

Healthy Relationships Toolkit



Teacher's Guide

Acknowledgments

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Nicole Anderson	Westminster College
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Ashley Sokia	Westminster College
Julie Stephenson	Safe Harbor
Cindy Taylor	Rape Recovery Center
Mina Uscharawadi	Center for Women and Children in Crisis
Megan Waters	Centers for Disease Control and Prevention
Julie Werner	Rape Recovery Center

For more information contact:

Mailing Address: Utah Department of Health
Violence and Injury Prevention Program
PO Box 142106
Salt Lake City, UT 84114-2106

Telephone: 801-538-6864

Fax: 801-538-9134

Email: vipp@utah.gov

Website: www.health.utah.gov/vipp

This Toolkit was adapted for Utah classrooms from the evidence-based curriculum 'Safe Dates', which has been shown to significantly reduce psychological, sexual, and physical abuse and perpetration in national studies.



Letter to the Educator

Welcome to the Healthy Relationships Curriculum! This curriculum was designed through cross-agency collaboration for the purpose of teaching high school students about healthy relationships, choices, and communication. The curriculum addresses attitudes, opinions, and behaviors related to dating abuse and healthy relationships.

This curriculum has been developed to fulfill a need identified by community educators and agencies, for a more current and relevant program that speaks frankly about relationships to a growing generation. This curriculum offers a holistic approach to teaching teens how to identify abusive dating behaviors and build healthy relationships. Topics such as values, equality, power, control, communication, and emotional expression are all covered. The toolkit allows any educator—from those with a limited background in teaching healthy relationships to those with extensive knowledge on the topic—to teach the lessons as a whole program, or to pick and choose which lessons best fit the students' needs and classroom instruction.

This curriculum was created with the Utah teen in mind, including a "Who Can Help?" section as a significant feature located near the end of the manual. Resources from around the state have been thoroughly researched and listed on one convenient page to help provide teens with the support they need outside of the classroom. National and local websites are also included in an effort to encourage teens to research more about the topics presented and to connect them to accurate and safe information on the Internet.

We hope this toolkit can provide safe and engaging classroom time for both students and educators. We also hope it sheds light on an important part of adolescence that needs guidance and support. We are confident the skills developed through the use of this curriculum will last a lifetime and enable people to make healthy choices in all of their relationships.



Section 1: Defining Healthy Relationships

Section Description

Through fun activities (such as the Relationship Circle and Relationship Bingo) and class discussion, students begin to identify what creates a healthy, respectful relationship and consider how they want to be treated in the context of a relationship.

Preparation

- Copies of pages 1–5 of the student packet for each student.
- Optional: Prize for the winner of Relationship Bingo.

Explain to your students: We're here today to talk about relationships. The activities in your packet and the topics we will be covering will help you in all the relationships in your life. This packet will help you strengthen the relationship you have with your parents, friends, peers, and people you date.

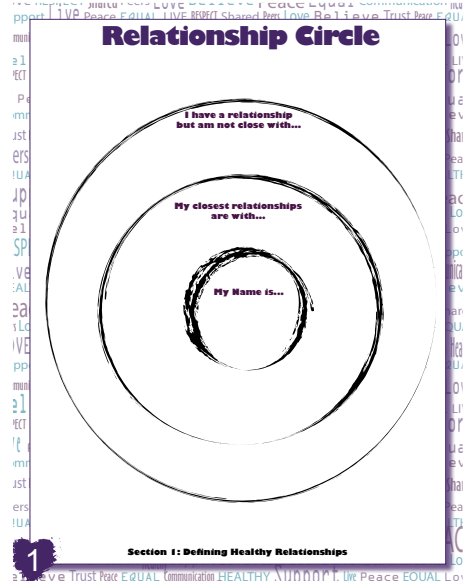
We will be talking about:

- What a healthy and unhealthy relationship looks like.
- How people in our lives make us feel and how we deal with it.
- How we communicate with people we love.

PART 1: RELATIONSHIP CIRCLE

Purpose: To help students identify the relationships they have with different people, how those relationships are different, and what those relationships mean to them.

1. Have your students begin filling out the relationship circle on **page 1** of their student packet by writing their name in the middle circle.
2. Have your students write the names of the people they have close relationships with in the next circle. These people can be a family member, friend, etc.
3. Have your students write the names of people they know but may not have a close relationship with in the outermost circle, for example, a coach, a teacher, a boss, or a neighbor.
4. Ask your students, "If you were dating someone, what circle would that person be in?" Explain to students that for the next few minutes they will be talking about the relationship they have with the person they are dating.
5. Begin by asking your students the following questions:
What do you think of when you think of dating?
What are some activities you do when you are dating?
6. Have one of the students write the responses on the board.



This list of responses serves as a collective definition of what dating is to this particular group and can be referred to throughout the remainder of the lesson.

Section 1: Defining Healthy Relationships

PART 2: DATING BINGO

Purpose: To help students think about dating and making choices about dating.

1. Have students go to **page 2** of their packets.
2. Review the directions listed on the Dating Bingo page.
3. Give students one minute to circle boxes and about four minutes to walk around and collect signatures.
4. After someone yells Bingo, check the card, and if possible, award the winner with a prize (candy, pencil, or extra credit, etc.).
5. Discuss with your students what traits they chose and why. Then ask the students if they noticed some of the traits you would look for in a dating partner for a friend.

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Relationship Bingo

DIRECTIONS

1. Think of someone you have a relationship with as you read each box below.
2. Circle the five traits you think are important for that person to have.
3. Find five different people in the room who have circled one of the same traits.
4. Have them sign in that box.
5. The first person to get all five boxes signed by a different person shouts "Bingo."

funny	unique	older than me	popular	weird and wacky
independent	honest	confident	nice to other people	adventurous
romantic	smart	rich	a movie fanatic	outgoing
athletic	a good listener	supportive	artsy	passionate

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Section 1: Defining Healthy Relationships

PART 3: CARING PEOPLE AND CARING RELATIONSHIPS

Purpose: To have students explore relationships that make them feel good about themselves.

- 1. Explain to your students:** Dating Bingo was supposed to help them identify qualities and characteristics they want in someone they are dating.
- 2.** Have students go to **page 3** of their packets and read the instructions under **entry 1**. Give students a minute to write their list.
- 3.** Read the instructions under **entry 2**. Give students about five minutes to do this.
- 4.** Ask the following question when students are finished, and have a student write their responses on the board:

What are some ways people have treated you that have helped you feel good about yourself?

- 5.** Draw out or highlight some of the students' top answers. The list may look something like this:
 - **They respected me.**
 - **They trusted me.**
 - **They listened to me.**
 - **They believed in me.**
 - **They encouraged me.**
 - **They cared about me.**

Explain to your students: You should take the students' responses and relate them to one of the items bulleted. For example:

Student's response:

"My mom told me I was really good at soccer and I should try out for a school team."

Teacher's response:

"So, your mom was encouraging you and believed in your ability as a soccer player."

Point out that these things are important in any relationship, whether it is a dating relationship or the relationship you have with a friend, sibling, or parent.

Caring People and Caring Relationships

Entry 1
List people in your life who have helped you feel good about yourself. These people may be family members or friends. They may have been in your life for a short time or for a long time. They may not be part of your life anymore. You can list names or the person's relationship to you (such as father, mother, or history teacher).

Entry 2
You have written down the names of some people who have helped you feel good about yourself. Now think about what these people did to help you feel this way. Describe some of the ways they treated you.

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PART 4: HOW I WANT TO BE TREATED BY PEOPLE I CARE ABOUT

Purpose: To have students identify the ways they want to be treated.

1. Explain to your students:

- We all have different types of relationships.
- We all want to have relationships with people who respect our opinions, encourage us, and support us during our hard times.
- It is important for us to have a clear idea of how we want to be treated by other people.

2. Have students go to **page 4** of their packets.

3. Read the directions: "Below are a figure and a list of ways people may treat each other. The figure represents you. On the two solid lines above the figure, write the two most important ways you want to be treated by someone you care about. On the dotted lines surrounding the figure, list five additional actions that are important to you. Feel free to write in ideas that aren't on the list."

4. Have the students complete the activity.


5. Have a discussion with your students about the items they selected.

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How I Want to Be Treated by People I Care About

DIRECTIONS
Below is a figure and a list of ways people may treat each other. The figure represents you. On the two solid lines above the figure, write the two most important ways you want to be treated by someone you care about. On the five dotted lines surrounding the figure, list five additional actions that are important to you. Feel free to write in ideas that aren't on the list.

respected	_____	controlled
supported	_____	loved
ignored		spoiled
trusted		committed to
fairly		abused
afraid		needed
impressed		cared for
amused or made to laugh		challenged
encouraged		cheated on
listened to		treated like a king or queen
treated equally		treated honestly



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PART 5: EQUALITY WHEEL

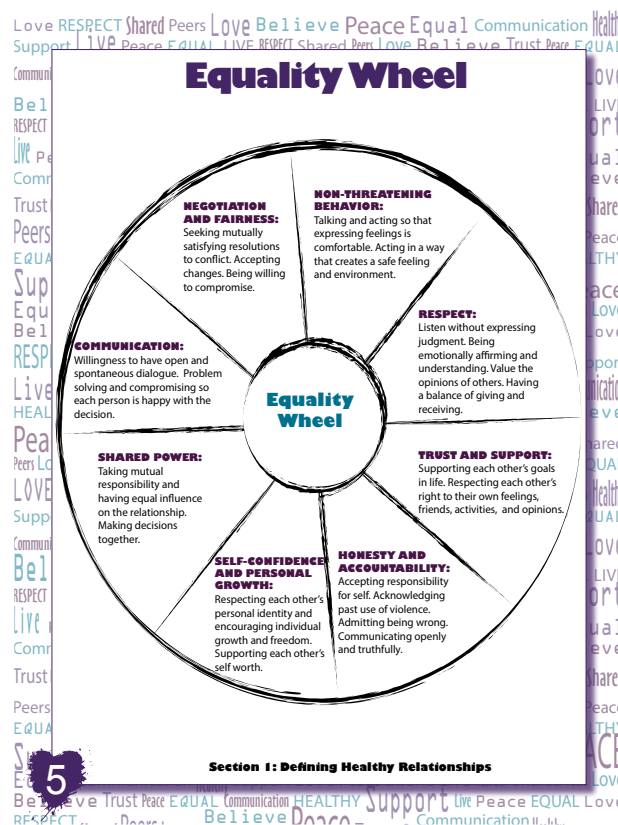
Purpose: To have students review characteristics of a healthy relationship.

1. Have students go to **page 5** in their student packets.
2. **Explain to your students:**
 - a. This is the equality wheel.
 - b. Equality is in the middle circle because we want to be equals in all of our relationships.
3. Have one student read one of the sections of the equality wheel. Ask the other students to give examples of an action that would demonstrate the concept that is addressed in that section.
4. Continue steps 2 and 3 until all sections of the wheel are addressed.

