuse from a dating partner, a figure that far exceeds rates of other types of youth violence.\(^2\)
- One in ten high school students has been purposefully hit, slapped or physically hurt by a boyfriend or girlfriend.\(^3\)

**Why Focus on Young People?**
- Girls and young women between the ages of 16 and 24 experience the highest rate of intimate partner violence, almost triple the national average.\(^4\)
- Among female victims of intimate partner violence, 94% of those age 16-19 and 70% of those age 20-24 were victimized by a current or former boyfriend or girlfriend.\(^5\)
- Violent behavior often begins between the ages of 12 and 18.\(^6\)
- The severity of intimate partner violence is often greater in cases where the pattern of abuse was established in adolescence.\(^7\)

**Don’t Forget About College Students**
- Nearly half (43%) of dating college women report experiencing violent and abusive dating behaviors.\(^8\)
- College students are not equipped to deal with dating abuse – 57% say it is difficult to identify and 58% say they don’t know how to help someone who’s experiencing it.\(^9\)
- One in three (36%) dating college students has given a dating partner their computer, email or social network passwords and these students are more likely to experience digital dating abuse.\(^10\)
- One in six (16%) college women has been sexually abused in a dating relationship.\(^11\)

**Long-lasting Effects**
- Violent relationships in adolescence can have serious ramifications by putting the victims at higher risk for substance abuse, eating disorders, risky sexual behavior and further domestic violence.\(^12\)
- Being physically or sexually abused makes teen girls six times more likely to become pregnant and twice as likely to get a STD.\(^13\)
- Half of youth who have been victims of both dating violence and rape attempt suicide, compared to 12.5% of non-abused girls and 5.4% of non-abused boys.\(^14\)

**Lack of Awareness**
- Only 33% of teens who were in an abusive relationship ever told anyone about the abuse.\(^15\)
- Eighty-one (81) percent of parents believe teen dating violence is not an issue or admit they don’t know if it’s an issue.\(^16\)
- Though 82% of parents feel confident that they could recognize the signs if their child was experiencing dating abuse, a majority of parents (58%) could not correctly identify all the warning signs of abuse.\(^17\)
For more information, visit www.loveisrespect.org

Repurposing is allowed and encouraged. Please contact loveisrespect for more information.
THE RELATIONSHIP SPECTRUM

Healthy relationships are based on equality and respect.

- RESPECT
- GOOD COMMUNICATION
- TRUST
- HONESTY
- EQUALITY

You make decisions together and can openly discuss whatever you’re dealing with, like relationship problems and sexual choices. You enjoy spending time together but can be happy apart.

Unhealthy relationships are based on attempts to control the other person.

- BREAKS IN COMMUNICATION
- PRESSURE
- DISHONESTY
- STRUGGLES FOR CONTROL
- INCONSIDERATE BEHAVIOR

One person tries to make most of the decisions. He or she may pressure their partner about sex or refuse to see how their actions can hurt. In an unhealthy relationship, you feel like you should only spend time with your partner.

Abusive relationships are based on an imbalance of power and control.

- ACCUSATIONS
- BLAME SHIFTING
- ISOLATION
- PRESSURE
- MANIPULATION

One person is making all of the decisions — about sexual choices, friend groups, boundaries, even what’s true and what’s not. You spend all of your time together and feel like you can’t talk to other people, especially about what’s really happening in your relationship.

This project described was supported by Grant Number 90EV0426 from the Administration on Children, Youth and Families, Family and Youth Services Bureau, U.S. Department of Health and Human Services. The opinions, findings, conclusions and recommendations expressed in this publication are those of the author(s) and do not necessarily reflect the views of the Administration on Children, Youth and Families, Family and Youth Services Bureau, U.S. Department of Health and Human Services.
EVERYONE DESERVES TO BE IN A SAFE AND HEALTHY RELATIONSHIP. DO YOU KNOW IF YOUR RELATIONSHIP IS HEALTHY? ANSWER YES OR NO TO THE FOLLOWING QUESTIONS TO FIND OUT. MAKE SURE TO CHECK THE BOXES TO RECORD YOUR RESPONSES. AT THE END, YOU’LL FIND OUT HOW TO SCORE YOUR ANSWERS.

### Healthy Relationship Quiz

FOR MORE INFORMATION, VISIT WWW.LOVEISRESPECT.ORG

<table>
<thead>
<tr>
<th>THE PERSON I’M WITH</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is very supportive of things that I do.</td>
<td>○</td>
<td>○</td>
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<tr>
<td>2. Encourages me to try new things.</td>
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<td>3. Likes to listen when I have something on my mind.</td>
<td>○</td>
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<td>4. Understands that I have my own life too.</td>
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<tr>
<td>5. Is not liked very well by my friends.</td>
<td>○</td>
<td>○</td>
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<td>6. Says I’m too involved in different activities.</td>
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<tr>
<td>7. Texts me or calls me all the time.</td>
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<td>8. Thinks I spend too much time trying to look nice.</td>
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<td>9. Gets extremely jealous or possessive.</td>
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<td>○</td>
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<tr>
<td>10. Accuses me of flirting or cheating.</td>
<td>○</td>
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<tr>
<td>11. Constantly checks up on me or makes me check in.</td>
<td>○</td>
<td>○</td>
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<td>12. Controls what I wear or how I look.</td>
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<td>13. Tries to control what I do and who I see.</td>
<td>○</td>
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<tr>
<td>14. Tries to keep me from seeing or talking to my family and friends.</td>
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<tr>
<td>15. Has big mood swings, getting angry and yelling at me one minute but being sweet and apologetic the next.</td>
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<td>16. Makes me feel nervous or like I’m “walking on eggshells.”</td>
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<td>17. Puts me down, calls me names or criticizes me.</td>
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<td>18. Makes me feel like I can’t do anything right or blames me for problems.</td>
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<tr>
<td>19. Makes me feel like no one else would want me.</td>
<td>○</td>
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<tr>
<td>20. Threatens to hurt me, my friends or family.</td>
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<td>○</td>
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<tr>
<td>21. Threatens to hurt themselves because of me.</td>
<td>○</td>
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<tr>
<td>22. Threatens to destroy my things (Phone, clothes, laptop, car, etc.).</td>
<td>○</td>
<td>○</td>
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<tr>
<td>23. Grabs, pushes, shoves, chokes, punches, slaps, holds me down, throws things or hurts me in some way.</td>
<td>○</td>
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<tr>
<td>24. Breaks or throws things to intimidate me.</td>
<td>○</td>
<td>○</td>
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<tr>
<td>25. Yells, screams or humiliates me in front of other people.</td>
<td>○</td>
<td>○</td>
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<tr>
<td>26. Pressures or forces me into having sex or going farther than I want to.</td>
<td>○</td>
<td>○</td>
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</tbody>
</table>
**Healthy Relationship**

**SCORING**

Give yourself one point for every no you answered to numbers 1-4, one point for every yes response to numbers 5-8 and five points for every yes to numbers 9 and above.