TEACHER'S GUIDE

Ask your students the question, "How do we develop healthy relationships with people we love?" Refer to the "Equality Wheel." This list will provide some strategies for recognizing respectful and supportive relationships and avoiding negative ones that you can discuss with your students.

For more information about building healthy relationships and preventing dating violence, visit www.health.utah.gov/



Section 2: Defining Unhealthy Relationships

Section Description

Through fun activities (such as the Relationship Continuum and relationship scenarios) and class discussion, students begin to identify what behaviors are defined as unhealthy or abusive.

Preparation

- Copies of pages 6–10 of the student packet for each student.
- Dry erase board, markers, and dry eraser.

PART 1: WHAT IS AN UNHEALTHY DATING RELATIONSHIP?

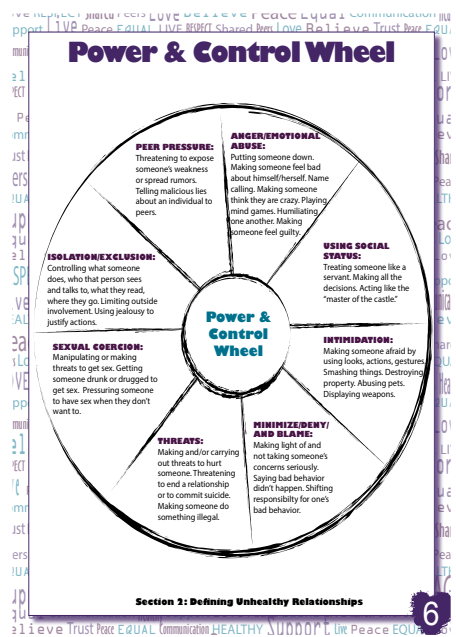
Purpose: To have students begin to think about relationships that could be considered unhealthy.

1. Begin by asking your students the following questions:
What comes to mind when you think of an abusive or unhealthy relationship?
What are some things that happen in an abusive or unhealthy relationship?
2. Have a student write the list on the board.
3. **Explain to your students:** This list serves as a collective definition of what unhealthy relationships are to this particular group. This list can be referred to throughout the remainder of the lesson.

PART 2: POWER AND CONTROL WHEEL

Purpose: To help students identify elements of an unhealthy relationship.

1. **Explain to your students:** We've talked about a caring relationship and how you want to be treated in a relationship. Now we will be discussing what an unhealthy or abusive relationship looks like.
2. Have students go to **page 6** in their student packets.
3. **Explain to your students:**
 - a. This is the power and control wheel.
 - b. Power and control are in the middle circle because an abusive relationship occurs when one person in the relationship tries to have power and gain control over the other person.
4. Have one student come up and read one section of the wheel. Ask the other students to give an example of behavior that reflects what is described in that section of the wheel.
5. Repeat **step 4** until all sections of the wheel are addressed.



Section 2: Defining Unhealthy Relationships

PART 3: WHY DO PEOPLE ABUSE?

Purpose: To help students understand why a person uses power to control another person.

1. Have students go to **pages 7 and 8** of their packets.
2. Break the students into three groups and assign one scenario to each group.
3. **Explain to your students:**
 - a. In your group you need to choose a reader and a presenter.
 - b. The reader will read the scenario out loud to the group. Together as a group you will answer the questions that are listed below your group's scenario.
 - c. Give the students five minutes to create a presentation, after which the presenter will present to the class a brief overview of the scenario and how the group answered the questions.
4. **Explain to your students:** (after the first group presents scenario one) Michael is being abusive by trying to control the way Kim-Lee acts.
5. Write **"To control the way someone acts"** on the board.
6. **Explain to your students: Scenario 1** is about jealousy.
 - a. When you like someone a lot, sometimes you can feel jealous. It isn't wrong or unusual to feel jealous, but telling the person you are dating to not talk to certain people is abusive.
 - b. You may feel flattered if someone you are dating asks you to not talk to a certain person. Asking you to not speak to certain people is manipulative and this person is trying to control the people in your life that you interact with. In this case, Kim-Lee can become isolated from her friends and family. This can be dangerous because Kim-Lee could lose the relationships she has with friends and family and could become dependent solely on Michael.
 - c. A lot of times a person you are dating can mask an abusive behavior by pairing it with a nice behavior. Michael brought roses to Kim-Lee later that day. This often happens in abusive relationships. Having a person be sweet and give gifts makes it harder to leave that person when abuse occurs. When people create happy memories, they tend to hold on to those memories and will forgive an abuser over and over again in the hopes that those good times will come back and the abuse will stop.

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Why People Abuse

Scenario 1
Kim-Lee and Michael have just started dating. Michael doesn't know all of Kim-Lee's friends. As he walks out of school in the afternoon, he sees Kim-Lee talking to Jon. It looks like a private conversation and Kim-Lee is laughing. Michael thinks she is flirting and becomes angry. He walks over to Kim-Lee, puts his arm around her, and says, "Let's go" as he pulls her away. Kim-Lee tries to introduce Jon to Michael, but Michael cuts her off, saying, "I said, let's go now!" Michael drags Kim-Lee away. Kim-Lee tries to explain that Jon is her older brother's best friend. They've known each other since they were small children. She wasn't flirting. Michael says he won't have his girlfriend embarrassing him in front of the entire school by talking to other guys. Later that evening, Michael goes to Kim-Lee's house with a dozen roses and tells her that he loves her very much. That's why it drives him crazy when she talks to other guys.

Questions

A. How does Michael want Kim-Lee to act?

B. Why might Michael want Kim-Lee to act this way?

C. How is Michael getting Kim-Lee to act this way?

Scenario 2
Mario and Cassie have been dating for about a month. One Saturday night, Mario borrows his brother's car and comes to pick Cassie up to go to the movies. Cassie meets him at the door in a new outfit. Mario gives her a kiss and then asks if she's going to change before they go out. Cassie almost cries. She explains that she bought this outfit just for their date tonight. Mario sighs, puts her on the shoulder, and says, "Cassie, no one else would ever put up with you. I don't know why I love you so much. I have to do everything for you!" Then he goes up to Cassie's room and chooses a different outfit.

Questions

A. How does Mario want Cassie to feel?

B. Why might Mario want Cassie to feel this way?

Section 2: Defining Unhealthy Relationships

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Why People Abuse

Scenario 3
Miley and Chris have been dating for several months. They've been having a number of disagreements lately. Chris is angry and frustrated. Things between them don't seem like they'll ever get better. Chris has been confiding in a friend, Carrie. Carrie's friendship with Miley is jealous, causing even more fights. Last week, Chris told Miley that this relationship might not work. Miley said that if he would stop flirting and cheating with Carrie, the fighting would stop and they could be happy again. Chris said Carrie was just a friend, but it didn't really matter because if they weren't fighting about Miley's jealousy, they were fighting about something else. That night, Miley called Chris. She was crying and saying things like, "I need you and I couldn't stand to lose you to someone else. You are the best part of my life. If you break up with me, I'll hurt myself!" Since then, Miley has called and sent texts to Chris, saying, "I'll hurt myself if you leave me." Chris feels trapped.

Questions

A. What does Miley want Chris to think?

B. Why does Miley want Chris to think and feel this way?

C. How does Miley get Chris to think and feel this way?

Section 2: Defining Unhealthy Relationships

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Section 2: Defining Unhealthy Relationships

7. Have the second group present.

8. Explain to your students: (after the second group presents scenario two) Sometimes people are abusive to someone they are dating in order to control the way that person feels.

9. Write **“To control the way someone feels”** on the board.

10. Explain to your students:

- a. Some people make excuses for why they are abusive. They may say they were trying to help their boyfriend/girlfriend become more popular or spend his or her time more wisely, or they were trying to keep that person safe.
- b. As the relationship continues, so will the abusive behavior; that abusive behavior will only increase and become worse.
- c. Controlling behavior from one person can also interfere with the other relationships in the other person’s life; for example, the relationships they currently have with their friends and family.
- d. Sometimes a person exhibits controlling behaviors so that his or her partner feels bad about him/herself and can start to depend on that abusive person for validation.
- e. This scenario is similar to the first because Mario is pairing abuse with kindness, but in a manipulative way by saying, “I don’t know why I love you so much.”

11. Have the third group present.

12. Explain to your students: (after the third group presents scenario three) Sometimes people who are abusive will try to blame their girlfriend or boyfriend, making the person feel responsible for the partner’s abusive behavior. If a person thinks the abuse is his or her fault, that person may react in the following ways:

- a. That person will try harder to please the person who is abusive.
- b. That person may not see the abusive behavior as a bad behavior.
- c. The abusive person will not take any responsibility for his or her actions.

You should never threaten to hurt yourself or others. If you have someone in your life who threatens to hurt him or herself, you need to tell a trusted adult.

13. Write **“To control the way someone thinks”** on the board.

14. Explain to your students:

- a. Sometimes in a relationship, a person who is abusive wants the person he or she is dating to feel sorry for him or her, and may want that other person to save or help him or her. This makes it harder for people being abused to leave because they feel like they can truly save this person if they stay with them. It is manipulative, controlling, and abusive when someone makes another person feel like he or she may have to stay in the relationship.
- b. A person may be abusive to control the way a boyfriend/girlfriend acts, feels, and thinks.

Section 2: Defining Unhealthy Relationships

PART 4: HEALTHY AND UNHEALTHY RELATIONSHIPS

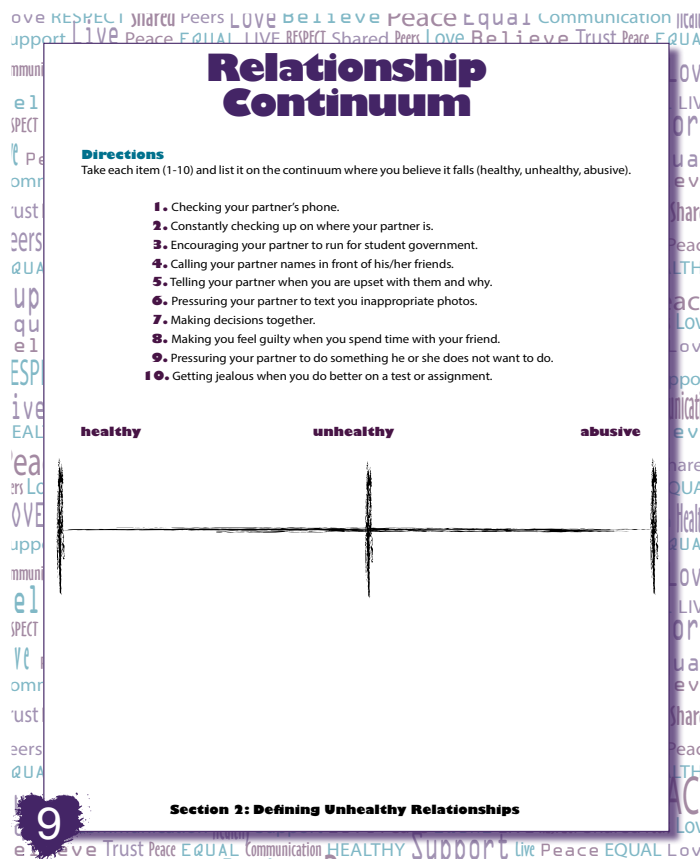
Purpose: To help students identify what behaviors are healthy, unhealthy, or abusive.