Now that you’re finished and have your score, the next step is to find out what it means. Simply take your total score and see which of the categories below apply to you.

- **0pts**
  You got a score of zero? Don’t worry -- it’s a good thing! It sounds like your relationship is on a pretty healthy track. Maintaining healthy relationships takes some work -- keep it up! Remember that while you may have a healthy relationship, it’s possible that a friend of yours does not. If you know someone who is in an abusive relationship, find out how you can help them by visiting loveisrespect.org.

- **1-2pts**
  If you scored one or two points, you might be noticing a couple of things in your relationship that are unhealthy, but it doesn’t necessarily mean they are warning signs. It’s still a good idea to keep an eye out and make sure there isn’t a unhealthy pattern developing.
  The best thing to do is to talk to your partner and let them know what you like and don’t like. Encourage them to do the same. Remember, communication is always important when building a healthy relationship.
  It’s also good to be informed so you can recognize the different types of abuse.

- **3-4pts**
  If you scored three or four points, it sounds like you may be seeing some warning signs of an abusive relationship. Don't ignore these red flags. Something that starts small can grow much worse over time.
  No relationship is perfect -- it takes work! But in a healthy relationship you won’t find abusive behaviors.

- **5pts**
  If you scored five or more points, you are definitely seeing warning signs and may be in an abusive relationship. Remember the most important thing is your safety -- consider making a safety plan.
  You don’t have to deal with this alone. We can help. Chat with a trained peer advocate to learn about your different options at loveisrespect.org.

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Am I a Good Partner? Quiz

Are you a good partner? Answer yes or no to the following questions to find out. Make sure to check the boxes to record your responses. At the end, you’ll find out how to score your answers.

**DO I**

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
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</thead>
<tbody>
<tr>
<td>1. Forget to thank my partner when they do something nice for me?</td>
<td></td>
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<tr>
<td>2. Ignore my partner’s calls if I don’t feel like talking?</td>
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<td>3. Get jealous when my partner makes a new friend?</td>
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<td>4. Have trouble making time to listen to my partner when something is bothering them?</td>
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<td>5. Discourage my partner from trying something new like joining a club?</td>
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<td>6. Call, text or drive by my partner’s house a lot?</td>
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<td>7. Get upset when my partner wants to hang out with their friends or family?</td>
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<tr>
<td>8. Make fun of my partner or call them names?</td>
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<td>9. Criticize my partner for their taste in music or clothing?</td>
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<td></td>
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<td>10. Make fun of my partner’s appearance?</td>
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<tr>
<td>11. Accuse my partner of flirting or cheating even if I’m not sure that’s what happened?</td>
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<td>12. Take out my frustrations on my partner, like snapping at them or giving them attitude?</td>
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<td>13. Throw things if I’m mad at my partner or do things like hit walls or drive dangerously?</td>
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<tr>
<td>14. Read my partner’s texts or go through their personal things, like their wallet or purse?</td>
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<tr>
<td>15. Tell my partner they are the reason for my bad mood even if they aren’t?</td>
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<td>16. Try to make my partner feel guilty about things they have no control over?</td>
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<tr>
<td>17. Sometimes say things to my partner knowing that they are hurtful?</td>
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<tr>
<td>18. Talk down to or embarrass my partner in front of others?</td>
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<tr>
<td>19. Make/encourage my partner to do things sexually that I know they don’t want to do?</td>
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**WE ARE HERE TO HELP**

Chat: 24/7/365 · Call: 1.866.331.9474 · Text: LOVEIS to 22522

For more information, visit www.LoveisRespect.org
GIVE YOURSELF ONE POINT FOR EVERY “YES” YOU ANSWERED TO QUESTIONS ONE THROUGH FOUR AND FIVE POINTS FOR ALL “YES” ANSWERS TO NUMBERS 5-20. DON’T GIVE YOURSELF ANY POINTS FOR ANY “NO” ANSWERS.

NOW THAT YOU’RE FINISHED AND HAVE YOUR SCORE, THE NEXT STEP IS TO FIND OUT WHAT IT MEANS. SIMPLY TAKE YOUR TOTAL SCORE AND SEE WHICH OF THE CATEGORIES BELOW APPLY TO YOU.

0pts
If you got zero points, congratulations! You make a good Partner! It sounds like you’re very mindful of your actions and respectful of your partner’s feelings -- these are the building blocks of a healthy relationship. Keeping things on a good track takes work, so stay with it! As long as you and your partner continue like this, your relationship should grow in a healthy direction.

1-2pts
If you scored one or two points, there may be a couple of things in your relationship that could use a little attention. Nobody is perfect, but it is important to be mindful of your actions and try to avoid hurting your partner. Remember, communication is key to building a healthy relationship!

3-4pts
If you scored three or four points, it’s possible that some of your actions may hurt your partner and relationship. While the behaviours may not be abusive, they can worsen over time if you don’t change.

5pts
If you scored five or more points, some of your actions may be abusive. You may not realize it, but these behaviours are damaging. The first step to improving your relationship is becoming aware of your unhealthy actions and admitting they are wrong. It’s important to take responsibility for the problem and get help to end it. An unhealthy pattern is hard to change, so chat with a peer advocate at loveisrespect.org for more information on how to get help.
Telling me what I can wear.
Using a nickname.
Sitting right next to me.
Borrowing my things without asking.

Making plans last-minute.
Asking before touching.
Addressing disagreements.
Texting me in class.
Saying "I understand."

Asking what I need.
Making sure we agree about plans.
Respecting my "NO."

Hitting me.
Calling me names.
Forcing me to have sex.
Making me pray/not letting me pray.

High-fives, handshakes, spending time apart.
Maybe safe.
Hugging me.

Safe.
Not safe.
Using drugs.
### Nutritional Impact

**Artist:**

**Song title:**

**Serving Size:**

**Min:**

**Sec:**

<table>
<thead>
<tr>
<th>Amount per serving:</th>
<th>Present</th>
<th>Intensity level</th>
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<tbody>
<tr>
<td><strong>Unhealthy Relationship Ingredients</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drama</td>
<td>(X)</td>
<td></td>
</tr>
<tr>
<td>Possession/obsession</td>
<td></td>
<td></td>
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<tr>
<td>Disrespect</td>
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<tr>
<td>Relationship = sex</td>
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<tr>
<td>Manipulation</td>
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<td><strong>Total Unhealthy</strong></td>
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<tr>
<td><strong>Healthy Relationship Ingredients</strong></td>
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<tr>
<td>Fun/Enjoyable</td>
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<tr>
<td>Support</td>
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<tr>
<td>Respect</td>
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<td>Equality</td>
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<tr>
<td>Trust</td>
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<tr>
<td><strong>Total Healthy</strong></td>
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</table>

The song may portray:

**Drama:** A belief that making up/breaking up, yelling, bitter arguing, destroying property or a general sense that unhealthy conflict in the relationship is part of a normal relationship. **Possession/Obsession:** A belief that another person is an object to use for one’s personal benefit. This could also include stalking, objectification, and controlling behavior. **Disrespect:** A belief that it is acceptable to disregard another person’s feelings, ideas, opinions and wishes. This could include name calling, putting down, minimizing language, and cheating. **Relationship = sex:** A belief that the main component or focus of the relationship is sex. **Manipulation:** A belief that it is acceptable to lie or use another person’s emotions or vulnerabilities to get what is desired. This could include guilt trips, lying, and using alcohol to get sex. **Fun/Enjoyable:** A belief that relationships are enjoyable and fun. **Support:** A belief that a relationship includes building up the other person's confidence and strengths. This could include encouraging another person to make healthy decisions to better themselves, even when the other person may not totally agree. **Respect:** A belief that another person has value and is appreciated and recognized for their ideas, thoughts, and decisions. This could include the use of positive or supportive words to describe the other person. **Equality:** A belief that both parties share in decision making and are free to choose what is right for them. One person does not have power over the other either in decision making or sex. **Trust:** A belief that the other person in the relationship has your best interest at heart. This could include being faithful and honest.

### Sound Relationships

Music, like food, can feed our brains and give us energy. But, it also can be filled with ingredients that can affect us negatively. Some music may even have an influence on our health and the health of our relationships. This instrument will help you evaluate the “nutritional” value of the music you might listen to. We want you to put on your headphones, turn up the volume and become a song lyrics nutritionist. Just follow these easy steps.

**STEP ONE: Find a song**

Select a song. Find the lyrics of the song either from the CD insert, or search for them online. Print out the lyrics, and read them to get a feel for the main themes in the song.

**STEP TWO: Determine if the song has a relationship theme**

Songs with a relationship theme describe an emotional or physical connection between two or more people and should support, celebrate or glorify the unhealthy or healthy characteristics of the relationship.

**STEP THREE: Score the song lyrics**

Carefully examine the song’s title and all lyrics in the chorus and verses of the song. Now look at the Song Lyric Scoring Label to the left. Check the “PRESENT” box for each relationship ingredient that you find in the song. The definitions for each relationship ingredient are at the bottom of the label. Finally, for each ingredient that is present in the song, assign it a score from 1-10 in the “INTENSITY LEVEL” box based on how much of that relationship ingredient you feel is in the song. A score of 1 would indicate that there is a very low level of that relationship ingredient in the song while a score of 10 would indicate a very high level of that relationship ingredient. When assigning an intensity score, consider how those particular lyrics impact the overall message of the song.

**STEP FOUR: Total your numbers**

Add up the scores from the intensity column in both the unhealthy and healthy sections. These totals indicate the unhealthy and healthy relationship “nutritional” value of the song’s lyrics.

**STEP FIVE: Balance your “lyrical” diet**

Use this tool whenever you want to find out the relationship ingredients of a song. Just like with the food we eat, it is important to have a balanced “song” diet that includes lots of healthy relationship ingredients. Knowing the ingredients will help you make an informed decision about which songs will promote good relationship health.

Prepared by the Boston Public Health Commission, 2009
Love is...

A good partner...
A healthy relationship...

I feel valued when...
My Declaration of Rights

1.) I have the right to be treated with respect.
2.) I have the right to have and express my own feelings
3.) I have the right to say “no” and not feel guilty
4.) I have the right to change my mind
5.) I have the right to say “I don’t know”
6.) I have the right to express anger in a healthy way
7.) I have the right to be treated as a capable human being
8.) I have the right to have my needs be as important as others needs
9.) I have the right to make mistakes
10.) I have the right to ask “why?”
11.) I have the right to have and express my own opinions
12.) I have the right to set limits on relationships
13.) I have the right to take time to respond to someone
14.) I have the right to take time to think before I communicate
15.) I have the right to take time to meet my own needs
16.) I have the right to take time to be alone
17.) I have the right to change my goals whenever I want
18.) I have the right to change a relationship when my feelings change
19.) I have the right to be myself without changing to suit others
20.) I have the right to start a relationship slowly and say “I want to know you better”
21.) I have the right to say no if I don’t want physical closeness
22.) I have the right to stand up for my beliefs and values
23.) I have the right to share my true feelings with others
24.) I have the right to feel good about myself without a guy’s or girl’s attention
25.) I have the right to be judged only by my actions, and not my appearance
26.) I have the right to handle opinions different from my own
27.) I have the right to be satisfied with my achievements
28.) I have the right to tell someone I don’t like the way they are treating me
29.) I have the right to have an equal relationship with a partner
30.) I have the right to feel good about myself
<table>
<thead>
<tr>
<th>Healthy</th>
<th>Unhealthy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Your partner surprises you at work. You tell them you can’t have visitors when you are there and they respect this.</td>
</tr>
<tr>
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<tr>
<td>10</td>
<td>Your partner encourages you to do things they know are important to you, even though they don’t personally enjoy them.</td>
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<tr>
<td>11</td>
<td>Your partner buys you a gift for no reason at all.</td>
</tr>
<tr>
<td>12</td>
<td>Your partner asks before kissing you.</td>
</tr>
<tr>
<td>13</td>
<td>You knocked over a glass of water on your partner’s homework. They say “That’s okay. It’s just water and it will dry.”</td>
</tr>
<tr>
<td>14</td>
<td>You tell your partner that you have lost interest in dating them and they accept your feelings with grace, even though they feel disappointed.</td>
</tr>
<tr>
<td>15</td>
<td>You have become secretive, ashamed, or hostile toward your parents because of your dating relationship.</td>
</tr>
<tr>
<td>16</td>
<td>Your partner is helping you with your homework and keeps calling you stupid because you have asked several questions about the assignment.</td>
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<tr>
<td><strong>Healthy</strong></td>
<td><strong>Unhealthy</strong></td>
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<td>When you feel disrespected by your partner, you are able to talk about it.</td>
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<td>Your partner accuses you of flirting when you talk to other people in your class.</td>
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<tr>
<td>Your partner is angry at you and drives the car in a dangerous way when they take you home.</td>
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</tr>
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<td>Healthy</td>
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<td>---------</td>
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<tr>
<td>You have been at a karate tournament all weekend. When you get back, you find a note with a kind message in your locker.</td>
<td>When you tell your partner you are not interested in having sex with them, they tell you they will wait until you are ready.</td>
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<tr>
<td>Your partner wants to meet your family and cares about what they have to say.</td>
<td>Your partner constantly texts you during the school day and while you are at work, even though you have asked them not to.</td>
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<td>Your partner calls you after school just to see how your day was.</td>
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<td>You know that you can tell your partner “No” even if they will be disappointed.</td>
<td>Your partner talks with you and makes sure you both agree on plans.</td>
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</table>
Healthy Scenarios

1.) **You are at a party and you overhear your partner saying nice things about you to their friends.**
The way a partner talks to their friends can often tell us about their character. If they are supportive of you when talking with their friends, this is healthy.