1. Have students turn to **page 9** of the student packet.
2. Have students take each item (1-10) and list them on the continuum where they believe it falls (healthy, unhealthy, and abusive).

TEACHER'S GUIDE

If your students ask you, "How do I know when my relationship is unhealthy rather than abusive?" Tell your students, "The power and control wheel will help us define what an abusive relationship can look like."

For more information about building healthy relationships and preventing intimate partner dating violence, visit www.health.utah.gov/



The worksheet is titled "Relationship Continuum" and is set against a background of various words related to relationships and communication, such as "RESPECT", "LOVE", "BELIEVE", "PEACE", "EQUAL", "COMMUNICATION", "TRUST", "SUPPORT", "SHARED PEERS", and "HEALTHY".

Relationship Continuum

Directions
Take each item (1-10) and list it on the continuum where you believe it falls (healthy, unhealthy, abusive).

1. Checking your partner's phone.
2. Constantly checking up on where your partner is.
3. Encouraging your partner to run for student government.
4. Calling your partner names in front of his/her friends.
5. Telling your partner when you are upset with them and why.
6. Pressuring your partner to text you inappropriate photos.
7. Making decisions together.
8. Making you feel guilty when you spend time with your friend.
9. Pressuring your partner to do something he or she does not want to do.
10. Getting jealous when you do better on a test or assignment.

The continuum is represented by a horizontal line with three vertical tick marks. The left tick mark is labeled "healthy", the middle tick mark is labeled "unhealthy", and the right tick mark is labeled "abusive".

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Section 2: Defining Unhealthy Relationships

Section 2: Defining Unhealthy Relationships

PART 5: GENDER STEREOTYPES

Purpose: To help students identify how they view what is male and female and how that can play into stereotypes.

1. Ask your students:

What does it mean to be a female?

What does it mean to be a male?

2. **Explain to your students:** I am going to call out a word and I want you to say, out loud, the first word that comes in your mind.

- | | |
|-------------|-------------|
| a. Woman | a. Man |
| b. Weak | b. Blue |
| c. Pink | c. Football |
| d. Dress | d. Strong |
| e. Mom | e. Father |
| f. Ballet | f. Money |
| g. Cooking | g. Provider |
| h. Sister | h. Brother |
| i. Romantic | i. Jock |

3. **Explain to your students:**

- We did this exercise to bring up “gender stereotypes.” Stereotypes are generalizations, mental pictures, or beliefs we have about what men and women are like.
- A lot of times we may not agree with the first gender stereotype that pops into our head; for example “strong” and “guy.” We know not all guys are physically strong, just like all girls are not weak. However, in our society, we often portray guys as tough and strong and girls as weak and quiet.

4. Read the following scenarios out loud:

Scenario 1: Chris likes Alex and wants to go out on a date.

- Chris is a boy and Alex is a girl. What does Chris do?
- Chris is a girl and Alex is a boy. What does Chris do?

Scenario 2: Chris and Alex have been dating for two months. Chris finds out Alex is seeing someone else.

- Chris is a girl. What does she do?
- Chris is a boy. What does he do?

Scenario 3: Chris and Alex go on a date to the movies. Who pays for what? Why?

Scenario 4: Chris and Alex go to Chris’s house at the end of the date.

- Chris is a boy. What does he do?
- Chris is a girl. What does she do?

5. Ask the students: “**How can stereotypes hurt people?**”

Example: Sally does not wear makeup and loves to play sports. Does this make her less of a girl?

Example: Jon is tall and thin and plays the violin. Does this make him less of a boy?

6. **Explain to your students:**

- Gender stereotypes are not negative characteristics, but they do box people into specific ways of acting.
- We choose how we treat other people. We have the right to be treated with respect by others.
- Think about how you may treat people differently on the basis of a stereotype, and think about ways you can look past the stereotypes that society places on us.

Section 2: Defining Unhealthy Relationships

PART 6: HOW STEREOTYPING LEADS TO ABUSE

Purpose: To help students identify that believing in gender stereotypes can change the way they view and treat others.

- 1. Explain to your students:** Sometimes gender stereotypes can lead to abuse.
- Have students go to **page 10** in their student packet.
- Have a student read **scenario 1** out loud.
- 4. Discuss the following questions:**
 - **What stereotypes does Jason hold of females?**
 - **What stereotypes does Jason hold of males?**
 - **Did Megan hold any stereotypes?**
 - **Did Jason's friends hold any stereotypes?**
- 5. Explain to your students:** Jason has an idea of how Megan is supposed to act. When she doesn't act the way he wants her to, he is abusive toward her. Do you think he would have acted that same way toward a male friend? Why?
- Have a student read **scenario 2** out loud.
- Discuss the following questions:
 - **What stereotypes does Nicole hold of males?**
 - **What stereotypes does Nicole hold of females?**
 - **Did Tyrone hold any stereotypes?**
- 8. Explain to your students:** In any type of relationship, you have to think about the expectations you have of the people in the relationship. Are those expectations based upon stereotypes you may have?

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How Stereotyping Leads to Abuse

Scenario 1
Jason invited several of his friends and his girlfriend, Megan, to his house to watch movies on Friday night. Jason asked Megan if she would put out some chips and drinks for everyone. She said that she didn't mind. When Jason's friends arrived, they all sat down to watch movies. When someone finished a drink or when the bowl of chips was empty, Jason would tell Megan to go to the kitchen for refills. When this happened for the third time, Megan said that she wouldn't be their waitress. She wanted to watch the movie and they could help themselves to the food in the kitchen if they wanted it. Jason got angry. He ordered Megan to get his friends' drinks. When she refused, Jason hit her across the face and pulled her into the kitchen. Jason's friends have seen Jason and Megan fight like this many times.

Questions

- What stereotypes does Jason hold of females?
- What stereotypes does Jason hold of males?
- Did Megan hold any stereotypes?
- Did Jason's friends hold any stereotypes?

Scenario 2
Tyrone bought Nicole an iTunes gift card for her birthday so she could buy new music for her iPod. Nicole opened the gift card and at first she seemed to love the gift. Then, however, she asked where the rest of her gifts were. When Tyrone said that he just got the iTunes gift card for her birthday present, Nicole got angry. She started screaming at him. She said that she expected more than a stupid gift card for her birthday, and she threw the gift card across the room.

Questions

- What stereotypes does Nicole hold of males?
- What stereotypes does Nicole hold of females?
- Did Tyrone hold any stereotypes?

Section 2: Defining Unhealthy Relationships

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Section 3: How We Feel and How We Deal

Section Description

Through acting out relationship scenarios and class discussion, students begin to identify their emotions and how those emotions play into how they communicate.

Preparation

- Copies of pages 11-14 of the student packet for each student.

PART 1: EXTENDING YOUR FEELINGS

Purpose: To help students identify the feelings they may experience.

- 1. Explain to your students:** On an average day we have many different feelings or emotions. Everyone has feelings and they are important. It is important to be able to recognize what you are feeling and why you are feeling that way. Feelings can help you make decisions. This next activity is going to help you identify different emotions you may feel when certain things happen in your life.
- Have students turn to **pages 11 and 12** in their student packets.
- 3. Explain to your students:** For each scenario on **page 12** (numbers 1-20), identify a feeling you might experience if you were in that scenario. You cannot use the same word twice and can use the "Feeling" list on **page 11**.
- Read through the list (numbers 1-20) and have a class discussion about each item.
 - Your math teacher tells you that you have a test today.
 - Your crush asks you out on a date.
 - Your friend compliments you on your outfit.
 - Your parent grounds you for doing something you didn't do.
 - You found out that you made a team you tried out for.
 - Your mom made your favorite food for dinner.
 - You show up at a birthday party where you only know one person.
 - Your friend texts you every five minutes.
 - You failed an assignment or test.
 - Your boyfriend/girlfriend calls you stupid in front of your friends.
 - Your friend doesn't text you back.
 - Your best friend is going out with the person you like.
 - You lied to your friend and got caught.
 - Your sibling closes his/her computer every time you walk into the room.
 - You show up to school wearing the same outfit as your teacher.
 - You were not invited to a party that your friend is throwing.
 - You go to a concert with your friends.
 - You stand up for your friends when someone is making fun of them.
 - You sent an inappropriate photo from your phone.
 - You lost your iPod and someone returns it to you.

Feelings List

afraid	frivolous	paranoid
aggressive	friendly	peevish
amused	grumpy	perplexed
angry	frustrated	persecuted
anxious	funny	pride
apologetic	grateful	pride
argumentative	greedy	priced
arrogant	grief-stricken	regretful
ashamed	guilty	relieved
bashful	happy	remorseful
bighearted	hateful	righteous
blissful	heartbroken	sad
brave	helpless	satisfied
cautious	hopeful	secure
cheerful	horrified	self-pitying
cooly	hurry	shocked
cold	hysterical	shocked
conceited	impatient	silly
confused	independent	smart
contemptuous	inferior	sorrowful
crabby	intimidated	sorry
crude	jealous	spiteful
depressed	joyful	stagnant
devious	joyous	superior
disappointed	left out	suspicious
disapproving	mad	sympathetic
disgusted	melancholy	tenacious
dumb	melancholy	timid
embarrassed	envious	uneasy
emery	enraged	unwarily
enraged	enthusiastic	unworthy
enthusiastic	envious	vindictive
envious	exasperated	vindictive
exasperated	excited	wary
excited	exhausted	worried
exhausted	fabulous	
fabulous	optimistic	
optimistic		

Section 3: How We Feel and How We Deal

Extending Your Feelings

Directions
For each scenario, look at the "Feelings" list in your workbook and identify a feeling you might experience. You cannot use the same word twice.

- Your math teacher tells you that you have a test today.
- Someone you like asks you out on a date.
- Your friend compliments you on your outfit.
- Your parent grounds you for doing something you didn't do.
- You found out that you made a team you tried out for.
- Your mom made your favorite food for dinner.
- You show up to a birthday party where you only know one person.
- Your friend texts you every five minutes.
- You failed an assignment or test.
- The person you like calls you stupid in front of your friends.
- Your best friend is going out with the person you like.
- You lied to your friend and got caught.
- Your sibling closes his/her computer every time you walk into the room.
- You show up to school wearing the same outfit as your teacher.
- You were not invited to a party that your friend is throwing.
- You go to a concert with your friends.
- You stand up for your friends when someone is making fun of them.
- Someone sends you an inappropriate photo from their phone.
- You lost your iPod and someone returns it to you.