2.) **Your partner surprises you at work. You tell them you can’t have visitors when you are there and they respect this.**
When we set boundaries or limits with a partner, respecting them means they respect us.

10.) **Your partner encourages you to do things they know are important to you, even though they don’t personally enjoy them.**
Healthy relationships have mutual support. It is important to spend time doing things you like to do while you are dating. Time apart is a vital part of healthy relationships.

11.) **Your partner buys you a gift for no reason at all.**
Gifts show that a partner cares about us. As long as there is no expectation for something in return, this is healthy.

12.) **Your partner asks before kissing you.**
Open communication is a key element of healthy relationships. Asking before any physical contact shows the other person you are respectful of their body and personal space.

13.) **You knocked over a glass of water on your partner’s homework. They say “That’s okay. It’s just water and it will dry.”**
Accidents happen. Being able to respect a partner, even when we are frustrated, is a healthy action.

14.) **You tell your partner that you have lost interest in dating them and they accept your feelings with grace, even though they feel disappointed.**
Break-ups are a relationship reality. If the relationship is healthy, each partner is able to make their own decisions regarding the relationship. Break-ups might be awkward, but they don’t have to be a battle.
Healthy Scenarios Continued

17.) **Your partner asks your opinion on important issues and values what you have to say.**
Understanding a partner’s point of view and respecting each other when there are different opinions is healthy. Partners might not always agree, but having collaborative discussions is an essential component of communication.

19.) **When you feel disrespected by your partner, you are able to talk about it.**
Sometimes a partner might not know what you want or need from them. Being able to address times when you feel disrespected or uncomfortable is healthy and can increase feelings of safety.

25.) **You have been at a karate tournament all weekend. When you get back, you find a note with a kind message in your locker.**
Time spent apart is a really important part of healthy relationships. Having a partner support your involvement in sports, hobbies, or extracurricular activities is great!

26.) **When you tell your partner you are not interested in having sex with them, they tell you they will wait until you are ready.**
While sex can be a piece of some relationships, it is not a requirement. Having open conversations about sex is a really important part of healthy relationships.

27.) **Your partner wants to meet your family and cares about what they have to say.**
Whenever a partner feels that they cannot be honest with their family about who they are dating, this is a red flag and can indicate a concern.

29.) **Your partner calls you after school just to see how your day was.**
Checking in with each other can be a healthy part of relationships. Knowing that a partner cares about you and your wellbeing can feel amazing!

31.) **You know that you can tell your partner “No” even if they will be disappointed.**
Maintaining boundaries by saying “no” is a really important yet really challenging thing. When we put our partner’s wants and needs above our own, that can be a red flag or warning sign that things are not ok.

32.) **Your partner talks with you and makes sure you both agree on plans.**
Collaboration is such a vital part of communication. Balance between partners and equality in decision making makes a relationship healthy.
Unhealthy Scenarios

3.) **You are late meeting your partner. They shove you against the wall and demand to know where you were and why you are late.**

Physical violence is always unhealthy. There is no excuse for this.

4.) **Your partner continually tries to get you to stay out later than your parents allow. Sometimes they tell you to lie in order to stay out past curfew.**

Respecting family rules is really important. A partner that expects us to do what they say and disrespect our parents is not valuing your family or you.

5.) **You stay after school for a club meeting. Your partner gets very angry with you and accuses you of cheating on them because you were not with them.**

If partners trust each other, there would not be accusations or suspicions of cheating. Without trust, a relationship cannot be healthy.

6.) **Your partner says they will kill themselves if you leave the relationship.**

It is not a person’s responsibility to keep a partner alive. Threats or guilt trips take away an individual’s ability to make their own decisions, which is unhealthy. Connecting a suicidal partner to resources (like a school counselor, coach, school resource office, crisis hotline) can be helpful, but it is not your responsibility if they use these resources or not.

7.) **Your partner tells you they don’t like your friends and that you shouldn’t hang out with them anymore.**

When partners spend all of their time together or one of the partners is isolated from their friends and family, this is a red flag or warning sign that this is not healthy.

8.) **Your partner wants you to change the way you dress and who you sit with at lunch.**

In a healthy relationship, a partner would embrace and support your style and friends. When a partner tries to change things about us, this shows that they do not respect us.

9.) **Your partner leaves you somewhere and makes you walk home after an argument to “teach you a lesson.”**

When a partner puts us in an unsafe situation this is not ok. There is no justification for leaving someone without transportation home.

15.) **You have become secretive, ashamed, or hostile toward your parents because of your dating relationship.**

When we feel that we have to hide the truth about a partner, this is not ok. If the way we treat others or ourselves has changed, this is a warning sign that the relationship is unhealthy.
Unhealthy Scenarios Continued

16.) **Your partner is helping you with your homework and keeps calling you stupid because you have asked several questions about the assignment.**
Name calling is emotionally abusive. Name calling is never part of a healthy relationship.

18.) **Your partner always seems to wait until you are with friends to make fun of the way you look. When you ask them to stop, they tell you it was just a joke.**
This is an example of minimization, or downplaying the intensity or importance of a situation. If you do not like the way a partner is treating you, that is a big deal. A healthy partner would not laugh off your concerns.

20.) **You are becoming afraid of your partner because they are always yelling at you and have threatened to hit you.**
Fear is a warning sign that things are not ok and might be unsafe. Trust your gut feeling and reach out to an adult you trust.

21.) **Your partner accuses you of flirting when you talk to other people in your class.**
Distrust and accusations are red flags of unhealthy relationships. This means there is not open communication and a balance between partners.

22.) **You have to give your partner a detailed account of your day just to please them.**
If there are things you want to share with a partner, you are welcome to do that. Also, we are allowed to have privacy in a relationship and can decide what things we would rather keep to ourselves.

23.) **Your partner is angry at you and drives the car in a dangerous way when they take you home.**
When a partner disregards our safety, and their own safety in this case, this is unhealthy. This shows that the partner does not respect the person they are with.

24.) **Your partner says things like “If you love me you would just...”**
This is an example of manipulation, or using guilt or shame to change a person’s actions. Love is not about compelling someone to do what you want them to do.

28.) **Your partner constantly texts you during the school day and while you are at work, even though you have asked them not to.**
When a partner does not uphold the boundaries or expectations we have set, this shows that they do not respect us.

30.) **You find yourself apologizing to others when your partner is treating you in a mean way.**
If you are apologizing for a partner’s behavior, that is an indication that things are not ok. A partner’s actions are not your responsibility.
Facilitator Note: We understand that there is a lot of information to help students get out of an abusive relationship. The key to this lessons success is student discussion, not lecture. If you are pressed for time don’t sacrifice the opportunity for young people to express their opinions vs. getting “one more fact out there.”

1. Introduction
Time: 2 minutes
Preparation: Write Info on the board

Write this on the chalk or whiteboard:
Online: loveisrespect.org
Call: 1.866.331.9474
Text: “loveis” to 22522
Confidential | Anonymous | 24/7

(Talking points and prompts for teachers and peer leaders will appear in italicized bold.)

Today we’re going to be talking about healthy and unhealthy behaviors in relationships and what happens if relationships turn abusive. That can be a pretty serious and sensitive issue to talk about so before we begin I have some important details to talk about:

1) loveisrespect - What they do, how they can help, where to go.
2) Mandated Reporting - If you are a mandated reporter, tell participants of your duties:
   Define what mandatory reporting is in your state
   Discuss what types of abuse must be reported and in what circumstances
   Make sure all participants know how to ask for help and/or seek more information
   Mention again the contact information for loveisrespect.org
3) Class rules - Agree on class rules, use teacher and peer leader prompts
4) Explain why February is a special month for healthy relationships:

   February is National Dating Violence Awareness Month, that means that the whole month is dedicated to raising awareness about an issue that affects all of you. Statistics show that nearly 1.5 million high school students nationwide experience abuse from a dating partner in a single year, or roughly 1 in 3 teens.

   So if our school has XXXX number of students, that means ⅓ will experience some form of abuse in their relationships. Suddenly that number seems a lot bigger, doesn’t it?

   That’s why we have this special month, so that young people, parents, educators and everyone else who cares about healthy relationships, can come together, speak out and make sure more people are talking about this important issue.

2. What is Dating Abuse?
Time: 5 minutes
Preparation: Review DV 101 for Educators; Distribute handouts included with lesson plan

When you hear the words “dating abuse” what do you picture in your mind?
Students will most likely mention examples of physical abuse (hitting someone) or incidents involving celebrities that they saw on television.

*The technical definition of “dating abuse” that professionals refer to is: “a pattern of abusive behaviors where a partner exerts power and control over someone they are dating or involved with in some type of relationship.” To sum it up in very simple terms: dating abuse happens when one person’s choices or behaviors are used to hurt or control someone they’re dating.*

Refer to the DV 101 pamphlet to answer more detailed questions that students may have throughout the presentation.

*Take a moment to review the “Types of Abuse” handout that lists the definitions and examples for each of the four types of abuse. We will use these definitions for our discussion.*

Give students a few minutes to review the “Types of Abuse” handout.

### 3. Types of Abuse

**Time:** 15 minutes  
**Preparation:** Internet connectivity; Pre-load video clips

In this activity, the facilitator/teacher will utilize video clips to help participants identify examples of abuse that fit in each category. The teacher or facilitator should take notes on student responses for each video clip. These responses will be used for discussion afterwards.

*How many of you think your friends or classmates are influenced by what they see on TV? What about couples we see on TV? Who can name a famous couple?*

Examples might include Ross & Rachel, Leonard & Penny, Vampire Diaries, Kayne & Kim or Chris Brown & Rihanna.

*Have any of these couples done something that influences what we think about relationships?*

Allow students a few moments to reflect.

*Can we all agree that television plays a big role in influencing our behaviors, opinions, even how we treat other people.*

*How many of you have seen Teen Mom or Jersey Shore when someone’s hit another person? It’s easy to start thinking that abusive behaviors are “no big deal” when we see them all the time in movies, TV shows and music videos. We’re going to watch a few video clips that show abuse between a couple. As you’re watching them think about how these behaviors are abusive and how they can affect the other person in the relationship.*

Play at least two video clips from the chart below. Each clip has multiple examples of abusive behaviors. After each clip, allow students time to identify examples of unhealthy and abusive behaviors, referring to the attached chart and handout for guidance.

You can access these videos by visiting: teenDVmonth.org/DV-TV and selecting the Toolkit Playlist.

<table>
<thead>
<tr>
<th>VIDEO CLIP</th>
<th>TYPES OF ABUSE PRESENT</th>
<th>EXAMPLES OF ABUSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>(RUN TIME AND DESCRIPTION)</td>
<td></td>
<td></td>
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</tbody>
</table>
# DV 101 Single Day Lesson Plan

(45 minutes)

<table>
<thead>
<tr>
<th>Video</th>
<th>Verbal/Emotional</th>
<th>Physical</th>
<th>Digital</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Text messages/ she feels like she needs to text him</td>
<td>Threatens to kill her and himself</td>
<td></td>
</tr>
<tr>
<td>Teen Mom – Amber and Gary (0:50) <a href="http://youtu.be/PG1tG7WhHXE">http://youtu.be/PG1tG7WhHXE</a></td>
<td>Threats</td>
<td>Screaming</td>
<td>Put downs</td>
</tr>
<tr>
<td></td>
<td>Amber punches Gary</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Destroying physical property</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Destroying physical property</td>
<td></td>
<td>Punching</td>
</tr>
</tbody>
</table>

Content note: students may react strongly to the male character punching the female character.

Content note: students may react strongly to the punching and slapping.

Content note: students may take sides and defend their favorite “character.” Remind them that they are looking to identify abusive behaviors not determine who was right or wrong.
Most of the examples you identified from the clips were visible forms of physical abuse. If any of those happened in front of us we would likely notice them. What about more subtle forms of physical abuse, like holding hands with someone. How could that be abusive?

Allow students a moment to reflect and respond and provide the added prompt below, if needed.

Forcing your boyfriend or girlfriend to hold your hand or squeezing their hand while holding it is a way of controlling someone. No matter how big or small you think the physical abuse is, it is never okay. If someone intentionally tries to harm you, that is abuse.

Touch on the following:
- Throwing objects
- Scratching, biting, pinching, spitting
- Blocking someone from leaving a room

**SELF DEFENSE**

We hear “self-defense” a lot, and sometimes it is confused with retaliation. Hitting someone because they hit your first is not self defense. We may have been told to defend ourselves this way, but there are consequences to this action. Legally, self-defense means using only the force necessary to protect and remove yourself from a dangerous or life threatening situation.