Section 3: How We Feel and How We Deal



Section 3: How We Feel and How We Deal

PART 2: DEALING WITH ANGER

Purpose: To help students identify a time when they were angry and how they responded to that emotion.

1. Explain to your students:

- a. There is one feeling in particular that can be difficult to experience and deal with, and it can really affect the way you treat people. I'm talking about **ANGER**.
- b. Anger can make us react to situations in an unhealthy way. We can say things we don't mean and do things that hurt people.
- c. Now it is time to think about how you react when you are angry about something and how you want to respond the next time you find yourself feeling angry.

2. Have students turn to **page 13** of their student packet.

3. **Explain to your students:** Think about a time when you were angry with someone you care about, a time you wouldn't mind sharing with people. On **page 13** write down the person and the situation and why you were angry.

- a. When (someone) _____ did (action) _____ I felt angry because (response) _____.
- b. What other feelings did you experience in that situation? _____

4. Give students a few minutes to write.

5. Divide students into pairs.

6. Explain to your students:

- a. I want you to share your experience with your partner.
- b. Together, come up with a list of positive, nonviolent ways you could have responded to that situation.
- c. Write down the possible responses and circle the response that allows you to handle the situation in a positive way.
- d. Together complete the questions on **page 13**
 - **How did communicating your feelings make you feel and how did it affect your relationship with that person?**
 - **How would you respond differently now?**

7. Give the first person five minutes with his or her partner; then say "Switch."

8. Give the second person five minutes.

9. Have a few pairs share their results with the class.

Love RESPECT Shared Peers Love Believe Peace Equal Communication Healthy
Support LIVE Peace EQUAL LIVE RESPECT Shared Am Love Be LIve Trust Peace EQUAL

Dealing with Anger

Directions
Think about a time when you were angry with someone you cared about, a time you wouldn't mind sharing with people. Write down the person and the situation and why you were angry.

When (someone) _____ did (action) _____
I felt angry because (response) _____

What other feelings did you experience in that situation? (Refer to **Feelings List** if needed)

Discuss with a partner
How did communicating or not communicating your feelings affect you and your relationships with that person?

How could you have responded differently?

13

Section 3: How We Feel and How We Deal

Be LIve Trust Peace EQUAL Communication HEALTHY Support LIVE Peace EQUAL Love
RESPECT... Believe... Communication...

Section 3: How We Feel and How We Deal

PART 3: ANGER IS A SECONDARY FEELING

Purpose: To help students focus on the feeling they may have surrounding anger and how to deal with the feeling of anger.

1. Explain to your students:

- a. We've talked about anger and how we deal with it. Now I want to talk about how anger is a secondary feeling. Every time you are angry, there is always another feeling that is associated with it. It can be difficult to recognize the first or primary feeling that is contributing to your anger. Once you can recognize that feeling, you will be able to handle your anger better.
- b. We all get angry sometimes. Being angry doesn't make you a bad person, but it is important to deal with the feeling of anger in a healthy way.

2. Have students turn to **page 14** of their student packet.

3. **Explain to your students:** In this next activity I want you to look at each scenario and write down what the primary feeling is and how you would handle that situation in a healthy way.

4. Review the students' answers together as a class.

- a. Perhaps the person you are dating doesn't call you when he or she said they would. How does that make you feel?

Primary: _____

Secondary: Angry

- b. You tripped in the hallway and a friend recorded on his or her phone and is showing everyone. How does that make you feel?

Primary: _____

Secondary: Anger

- c. Imagine that your best friend is hanging out with the person you like. How does that make you feel?

Primary: _____

Secondary: Anger

- d. You catch your brother or sister using your iPod after you told him or her not to. How does that make you feel?

Primary: _____

Secondary: Anger

- e. Your teacher falsely accuses you of cheating on an assignment. How does that make you feel?

Primary: _____

Secondary: Anger

Love RESPECT Shared Peers Love Believe Peace Equal Communication Healthy Support TRUST Believe EQUAL LOVE RESPECT Shared Peers Love Believe Peace Equal Communication Healthy Support TRUST Believe EQUAL

Anger is a Secondary Feeling

Directions
Look at each scenario and write down what the primary feeling is and how you would handle that situation in a healthy way. (Refer to **Feelings List** if needed)

- A. The person you are dating doesn't call you when they said they would.**
Primary: _____
Secondary: Angry
- B. Your friend shows an embarrassing video of you to your classmates.**
Primary: _____
Secondary: Anger
- C. Your best friend is hanging out with the person you like.**
Primary: _____
Secondary: Anger
- D. You catch your brother or sister using your iPod after you told them not to.**
Primary: _____
Secondary: Anger
- E. Your teacher falsely accuses you of cheating on an assignment.**
Primary: _____
Secondary: Anger

Section 3: How We Feel and How We Deal 14



Section 4: Achieving Equality Through Communication

Section Description

Through acting out relationship scenarios and class discussion, students begin to identify ways they can communicate with another person to achieve a balanced and healthy relationship.

Preparation

- Copies of pages 15-20 of the student packet for each student.
- Dry erase board, markers, and dry eraser.

PART 1: FOUR SAFE SKILLS

Purpose: To equip students with skills to communicate more effectively.

1. Review the Four SAFE skills that were covered in the previous section with your students.
2. **Explain to your students:** Effective communication is so important. It is important to practice effective communication with everyone in your life. Today, we are going to talk about how to communicate in a positive way when you are having an argument with someone. This skill set can help you through an argument without being hurtful or abusive. It is easy to remember the Four SAFE skills because they start with the letters S,A,F and E.
3. Have students turn to **page 15** of their booklets.
3. Read through each item and ask students what they think each one means.

Stay calm

1. Use calming strategies to feel cool and collected.

Ask questions

1. Ask honest and open questions to better understand the situation.
2. Don't jump to conclusions.
3. After you listen to your partner's answers you may realize that the conflict was all a misunderstanding.

Find out feelings

1. Find out how the other person feels about the situation that is causing the disagreement.
2. Express your own feelings; be honest and specific, referring to the situation and what about it upsets you.
3. Use "I statements" when expressing your feelings.

Exchange ideas for a possible solution

1. With all of this information, suggest possible solutions.
2. Talk about which ones work best for the two of you.

4. **Explain to your students:** These open communication skills can help you communicate your thoughts and feelings to another person in a healthy way. These skills should be used by both parties in the relationship in order to be balanced and healthy.

The thumbnail shows a page titled "Four SAFE Skills" with the following content:

- Stay calm.**
 1. Use calming strategies to stay cool and collected.
- Ask questions.**
 1. Ask honest and open-ended questions to better understand the situation.
 2. Don't jump to conclusions.
 3. After listening to answers, you may realize that the conflict was all a misunderstanding.
- Find out feelings.**
 1. Find out how the other person feels about the situation that is causing the disagreement.
 2. Express your own feelings; be honest and specific, referring to the situation and what about it upsets you.
 3. Use "I" statements when expressing your feelings: I feel _____ when you _____.
- Exchange ideas for a possible solution.**
 1. With all of this information, suggest possible solutions.
 2. Talk about which ones work best for the two of you.

At the bottom of the page, it says "SESSION 4: Achieving Equality Through Communication".

Section 4: Achieving Equality Through Communication

PART 1: IDENTIFYING COMMUNICATION

Purpose: To help students utilize the Four SAFE Skills.

- 1. Explain to your students:** It is so important to communicate effectively with people with whom you have relationships. Now that we have gone over the Four SAFE skills, let's try to identify them in this next activity.
- 2.** Have students turn to **pages 16 and 17** of their booklets.
- 3.** Read or have a student read the three paragraphs under the scenario on **page 16**.
- 4.** Ask for two volunteers to act out the scenario. Assign one student to read the part of LaToya and another to read Marcus.

Marcus (**M**) LaToya (**L**)

M: (Knocks on the door)

L: (Answers the door and sees Marcus) Oh, I'm so glad to see you. I have so much to tell you. (They walk into the house together and sit down.)

M: I haven't seen you since school started. You're too busy.

L: Oh, I know I'm busy. I have almost no time and I do miss you, but I love cheerleading. Marcus, it's so much fun. I'm learning so many new moves. I can't wait until the first football game when you can come and watch me. You're going to be so proud.

M: I'm already proud of you.

L: But just wait until you see me. I'm paired up with Darnell. He's so strong. I'm learning to balance in his hands. I feel so tall up there.

M: Darnell?

L: Yeah, the freshman squad has three male cheerleaders this year. The squad can do a lot more stunts with them. They're so much stronger than the girls and can lift us up and stuff.

M: Well, I'm pretty strong; maybe I should join the cheerleading squad.

L: (Laughs) Oh Marcus, you have to be a lot more than strong to be a cheerleader. Darnell has been a gymnast since he was five years old. He won a national award last year. That's why it amazes me that he thinks I'm such a good cheerleader. He's the one who's amazing.

M: (Raising his voice) Darnell, Darnell, Darnell! I'm sick of hearing about Darnell. If you like him so much, why don't you go be with him?

L: (Wants to yell back at him, but instead takes a deep breath and pauses a minute. She looks carefully at Marcus.) I don't understand why you're so mad.

M: (Shouting) Why am I mad? (Gets up from his chair) You're kidding me. You're letting some other guy touch you, put his hand on you.

The image shows two pages from a student booklet. The top page is page 16, titled "Identifying Communication". It contains a dialogue between Marcus (M) and LaToya (L). The bottom page is page 17, which continues the dialogue. The pages are numbered 16 and 17. The dialogue is the same as the one in the main text.

Section 4: Achieving Equality Through Communication

L: (Takes another deep breath and is careful not to raise her voice) Marcus, it sounds like you don't trust me. Being a cheerleader is important to me, You've always supported me. Why are you freaking out?

M: Because all you have done since I walked in the door is talk about Darnell. What about me? I'm your boyfriend.

L: Yes, you're my boyfriend. What do you mean by "What about me?" Do you feel like I don't pay enough attention to you?

M: Well, no. I mean yes. Well, I don't know. I never felt like that during the summer, but since school has started you've been so busy I wonder if you're still interested in me.

L: Yes, of course I'm still into you. I'm not interested in dating Darnell or anyone else. We just hang out at cheerleading practice. I know that I've been busy.

M: I know. But I wish things wouldn't have changed.

L: Me too. But I don't want to stop cheerleading. What can we do?

M: Are you always going to get out early on Fridays?

L: No, but I can see you in the evenings on Fridays and over the weekend.