**SEXUAL ABUSE**

Because none of the video clips address acts of sexual abuse you will need to discuss this topic with the group. Student reaction to talking about sexual abuse may vary so make sure to remind your students to be respectful when talking about this form of abuse.

Address the following areas:
- Kissing or touching someone when they don’t want it
Rape

Leaving unwanted marks or hickies

Pressuring someone to go further sexually - examples of this that are often overlooked are: “If you love me you would do this” and “I know you did this before so you have to do this with me”

*Eventually, it doesn’t matter how many times you’ve done something, maybe you’ve kissed or had sex many times before – it doesn’t matter. The moment you decide “I don’t want to this with you right now” for whatever reason you have the right to say ‘no’.” Someone who loves and respects you will respect your choices and boundaries. If they get upset and use their anger against you, that’s an unhealthy situation.*

[Facilitator Notes]
Rape is defined as forced sexual intercourse. The force doesn’t have to be physical. It includes situations where a victim is drunk or drugged and is unable to consent. Also, forcing someone to do something sexually is sexual abuse, even if the individuals have done that same sexual act in the past.

**VERBAL/EMOTIONAL ABUSE**

Verbal and emotional abuse happens a lot but we may not pay as much attention to it or think it’s as bad as physical abuse.

Ask students how they feel about the following acts of verbal/emotional abuse:

- Controlling behavior or setting rules for a partner
- Telling a partner what they can or cannot wear
- Deciding who your partner can hang out with or isolating them from friends and family
- Threatening to hurt your partner or yourself - example: “I love you so much if you leave me I’ll kill myself”
- Disclosing someone’s sexual orientation without their permission - “outing” them

*All of these behaviors are designed to control someone, isolate them and lower their self-esteem. Even if the person saying or doing them is joking, they are not okay and you have the right to have your feelings taken seriously.*

How many of you think jealousy was a sign of love?

Think about the emotions you feel when you get jealous. Do you feel anger? Frustration? Fear? Loneliness? These emotions have nothing to do with how we feel about our partner or how much we care about them. Jealousy is a reflection of how we feel about ourselves. It’s completely natural to feel jealous from time to time, but it’s important that it’s resolved with healthy communication and not used to hurt or control your partner.

[Facilitator Notes]
If you and your students are trying to figure out if a certain behavior would be an example of abuse, here are two lines of questions that can help:

What was the intent behind the behavior? Was it meant to hurt, control, or scare me?
DV 101 Single Day Lesson Plan
(45 minutes)

How did my partner’s behavior make me feel? If my partner did something that made me feel bad, did I feel comfortable talking to them about it and asking them to stop?

4. Class Activity: Buzzer Exercise
Time: 3 minutes
Preparation: Distribute copies of the Buzzer Exercise to each student. Secure a noisemaker or download an app on a smartphone.

The objective of this exercise is to demonstrate how complicated life can become if students are being abused via technology by a dating partner.

What you need to know: The buzzer indicates a text message coming into the student’s phone while they are in an activity they enjoy, doing homework or are somewhere without their dating partner.

Use this prompt and the buzzer exercise handout to help you explain the activity. You may need to repeat the instructions; the activity is intended to be vague.

When I say, “begin” you will write down the sentence that appears on the left column (I have the right to a safe and healthy relationship.) You will then write down your first and last name, when you hear a noise/buzz. After you finished writing your first and last name you can go back to the left column, copying the sentence but need to start from the beginning, “I.” Ready - begin!

Allow students a little time into writing the first sentence before you hit the buzzer – but make sure to time it so they cannot complete it on first try. At various times, you may want to hit the buzzer multiple times in a row (representing multiple texts). This will build intensity as students attempt to write their names after each buzz. Continue this process for 1 minute. Remember to observe and interrupt their progress with the buzzer or noisemaker.

After 1 minute, have students stop the exercise. Discuss their feelings completing this exercise. Students will normally respond with feelings of anxiety, being annoyed, anger and confusion. Ask what they think the buzzer represented.

The point of this activity was to give you an idea of what it feels like to be controlled via technology. Imagine that copying the sentence was spending time with your friends, doing homework or being away from your partner and every time you heard that noise/buzz it was your boyfriend/girlfriend texting those “W” questions: “Where are you?” “Who are you with?” “Why aren’t you answering me?” (Hit the buzzer each time you say these questions to illustrate the point)

Every time you had to write your name, was like having to respond to them. That is what digital abuse does, it interrupts your daily activities, it takes away your focus, and it can even cause you to stop doing the things you like entirely.

So – let’s apply this to real life.

What if you were studying with your friends, and one of them started getting repeated text messages. They say that the person they’re dating wants them to leave and meet up with them instead. What would you say to them?

Encourage student discussion.
DV 101 Single Day Lesson Plan
(45 minutes)

Remind the group that a healthy relationship means trusting the person you're with and encouraging them to have time to focus on their friends and outside interests. If their boyfriend or girlfriend is studying really hard to get into college, a healthy relationship supports that goal and respects the time that person needs to spend studying.

This exercise focused on how excessive texting could cause problems for someone – but who decides what is excessive texting? Who thinks 50 texts a day is too much? How about 500? Allow students to debate these questions. There should be different answers. I can’t decide that amount for you. Just because one person says they're fine getting a text message every minute, doesn’t mean everyone else has to be okay with that. It is up to you to decide your boundaries and what you are comfortable with. It’s equally as important to be respectful of the boundaries someone else has set.”

That's the key word - BOUNDARIES. Each of you has the right to set boundaries and expectations that you are comfortable with in your relationships.

If we have an agreement to be respectful of different people’s opinions in class, does it make sense to agree to be respectful of different opinions and boundaries in our relationships as well?

Now that you have a better understanding of what being controlled via digital communication looks and feels like, let’s move on to another type of abuse - one that people may not realize is abusive.

5. DIGITAL ABUSE
Time: 3 minutes

We use technology every day to communicate but without proper boundaries digital communication can become unhealthy. The last type of abuse we're going to discuss is Digital Abuse, you did an activity to show how excessive text messaging can interrupt family time, doing homework or being away from your partner.

How many of you think it would be okay to check someone’s cell phone to see who they’re texting or calling? Is there any circumstance where you think this behavior is acceptable?

Students may discuss this and the topic of sharing passwords extensively depending on their position on privacy and boundaries. Privacy and terms of service are established by social media sites, but individual users have the right to choose what level of privacy they wish to maintain for themselves within those terms. With this in mind, facilitators should offer students validation on their opinions regardless of the facilitator’s viewpoint on online privacy.

We’ve already established that jealousy and mistrust can be unhealthy behaviors if they’re used to control or hurt a dating partner, would trusting someone to create their own friendships and online boundaries be a sign of a healthy relationship?

While students are discussing digital abuse make sure they address all types of technological communication: social networking sites, IM’s, tweeting, video game consoles, e-mail, texts and calls. It can be easy to overlook digitally unhealthy and abusive behaviors digital because it’s not face-to-face communication. Sharing passwords and constantly texting a new or current dating partner can seem like a normal part of a relationship.

Technology can do a lot to help create a healthy relationship and a sense of connection, but it’s important to remember that it’s okay to have limits/boundaries on what you share with dating partners offline and online.
6. What to do in an unhealthy or abusive relationship
Time: 5 minutes

Ending an abusive or unhealthy relationship is often the most difficult decision someone has to make, when relationships reach an abusive point - it’s likely that it will get progressively worse over time. Ending an abusive relationship safely is the number recommendation given by family members, friends and professionals - the hard part is that the only person who can make that decision is the person who is experiencing the abuse.

What do you think are some reasons why, people find it difficult to leave an abusive relationship?

Give students time to discuss and share

Whatever the reason, most people in these types of relationships don’t want the abuser to get in trouble - they just want the abuse to stop. Relationships occur on a spectrum from healthy, unhealthy to abusive behaviors - if we learned that abuse is a pattern then we know if abuse happens once it will likely happen again. Abuse doesn’t just stop - it takes effort to change this behavior and that effort needs to come from the abusive partner.

Have you ever thought that people in these relationships should just break up and move on? This is easy for us to think - but is breaking up ever really easy to do?

Ending an abusive relationship is not like ending a healthy one. Your abusive partner may not accept the break up or respect your boundaries. They may try to control you through guilt trips, threats or insults. Just know that as long as YOU are ok with the decision, it’s ok if your partner is not.

If you’re thinking of ending an abusive relationship - what are some tips you should consider?

If you don’t feel safe, don’t break up in person. It may seem cruel to break up over the phone or by email but it may be the safest way.

If you break up in person, do it in a public place. Have friends or your parents wait nearby. Try to take a cell phone with you.

Don’t try to explain your reasons for ending the relationship more than once. There is nothing you can say that will make your ex happy.

Let your friends and parents know you are ending your relationship, especially if you think your ex will come to your house or confront you when you’re alone.

If your ex does come to your house when you’re alone, don’t go to the door.

Trust yourself. If you feel afraid, you probably have a good reason

Breaking up may be hard to do, but if it’s the best option to keep you safe then it should be considered.

Staying safe after a breakup is very important, just because the relationship is over it doesn’t mean the risk of violence is over too. You want to make sure you plan ahead so your partner cannot continue to harm you after the break up.

If you are in an unhealthy or abusive relationship and you’re thinking about ending the relationship, know that there are people who can help you plan for your safety.
7. Getting Help: Help Services
Time: 5 minutes

This section will outline help services and when, how and why someone could reach out to a help service provider.

Another outlet for help are service providers. Help Service providers are people in the community who can provide resources and information to help you get the help you need.

Here are a few people in our community that you can go to for help.

Go over the following help services with your students, provide contact information for local service providers:

- local shelters
- legal aid
- school counselors

If you’d like to discuss your options with someone privately, anonymously and 24/7 you can reach out to loveisrespect.

Loveisrespect is a National resource available 24/7. Trained advocates can offer education, support and advocacy to those involved in dating abuse relationships as well as concerned friends, siblings, parents, teachers, law enforcement members and service providers.

Use the following bullet points to discuss the three specific ways that someone can get help from loveisrespect.

Text “loveis” to 77054

A peer advocate will receive your text and prompt you to ask your question
Text your question and you will receive a reply
Have a smart phone? They can send interactive links and resources for you to access directly from your phone.
The text line is confidential - please make sure you’re in a safe space before you text.
Always delete the conversation after you finish to make sure that no one else can access your information.
Normal text messages fees apply - according to your plan

Online Chat via www.loveisrespect.org

A confidential, one-on-one chat session with a peer advocate
This is NOT a public chat room.
It's available by clicking on the icon found throughout the loveisrespect.org website -- you do NOT have to download anything to use it.

Call 866.331.9474

Peer advocates can connect you to resources in your area
Help you create a safety plan

You will never be asked for your name or other contact information, but an advocate may ask for your age and city to find local resources for you.
DV 101 Single Day Lesson Plan
(45 minutes)

When you call, be prepared for the advocate to first ask if you are in a safe place to talk. Once you are, the advocate will encourage you to explain your situation.

Your advocate will help you come up with ideas for your situation, the advocate will review them with you and can dial you through to a local resource you are requesting.

Feel free to contact loveisrespect about anything you would like relating to relationships. You could ask for advice for yourself or for a friend in need. For example, we’re often asked:

“So, what should I do?”

“Is this abuse?”

“Will he ever change?”

“How can I get her to stop?”

Abusive relationships makes getting help or asking for help difficult. If a relationship is abusive it’s likely for that behavior to continue and escalate. When relationships reach that point, ending the relationship safely is the number one recommended option. Use any of the help services we talked about to get help.

Activity: Love Is...
Time: 5 minutes
Preparation: On the board, draw a giant heart large enough to write numerous words inside

Above the giant heart you have drawn, write the words “Love is…” Invite each student to come up to the sign and write one definition that answers the phrase “Love is…” Once all students have participated, continue soliciting ideas from the class until the heart appears to be 75% full.

Is there anything you don’t see in this heart? I’m noticing- there are no words about abuse. Do you know why?

Students will most likely respond that those aren’t positive words about relationships.

The point of this activity is to show us that we may define love in different ways - but no matter how many definitions love has, ABUSE is not one of them.

Healthy Me Reflection
Time: Outside of Class
Prep: Pass out reflection sheets to each student

Setting healthy boundaries allows for open communication and fosters relationships that are safe and engaging. Healthy boundaries also help resolve and avoid conflict because they help clearly define what behaviors are acceptable to you in a relationship and what are not.

Answer the following questions in your reflection sheet.
What are your boundaries?

In what ways do you resolve conflict or let someone know they've overstepped one of your boundaries?

In the space below, reflect on your boundaries and how you react when someone oversteps.
Lesson Template

A guide for designing your own literature-based lessons around the themes of power, control, abuse and respect.
Lesson Template

This Lesson Template is designed to help you build your own Lessons from Literature lesson plan. If you are new to this program, we recommend you first review the lessons on pages 9 and 18.

The Lesson Template and sample lesson plans are based on teaching the concepts of power and control in the context of literature in an effort to deepen student understanding of healthy intimate and peer relationships. The terms “power” and “control” refer to how power can be used, either positively or negatively, to control or influence another person.