M: Yeah, and during the week we have Facebook.

L: Definitely. Maybe you could come over after dinner sometimes or even have dinner with us.

M: Look, LaToya, I'm sorry I got so mad.

Section 4: Achieving Equality Through Communication

- 5. Explain to your students:** Now that we've heard LaToya and Marcus's story, turn back to **page 15** and identify the Four SAFE Skills they used.
- 6.** With the class, go through the Four SAFE Skills for each character on **page 15**. Have a discussion about how each character used what skills and if he or she does not use one of the skills.

Discussion Points

1. How did LaToya and Marcus feel at the beginning of the scenario?

LaToya was excited to see Marcus and about cheerleading.

Marcus was excited to see LaToya but was annoyed that they don't spend as much time together.

2. What role did trust and jealousy play in this argument?

Marcus was jealous of Darnell.

The lack of trust created tension between the two.

3. Which of the Four SAFE Skills could Marcus use to express his jealousy?

Refer to Four SAFE skill list.

4. How would you have handled the situation differently?

5. How could LaToya have been more aware of Marcus's feelings?

Possible answer: Pay attention to his body language and tone of voice.

6. What non-verbal communication did Marcus display?

Possible answer: He kept raising his voice and shouting. Then he got up out of his chair.

7. What non-verbal communication did LaToya display?

Possible answer: She takes deep breaths and pauses for a minute.

8. How did LaToya and Marcus feel at the end of the scenario?

Section 4: Achieving Equality Through Communication

PART 3: IDENTIFYING CONFLICT RESOLUTION

Purpose: To help students effectively resolve conflict between two people.

- 1. Explain to your students:** Communication is a skill. It's a skill you need to practice in order to get better at it and in order for it to become easier for you.
- 2.** Divide the students into groups of three. Have students turn to **page 18** of their student packet.
- 3. Explain to your students:** Each group will have a **scribe**, a **character 1** and **character 2**. Everyone will have a chance to play all three roles. These descriptions will tell you how your character feels and what he or she thinks about the situation. Use the information from the description to have a conversation with your partner. The goal is for each person to use all Four SAFE skills. The scribe will watch the conversation and mark down how many skills each person uses.
- 4.** Have your students begin with **Conflict Scenario 1**. Read the situation out loud, write all Four SAFE communication skills used in the scenario, and answer the questions associated with the scenario.

Conflict Scenario 1

Character 1: Jamie and **Character 2: Taylor**

Jamie: You've been dating Taylor for five months. You have been spending a lot of time together and when you are not together, you like to keep in touch via text messaging. You like to know what Taylor is up to and who he is with. Things are getting more serious and you feel that Taylor should let you read his text messages and Facebook page. Recently, the two of you have talked about sending each other nude pictures. Taylor has some friends who send nude pictures to their girlfriends/boyfriends and think this could be fun for your two to try, but you don't think this is a good idea.

Taylor: You've been dating Jamie for five months. You really like her, but she constantly sends text messages asking where you are and who you are with. You feel like you could use a little bit of space. When the two of you were hanging out one evening you found her reading through your Facebook page. She told you she did not like that you were sending messages to another girl in your class and asked you not to do it anymore. You don't have anything to hide from Jamie, but you were not comfortable with her reading your private messages.

The thumbnail shows a page from a student packet titled "Identifying Conflict Resolution". It contains the same text as the main page, including the conflict scenario for Jamie and Taylor, and four questions for students to answer. The page number "18" is visible in the bottom right corner.

Section 4: Achieving Equality Through Communication

Questions:

How could Taylor tell Jamie that she is texting him too much?

What should Taylor tell Jamie to let her know that he is not comfortable with her reading through his private messages?

What should Jamie do since she doesn't think sending nude pictures to Taylor is a good idea?

Could they have come to a compromise before the party?

5. Have a class discussion about the Four SAFE Skills they identified and how they answered the questions.

TEACHER'S GUIDE

Tips to stay safe and healthy with digital media (loveisrespect.org):

- Remember, it's ok to turn off your phone. Just be sure your parent or guardian knows how to contact you in an emergency.
- Don't answer calls from unknown or blocked numbers. Your abuser can easily call you from another line if they suspect you are avoiding them.
- Don't respond to hostile, harassing, abusive, or inappropriate texts or messages. Responding can encourage the person who sent the message and won't get them to stop. Your messages might also get you into trouble and make it harder to get a restraining order or file a criminal report.
- Save or document troublesome texts as you may need them later for evidence in case you file a criminal report or ask for a restraining order.
- Many phone companies can block up to 10 numbers from texting or calling you. Contact your phone company or check their website to see if you can do this on your phone.
- If you are in or coming out of a dangerous relationship, avoid using any form of technology to contact your abuser. It can be dangerous and may be used against you in the future.
- It may seem extreme, but if the abuse and harassment don't stop, changing your phone number may be your best option.
- If you are feeling threatened or suffocated by your partner's constant calls or texts, it may be a sign that you are in an unhealthy and potentially abusive relationship. When your partner says or does things that make you afraid, lowers your self-esteem, or manipulates you, it is called verbal or emotional abuse. You have the right to be in a safe and healthy relationship free from all types of abuse.

Section 4: Achieving Equality Through Communication

6. Have the students switch roles and begin **Conflict Situation 2** on **page 19** of their student packet.

Conflict Scenario 2

Character 1: Mia and **Character 2: Serena**

Mia: You've been having problems with this one girl, Serena, at school. You think she doesn't like you because you went out with one of her ex-boyfriends. You didn't have more than four dates with the guy. But now Serena seems jealous and is always rude to you. You just found out that she's spreading rumors about you on Facebook. She's saying that you skipped class to drink beer by the school fence. This rumor isn't true. You're extremely angry at this girl and decide to confront her.

Serena: There's this girl, Mia, whom you really don't like. You think she's trying to steal your boyfriend. You've been dating this guy for six months but have recently decided to "cool things off a bit" because you've been fighting a lot. You talked briefly about dating other people, but no decisions were made. Then, your boyfriend went out with Mia a few times. You always knew she was a flirt! You're very jealous. You heard a rumor that Mia and some other students skipped class and were drinking beer by the school fence. You didn't actually see them doing it, but you've told the story to some other people and posted it on Facebook.

Questions:

What should Mia have done differently?

What could Serena have done differently?

What emotions do both girls have in this scenario?

Have you ever been in a situation similar to this? How did you resolve this?

7. Explain to your students:

- In this situation both girls are using passive communication. Passive communication is when you avoid confrontation and do not talk about the problem directly.
- How would you feel if someone posted a rumor about you on Facebook? It's important to remember that texting and posting on Facebook are forms of communication.

8. Ask the class which of the Four Safe skills could be used by both Mia and Serena. Have a class discussion about the Four SAFE skills they identified and how they answered the questions.

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pppr LUVV Peace EQUAL LUVV BELIEVE Shared Wm Love Believe Trust Wm E2UA

Identifying Conflict Resolution

Conflict Scenario 2
Character 1: Mia and **Character 2: Serena**

Mia: You've been having problems with this one girl, Serena, at school. You think she doesn't like you because you went out with one of her ex-boyfriends. You didn't have more than four dates with the guy, but she seems jealous and is always rude to you. You just found out that she's spreading rumors about you on Facebook. She's saying that you skipped class to drink beer by the school fence. This rumor isn't true. You're extremely angry at this girl and decide to confront her.

Serena: There's this girl, Mia, whom you really don't like. You think she's trying to steal your boyfriend. You've been dating this guy for six months but have recently decided to "cool things off a bit" because you've been fighting a lot. You talked briefly about dating other people, but no decisions were made. Then, your boyfriend went out with Mia a few times. You always knew she was a flirt! You're very jealous. You heard a rumor that Mia and some other students skipped class and were drinking beer by the school fence. You didn't actually see them doing it but you've told the story to some other people and posted it on Facebook.

Questions:

- What should Mia have done differently?

- What could Serena have done differently?

- What emotions do both girls have in this scenario?

- Have you ever been in a situation similar to this? How did you resolve this?

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Section 4: Achieving Equality Through Communication

9. Have the students switch roles and begin **Conflict Situation 3** on **page 20** of their student packet.

Conflict Scenario 3

Character 1: Jammal and **Character 2: Amara**

Jammal: You've been dating Amara for a few weeks. She's a lot of fun and beautiful as well. You know that all the other guys are jealous. Everyone says the two of you look great together. Today, when you walked down the hall, you saw her talking to a whole group of guys, just her and five or six guys. You got really angry. Don't they know you are her boyfriend? Why would Amara want to talk to them anyway? You don't understand why she didn't come to find you to talk to between classes. Now, it's the evening. You usually call her at about this time. Tonight, however, you decide to go to her house because you want to talk to her in person. You're feeling very jealous.

Amara: You're at home in the evening, hoping Jammal will call soon. You've been dating Jammal for a couple of wonderful weeks. You really like the way your relationship has been going. You missed him between classes today because you were talking to some friends. Your friends are really important to you, and you always make time for them. You've seen some girls give up all their friends when they start dating a person, and you never want to do that.

Questions:

Why was Jammal so upset?

What should Jammal have done differently?

Did Amara do anything wrong?

How should Jammal communicate effectively?

10. Ask the class what Four Safe skills could be used by both Jammal and Amara. Have a class discussion about the Four SAFE skills they identified and how they answered the questions.

Love RESPECT Shared Peers Love Believe Peace Equal Communication Healthy
Support LIVE Peace EQUAL LIVE RESPECT Shared Peers Love Believe Trust Peace EQUAL

Identifying Conflict Resolution

Conflict Scenario 3
Character 1: Jammal and **Character 2: Amara**

Jammal: You've been dating Amara for a few weeks. She's a lot of fun and beautiful as well. You know that all the other guys are jealous. Everyone says the two of you look great together. Today, when you walked down the hall, you saw her talking to a whole group of guys, just her and five or six guys. You got really angry. Don't they know you are her boyfriend? Why would Amara want to talk to them anyway? You don't understand why she didn't come to find you to talk to in between classes. Now, it's the evening. You usually call her at about this time. Tonight, however, you decide to go to her house because you want to talk to her in person. You're feeling very jealous.

Amara: You're at home in the evening, hoping Jammal will call soon. You've been dating Jammal for a couple of wonderful weeks. You really like the way your relationship has been going. You missed him in between classes today because you were talking to some friends. Your friends are really important to you and you always make time for them. You've seen some girls give up all their friends when they start dating someone; you'd never want to do that.

Questions:

- Why was Jammal so upset?

- What should Jammal have done differently?

- Did Amara do anything wrong?

- How should Jammal communicate effectively?

SESSION 4: Achieving Equality Through Communication 20

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RESPECT ... ,DORR... Believe DORR... Communication U...L...