The Template is divided into four parts. Discussions are meant to be integrated throughout Part II and Part III. This intended instructional sequence is a general guide and is adaptable to your and your students’ needs.

**Part I: Understanding Power and Control and Their Impact**
- Kick-off activity for helping students get familiar with the terms and concepts of the Lessons from Literature program.
- After completing this activity, students will be ready for class discussions around the themes of power, control, abuse and respect.

**Part II: Deepening Our Understanding of Power and Control through Literature**
- Challenges students to think about and relate to the characters in order to understand and analyze their behavior, attitudes, relationships and motivations.
- Weave in Discussions exploring characterization and plot.

**Part III: Assessment and Culminating Activities**
- Create a menu of options for assessing student learning and for wrapping up the unit with a meaningful, project-based culminating activity.
- Begin once students have completed most of the Discussions activities and you are ready to wrap up the literature unit.

**Discussions: Weaving “Power and Control” into the Central Literature Theme**
- These discussion topics and activities are designed to be spread out over the course of the literature unit.

**Building Your Own Lessons from Literature Lesson Plan**
- We recommend that you design a lesson using a piece of literature with which you are comfortable and familiar.
- Design your lesson plan so that the learning goals meet academic standards and align with Lessons from Literature program objectives.
- We recommend using the principles of the Understanding By Design model, introduced by educators Grant Wiggins and Jay McTighe and available online at [www.grantwiggins.org/ubd.html](http://www.grantwiggins.org/ubd.html). Begin with the learning goal(s) and work backward to design a lesson that will help your students reach them. For more information, visit [www.ubdexchange.org](http://www.ubdexchange.org).
Part I | Understanding Power and Control and Their Impact

Part I of the lesson provides students with an introduction to the concepts of power and control as they are used in abusive and nonabusive situations. This activity may or may not relate to the text and is designed to activate students’ prior knowledge.

Planning Your Part I Activity

1. Begin by tapping into students’ prior knowledge of power and control with an introductory activity, sometimes called a “sponge activity.”
   - You may choose to use examples from current events, well-known powerful figures in society or your community, a brief survey of opinions regarding the use of power and control, a game, or any other creative idea.

2. Use this activity to help students differentiate between abusive and nonabusive uses of power and control, and to further define the misuse of power and control in intimate and peer relationships.
   - Introduce the Power and Control Wheel/PCW and Respect Wheel/RW and invite students to ask questions.

3. Check for understanding of power and control, in both abusive and nonabusive instances.
   - Ask students to provide an example of each.

   **TEACHING Tip**
   One quick way to check for understanding is to give the students a sticky note at the end of class and ask them to give one example of power and one of control, write their names on their notes, and hand them in as they’re walking out the door.

Part II | Deepening Our Understanding of Power and Control through Literature

Part II of the lesson helps your students deepen their understanding of the use of power and control in both intimate and peer relationships in the context of the literature selection.

Planning Your Part II Activity

1. Develop a deeper understanding of abusive and nonabusive uses of power and control by challenging students to think about and relate to the feelings and circumstances of various characters.
   - Challenge students to analyze the characters and relationships in order to begin to understand how environment, societal expectations, gender roles and other factors influence their behaviors.

2. Have students think about, write or discuss why certain events take place and why characters make certain decisions.
   - You may choose a writing assignment, a mock trial, a media and historical perspective research project, or another creative idea.

3. Provide an opportunity for students to problem-solve and consider alternatives to abuse and violence.
   - Encourage them to use the PCW, RW and their own ideas to illustrate their thinking.
Lesson Template

Part III | Assessment and Culminating Activities

Part III of the lesson includes assessment opportunities and culminating activities. Students are encouraged to apply what they have learned in class to their lives and become role models for respect throughout their school and community.

Planning Your Part III Activities

1. In creating assessment opportunities, make themes of power, control, abuse and respect relate to everyday life. Some examples of assessments include:
   - Essay writing
   - Creating a thematic soundtrack or music playlist
   - Crafting an alternate story ending
   - Creating an audio/video clip such as a public service announcement or radio spot

2. Design creative, project-based culminating activity options that provide students with an opportunity to share with other classes or the school.
   - The objective is to encourage students to take responsibility for their education and work to make a positive change in their classroom and school environment.
   - Student-led education campaigns can encourage students to take a stand against abuse and educate their peers about the importance of respect both in the school and in the world.

Discussions | Weaving Power and Control into the Central Literature Theme

The Discussions section is designed to provide students with opportunities to talk about themes of power, control, abuse and respect using examples from the literature selection and in relation to the central literature themes normally discussed in literature study. Discussions are intended to take place throughout the reading of the text. Generally, “power and control” discussions should begin after Part I of the lesson, once students have an understanding of the themes.

Planning Your Classroom Discussions

1. Review the central literature theme(s) of the selection and think about how this theme relates to the themes of power, control and abuse. Use the Power and Control Wheel to help you identify examples in the text. Look for the misuse of power and control by one character or a group of characters with the intent to harm or control another character or group of characters. Use the Respect Wheel to help you identify examples of respect in the text.

2. Make a list of the examples of power, control, abuse and respect found in the literature selection, and highlight those examples that relate to the central literature theme.

3. Use the list of highlighted examples along with the Lessons from Literature program objectives (see page 6) to craft learning objectives for the lesson.

4. Divide the text into thematic sections or chapters according to where in the text the examples of power, control, abuse and respect occur and the events that surround each example.

5. Create specific discussion questions and activities for each section and/or chapter. Discussion activities may entail a writing assignment, group assignment, jigsaw activity, or graphic organizer, such as a Venn diagram. The activities should encourage students to use the PCW and RW, and their own ideas to illustrate their thinking.

6. Use the specific discussion questions to develop essential questions. Essential questions are general enough to apply to any text or real-life situation. They should challenge students to question and reflect on power, control, abuse and respect as they relate to the central theme(s) and events within the literature selection as well as in real life.

**TEACHING Tip**

We encourage you to incorporate some of the Strategies for Supporting Student Learning (see page 8).
Local:

**Prevail, Inc.**
1100 S. 9th Street, Suite 100
Noblesville, IN 46060
Office: (317) 773-6942   24 Hour Crisis Line: (317) 776-3472   www.prevailinc.org

**Indiana Coalition Against Domestic Violence (ICADV)**
Stand4Respect
www.icadv.org/tag/teen-dating-violence/

**Domestic Violence Network (DVN)**
Youth Programs
www.dvnconnect.org/youth/for-youth/

National:

**Love is Respect**
Chat at www.loveisrespect.org
Text: LOVERS to 22522*
Call: 1-866-331-9474

Break the Cycle
www.breakthecycle.org

**National Suicide Prevention Lifeline**
Call: 1-800-273-8255
Crisis Line: Text: “Start” to 741741