Section 5: How to Help Friends

Section Description

Through tools and resources students will begin to identify ways they can help their peers who disclose abuse.

Preparation

- Copies of pages 21-22 of the student packet for each student.

PART 1: FRIENDS WHEEL

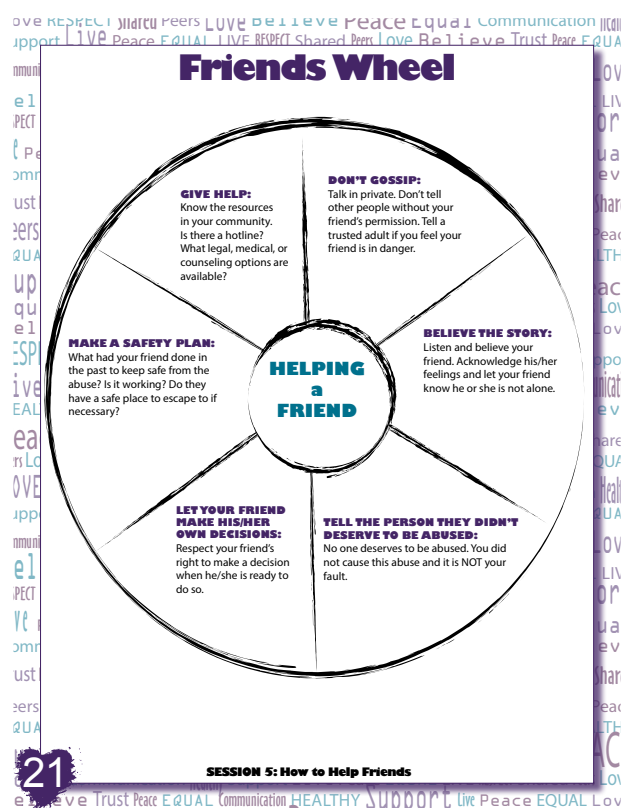
Purpose: To empower students with knowledge to help their peers who disclose abuse.

- 1. Explain to your students:** We've talked about a caring relationship and how you want to be treated in a relationship. We have discussed what an unhealthy or abusive relationship can look like. We have also talked about strategies to use when there is a conflict in a relationship. Now we will go over how to help others who may be in a dangerous relationship.
- 2.** Have students go to **page 21** of their student packet.
- 3. Explain to your students:** This wheel can help guide you if you have a friend who is in an abusive relationship. If a friend tells you he or she is in an abusive relationship, the two most important things are to believe and listen to that person.
- 4.** Have one student come up and read one pie piece. Ask the other students to give an example of the behavior that the pie piece describes.
- 5.** Repeat step 4 until all pieces of the pie are addressed.

PART 2: UTAH RESOURCES

Purpose: To equip students with resources for helping their peers who disclose abuse.

- 1.** Have students go to **page 22** in their student packets.
- 2. Explain to your students:**
 - This is a great list of resources if you, or someone you know, needs help. The two link lines are anonymous and can be called 24/7. There is a statewide list of Victim Advocate programs that can help a person in an abusive relationship.
 - There is a list of recommended websites that can assist you as well.



Section 5: How to Help Friends

Who Can Help?

FOR HELP 24/7 CALL

Utah Domestic Violence LINK Line 1-800-897-5465

Utah Rape and Sexual Violence Crisis Line 1-800-421-1100

VICTIM ADVOCATE PROGRAMS (VAP)

(Community programs to assist victims with advocacy, court, and abuse in the community)

Beaver County

BEAVER COUNTY SHERIFF'S OFFICE (435) 438-6494

Box Elder County

BOX ELDER COUNTY ATTORNEY'S OFFICE (435) 734-3329

Cache County

CACHE COUNTY VICTIM SERVICES (435) 755-1832

Carbon County

CARBON COUNTY SHERIFF'S OFFICE (435) 636-3250
HELPER CITY POLICE DEPARTMENT (435) 472-3719
PRICE CITY POLICE DEPARTMENT (435) 636-3190

Daggett County

DAGGETT VAP (435) 784-3255

Davis County

LAYTON CITY VICTIM SERVICES (801) 336-3599

Duchesne County

DUCHESNE COUNTY VICTIM SERVICES (435) 722-8003

Garfield County

GARFIELD COUNTY ATTORNEY'S OFFICE (435) 690-9140

Grand County

GRAND COUNTY ATTORNEY'S OFFICE (435) 259-1326

Iron County

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MILLARD COUNTY ATTORNEY'S OFFICE (435) 743-6522

Morgan County

MORGAN COUNTY ATTORNEY'S OFFICE (801) 845-6093

Salt Lake County

DRAPER VAP (801) 576-6355
MIDVALE VAP (801) 256-2505
MURRAY VAP (801) 284-4203
SALT LAKE CITY VAP (801) 580-7969
SALT LAKE COUNTY VAP (801) 743-5860
SANDY VAP (801) 568-4627
SOUTH SALT LAKE VAP (801) 412-3662

WEBSITES

Choose Respect www.chooserespect.org/scripts/index.asp

End Abuse <http://endabuse.org/programs/teens/>

My Strength www.mencanstoprape.org/index.htm

National Sexual Violence Resource Center www.nsvrc.org/

Utah Coalition Against Sexual Assault www.ucasa.org/home.html

Utah Department of Health www.health.utah.gov/vipp/

Utah Teen Dating Scene www.facebook.com/utahteendatingscene

SALT LAKE County continued

SOUTH JORDAN VICTIM SERVICES (801) 254-4708
TAYLORSVILLE POLICE DEPARTMENT (801) 955-2067
TOOELE CITY VAP (435) 882-8900
UNIFIED POLICE DEPARTMENT, NORTH VALLEY (801) 743-5861
UNIFIED POLICE DEPARTMENT, SOUTH VALLEY (385) 468-9365
WEST JORDAN VAP (801) 566-6511
WEST VALLEY VAP (801) 963-3223

San Juan County

SAN JUAN COUNTY SHERIFF'S OFFICE (435) 459-1819

Sanpete County

SANPETE COUNTY SHERIFF'S OFFICE (435) 835-3352

Sevier County

SEVIER COUNTY ATTORNEY'S OFFICE (435) 979-0936

Summit County

SUMMIT COUNTY VAP (435) 615-3850

Tooele County

TOOELE CITY POLICE DEPARTMENT (435) 882-8900
TOOELE COUNTY ATTORNEY'S OFFICE (435) 843-3171

Uintah County

UINTAH COUNTY ATTORNEY'S OFFICE (435) 781-5434
VERNAL CITY POLICE DEPARTMENT (435) 789-4250

Utah County

AMERICAN FORK POLICE DEPARTMENT (801) 763-3020 EXT. 143
LEHI POLICE DEPARTMENT (801) 768-7110
LINDON CITY POLICE DEPARTMENT (801) 769-8601
LONE PEAK POLICE DEPARTMENT (801) 756-9800
OREM DEPARTMENT OF PUBLIC SAFETY (801) 229-7128
PLEASANT GROVE POLICE DEPARTMENT (801) 785-3506
PROVO POLICE DEPARTMENT (801) 852-6375
SARATOGA SPRINGS POLICE DEPARTMENT (801) 766-6503
SOUTH UTAH COUNTY (PAYSON CITY) VICTIM SERVICES (801) 465-5224
SPRINGVILLE/MAPLETON VAP (801) 489-9421
UTAH COUNTY ATTORNEY'S OFFICE (801) 851-8015

Wasatch County

WASATCH COUNTY ATTORNEY'S OFFICE (435) 657-3300

Washington County

EASTERN WASHINGTON COUNTY (435) 635-9663
ST. GEORGE POLICE DEPARTMENT (435) 627-4399
WASHINGTON CITY POLICE DEPARTMENT (435) 986-1515

Weber County

OGDEN CITY PROSECUTOR'S OFFICE (801) 629-8597

Healthy Relationships Toolkit



Love RESPECT Shared Peers Love Believe Peace Equal Communication Healthy
Support LIVE Peace EQUAL LIVE RESPECT Shared Peers Love Believe Trust Peace EQUAL
HEALTHY A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
Communi
Bel
RESPECT
Live Pe
Comr
Trustl
Peers
EQUA
Sup
Equ
Bel
RESPI
Live
HEAL
Pea
Peers Lc
LOVE
Supp
Communi
Bel
RESPECT
Live
Comr
Trustl
Peers
EQUA
Sup
Equ
Believe TRUST Peace EQUAL Communication HEALTHY support LIVE Peace EQUAL Love
RESPECT Shared Peers Love Believe Peace Equal Communication Healthy Support

Relationship Circle



**I have a relationship
but am not close with...**

**My closest relationships
are with...**

My Name is...

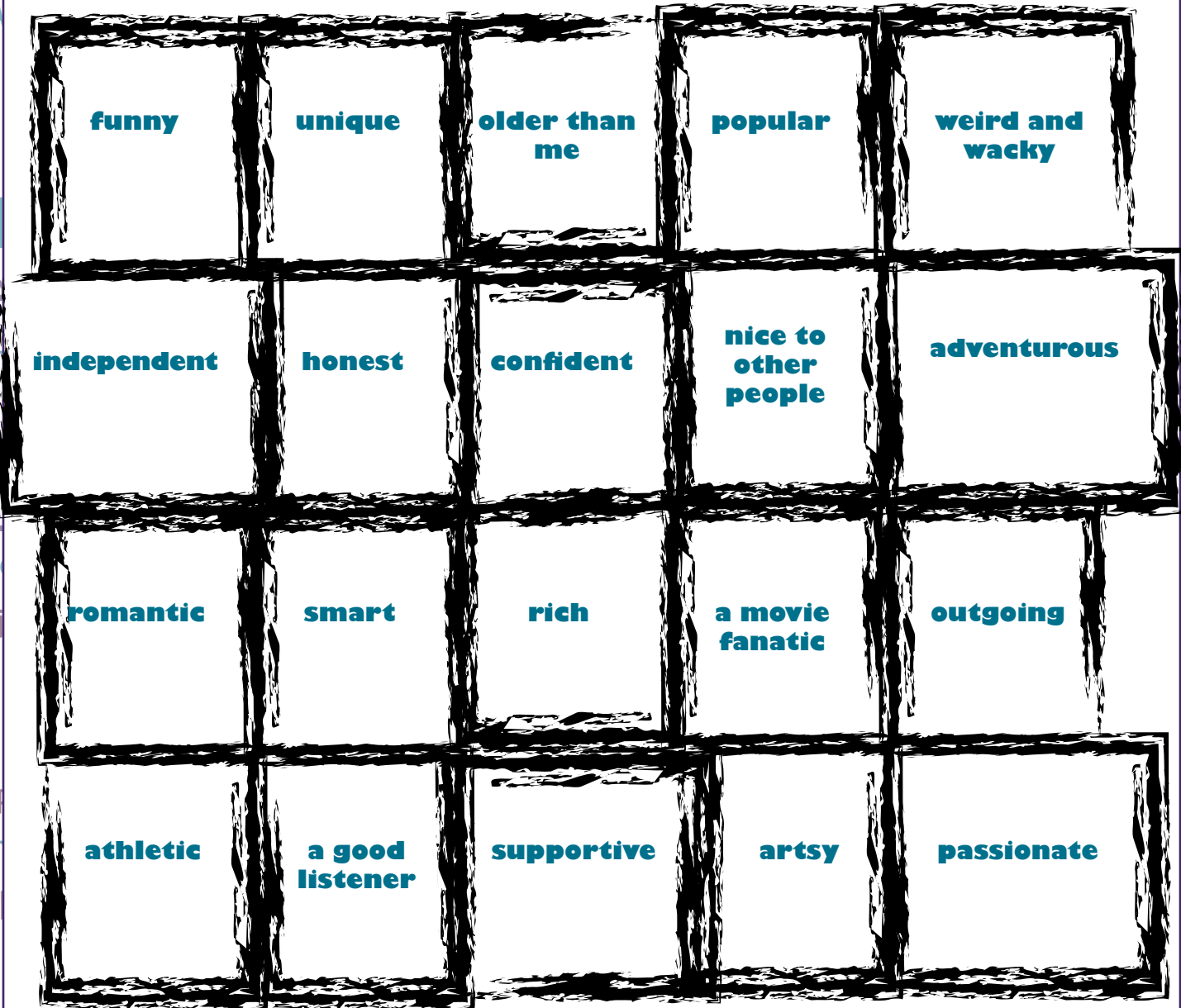
Section 1: Defining Healthy Relationships



Relationship Bingo

DIRECTIONS

1. Think of someone you have a relationship with as you read each box below.
2. Circle the five traits you think are important for that person to have.
3. Find five different people in the room who have circled one of the same traits.
4. Have them sign in that box.
5. The first person to get all five boxes signed by a different person shouts "Bingo."



Caring People and Caring Relationships

Entry 1

List people in your life who have helped you feel good about yourself. These people may be family members or friends. They may have been in your life for a short time or for a long time. They may not be part of your life anymore. You can list names or the person's relationship to you (such as father, mother, or history teacher).

Entry 2

You have written down the names of some people who have helped you feel good about yourself. Now think about what these people did to help you feel this way. Describe some of the ways they treated you.

How I Want to Be Treated by People I Care About

DIRECTIONS

Below is a figure and a list of ways people may treat each other. The figure represents you. On the two solid lines above the figure, write the two most important ways you want to be treated by someone you care about. On the five dotted lines surrounding the figure, list five additional actions that are important to you. Feel free to write in ideas that aren't on the list.

respected

controlled

supported

loved

ignored

spoiled

trusted

committed to

fairly

abused

afraid

needed

impressed

cared for

**amused or
made to
laugh**

challenged

encouraged

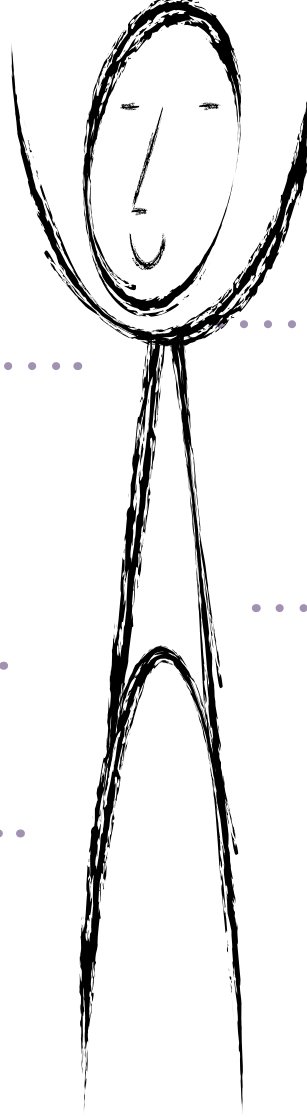
cheated on

listened to

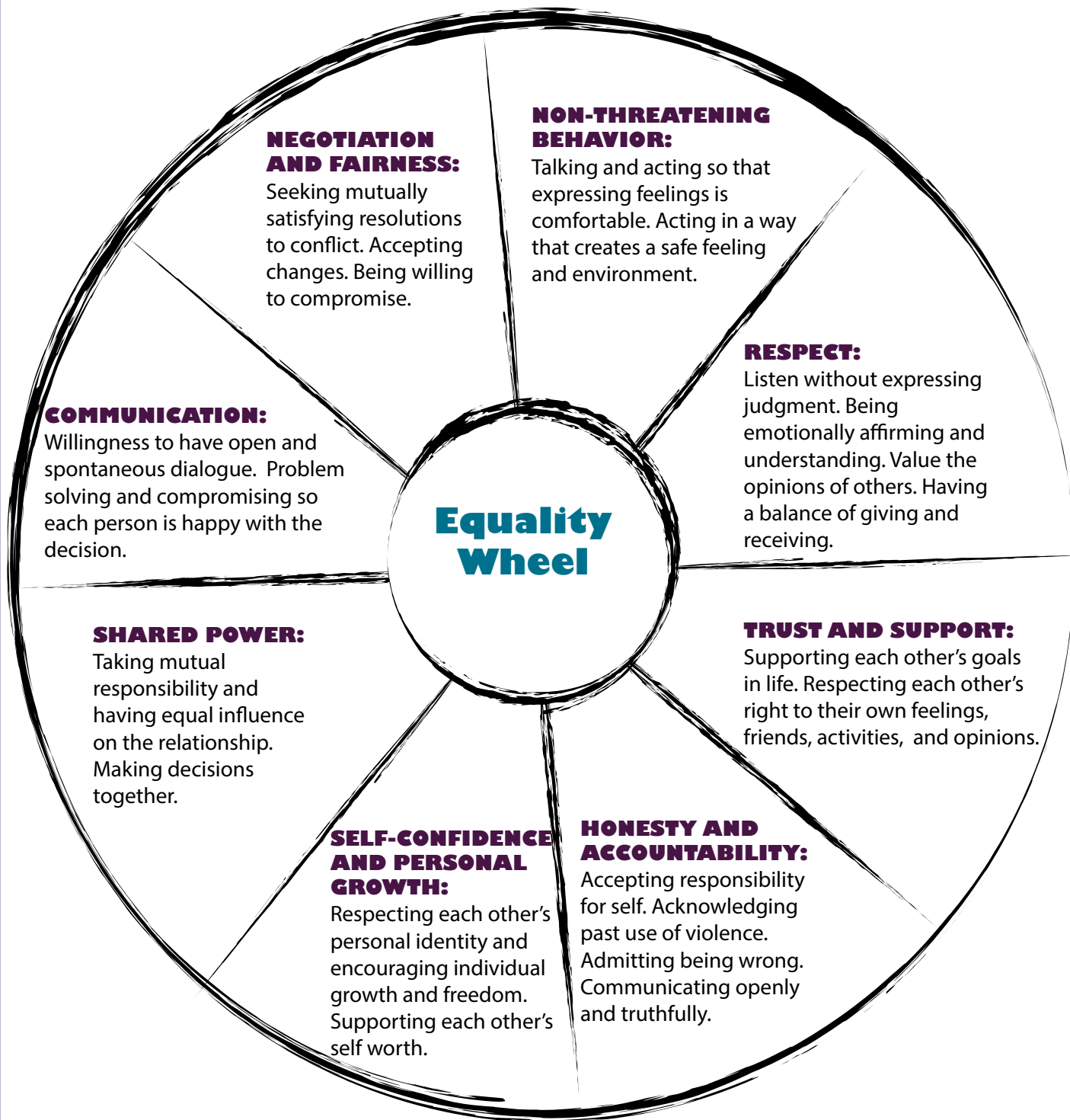
**treated like a
king or queen**

**treated
equally**

**treated
honestly**



Equality Wheel



Equality Wheel

Section 1: Defining Healthy Relationships

Power & Control Wheel

Power & Control Wheel

PEER PRESSURE:

Threatening to expose someone's weakness or spread rumors. Telling malicious lies about an individual to peers.

ANGER/EMOTIONAL ABUSE:

Putting someone down. Making someone feel bad about himself/herself. Name calling. Making someone think they are crazy. Playing mind games. Humiliating one another. Making someone feel guilty.

USING SOCIAL STATUS:

Treating someone like a servant. Making all the decisions. Acting like the "master of the castle."

ISOLATION/EXCLUSION:

Controlling what someone does, who that person sees and talks to, what they read, where they go. Limiting outside involvement. Using jealousy to justify actions.

INTIMIDATION:

Making someone afraid by using looks, actions, gestures. Smashing things. Destroying property. Abusing pets. Displaying weapons.

SEXUAL COERCION:

Manipulating or making threats to get sex. Getting someone drunk or drugged to get sex. Pressuring someone to have sex when they don't want to.

MINIMIZE/DENY/ AND BLAME:

Making light of and not taking someone's concerns seriously. Saying bad behavior didn't happen. Shifting responsibility for one's bad behavior.

THREATS:

Making and/or carrying out threats to hurt someone. Threatening to end a relationship or to commit suicide. Making someone do something illegal.

Why People Abuse

Scenario 1

Kim-Lee and Michael have just started dating. Michael doesn't know all of Kim-Lee's friends. As he walks out of school in the afternoon, he sees Kim-Lee talking to Jon. It looks like a private conversation and Kim-Lee is laughing. Michael thinks she is flirting and becomes angry. He walks over to Kim-Lee, puts his arm around her, and says, "Let's go," as he pulls her away. Kim-Lee tries to introduce Jon to Michael, but Michael cuts her off, saying, "I said, let's go now!" Michael drags Kim-Lee away. Kim-Lee tries to explain that Jon is her older brother's best friend. They've known each other since they were small children. She wasn't flirting. Michael says he won't have his girlfriend embarrassing him in front of the entire school by talking to other guys. Later that evening, Michael goes to Kim-Lee's house with a dozen roses and tells her that he loves her very much. That's why it drives him crazy when she talks to other guys.

Questions

A. How does Michael want Kim-Lee to act?

B. Why might Michael want Kim-Lee to act this way?

C. How is Michael getting Kim-Lee to act this way?

Scenario 2

Mario and Cassie have been dating for about a month. One Saturday night, Mario borrows his brother's car and comes to pick Cassie up to go to the movies. Cassie meets him at the door in a new outfit. Mario gives her a kiss and then asks if she's going to change before they go out. Cassie almost cries. She explains that she bought this outfit just for their date tonight. Mario sighs, pats her on the shoulder, and says, "Cassie, no one else would ever put up with you. I don't know why I love you so much. I have to do everything for you." Then he goes up to Cassie's room and chooses a different outfit.

Questions

A. How does Mario want Cassie to feel?

B. Why might Mario want Cassie to feel this way?

Why People Abuse

C. How does Mario get Cassie to feel this way?

Scenario 3

Miley and Chris have been dating for several months. They've been having a number of disagreements lately. Chris is angry and frustrated. Things between them don't seem like they'll ever get better. Chris has been confiding in a friend, Carrie. Chris's friendship with Carrie makes Miley jealous, causing even more fights. Last week, Chris told Miley that this relationship might not work. Miley said that if he would stop flirting and cheating with Carrie, the fighting would stop and they could be happy again. Chris said Carrie was just a friend, but it didn't really matter because if they weren't fighting about Miley's jealousy, they were fighting about something else. That night, Miley called Chris. She was crying and saying things like, "I need you and I couldn't stand to lose you to someone else. You are the best part of my life. If you break up with me, I'll hurt myself." Since then, Miley has called and sent texts to Chris, saying, "I'll hurt myself if you leave me." Chris feels trapped.

Questions

A. What does Miley want Chris to think?

B. Why does Miley want Chris to think and feel this way?

C. How does Miley get Chris to think and feel this way?

Relationship Continuum

Directions

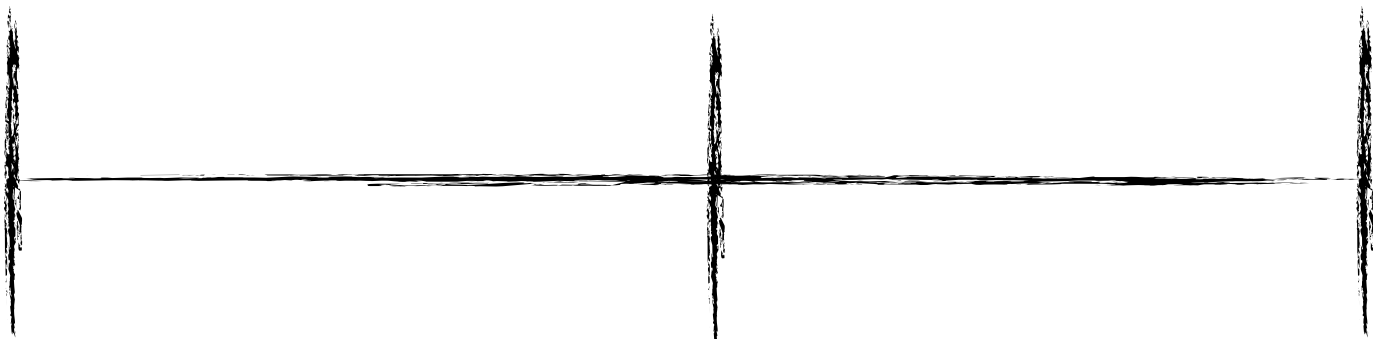
Take each item (1-10) and list it on the continuum where you believe it falls (healthy, unhealthy, abusive).

1. Checking your partner's phone.
2. Constantly checking up on where your partner is.
3. Encouraging your partner to run for student government.
4. Calling your partner names in front of his/her friends.
5. Telling your partner when you are upset with them and why.
6. Pressuring your partner to text you inappropriate photos.
7. Making decisions together.
8. Making you feel guilty when you spend time with your friend.
9. Pressuring your partner to do something he or she does not want to do.
10. Getting jealous when you do better on a test or assignment.

healthy

unhealthy

abusive



Section 2: Defining Unhealthy Relationships

How Stereotyping Leads to Abuse

Scenario 1

Jason invited several of his friends and his girlfriend, Megan, to his house to watch movies on Friday night. Jason asked Megan if she would put out some chips and drinks for everyone. She said that she didn't mind. When Jason's friends arrived, they all sat down to watch movies. When someone finished a drink or when the bowl of chips was empty, Jason would tell Megan to go to the kitchen for refills. When this happened for the third time, Megan said that she wouldn't be their waitress. She wanted to watch the movie and they could help themselves to the food in the kitchen if they wanted it. Jason got angry. He ordered Megan to get his friends' drinks. When she refused, Jason hit her across the face and pulled her into the kitchen. Jason's friends have seen Jason and Megan fight like this many times.

Questions

- A.** What stereotypes does Jason hold of females?
- B.** What stereotypes does Jason hold of males?
- C.** Did Megan hold any stereotypes?
- D.** Did Jason's friends hold any stereotypes?

Scenario 2

Tyrone bought Nicole an iTunes gift card for her birthday so she could buy new music for her iPod. Nicole opened the gift card and at first she seemed to love the gift. Then, however, she asked where the rest of her gifts were. When Tyrone said that he just got the iTunes gift card for her birthday present, Nicole got angry. She started screaming at him. She said that she expected more than a stupid gift card for her birthday, and she threw the gift card across the room.

Questions

- A.** What stereotypes does Nicole hold of males?
- B.** What stereotypes does Nicole hold of females?
- C.** Did Tyrone hold any stereotypes?

Feelings List

afraid	foolish	paranoid
aggressive	friendly	peevish
agonized	frightened	perplexed
angry	frustrated	persecuted
annoyed	funky	pleasant
anxious	funny	private
apologetic	grateful	proud
argumentative	greedy	puzzled
arrogant	grief-stricken	regretful
ashamed	grieving	relieved
peaceful	guilty	remorseful
bashful	happy	righteous
belligerent	hateful	sad
blissful	heartbroken	satisfied
bored	helpless	secure
brave	hopeful	self-conscious
cautious	horrified	self-pitying
cheerful	hurt	sheepish
cocky	hysterical	shocked
cold	impatient	shy
conceited	independent	silly
confused	indifferent	smart
contemptuous	inferior	sorrowful
crabby	insulted	sour
cruel	intimidated	spiteful
depressed	irritated	strange
determined	jealous	superior
devilish	joyful	surprised
disappointed	left out	suspicious
disapproving	lonely	sympathetic
disgusted	mad	tenacious
dumb	malicious	tense
embarrassed	melancholy	timid
empty	mellow	uneasy
enraged	mischievous	unworthy
enthusiastic	miserable	vengeful
envious	mixed-up	victimized
exasperated	negative	vindictive
excited	nervous	wary
exhausted	nice	worried
fabulous	obstinate	
	optimistic	

Section 3: How We Feel and How We Deal

Extending Your Feelings

Directions

For each scenario, look at the "Feelings" list in your workbook and identify a feeling you might experience. You cannot use the same word twice.

1. Your math teacher tells you that you have a test today. _____
2. Someone you like asks you out on a date. _____
3. Your friend compliments you on your outfit. _____
4. Your parent grounds you for something you didn't do. _____
5. You found out that you made a team you tried out for. _____
6. Your mom made your favorite dinner. _____
7. You show up to a birthday party where you only know one person. _____
8. Your friend texts you every five minutes. _____
9. You failed an assignment or test. _____
10. The person you like calls you stupid in front of your friends. _____
11. Your friend doesn't text you back. _____
12. Your best friend is going out with the person you like. _____
13. You lied to your friend and got caught. _____
14. Your sibling closes his/her computer every time you walk into the room. _____
15. You show up at school wearing the same outfit as your teacher. _____
16. You were not invited to a party that your friend is throwing. _____
17. You go to a concert with your friends. _____
18. You stand up for your friends when someone is making fun of them. _____
19. Someone sends you an inappropriate photo from your phone. _____
20. You lost your iPod and someone returns it to you. _____

Dealing with Anger

Directions

Think about a time when you were angry with someone you cared about; a time you wouldn't mind sharing with people. Write down the person and the situation and why you were angry.

When (someone) _____ **did (action)** _____

I felt angry because (response) _____

What other feelings did you experience in that situation? (Refer to **Feelings List** if needed)

Discuss with a partner

How did communicating or not communicating your feelings affect you and your relationships with that person?

How could you have responded differently?

Anger is a Secondary Feeling

Directions

Look at each scenario and write down what the primary feeling is and how you would handle that situation in a healthy way. (Refer to **Feelings List** if needed)

A. The person you are dating doesn't call you when they said they would.

Primary: _____

Secondary: Angry

B. Your friend shows an embarrassing video of you to your classmates.

Primary: _____

Secondary: Anger

C. Your best friend is hanging out with the person you like.

Primary: _____

Secondary: Anger

D. You catch your brother or sister using your iPod after you told them not to.

Primary: _____

Secondary: Anger

E. Your teacher falsely accuses you of cheating on an assignment.

Primary: _____

Secondary: Anger

Four SAFE Skills

Stay calm.

1. Use calming strategies to stay cool and collected.

Ask questions.

1. Ask honest and open-ended questions to better understand the situation.
2. Don't jump to conclusions.
3. After listening to answers, you may realize that the conflict was all a misunderstanding.

Find out feelings.

1. Find out how the other person feels about the situation that is causing the disagreement.
2. Express your own feelings-be honest and specific, referring to the situation and what about it upsets you.
3. Use "I" statements when expressing your feelings (I feel _____ when you _____).

Exchange ideas for a possible solution.

1. With all of this information, suggest possible solutions.
2. Talk about which ones work best for the two of you.

Identifying Communication

Scenarios:

LaToya and Marcus met in April when they were both in 8th grade and have been dating for about six months. Throughout the summer the two teens were inseparable. They went swimming at the pool and walking in the park. They went to the mall and to the movies. When they were apart, they talked on the phone, sent texts back and forth, and left Facebook messages for each other. Both LaToya and Marcus agreed that it was the best summer they had ever had.

Now, it's the fall and they're beginning high school. LaToya is going to be a freshman cheerleader.

Marcus is very proud of her. It's an honor to be on the squad. because their high school cheerleading squad wins national awards every year. LaToya has been working very hard all week. After school she has cheerleading practice for two hours. However, today is Friday and the coach let them go early. She ran home and called Marcus to ask him to come over. She was eager to see him, as she hadn't spent much time with him this week. Marcus was happy she had gotten off early as well and went to LaToya's house right away.

Marcus (**M**) LaToya (**L**)

M: (Knocks on the door)

L: (Answers the door and sees Marcus) Oh, I'm so glad to see you. I have so much to tell you. (They walk into the house together and sit down.)

M: I haven't seen you since school has started. You're too busy.

L: Oh, I know I'm busy. I have no time. I do miss you, but I love cheerleading. Marcus, it's so much fun. I'm learning so much. I can't wait until the first football game when you can come and watch me. You're going to be so proud.

M: I'm already proud of you.

L: But just wait until you see me. I'm paired up with Darnell. He's so strong. I'm learning to balance in his hands. I feel so tall up there.

M: Darnell?

L: Yeah, the freshman squad has three male cheerleaders this year. The squad can do a lot more stunts with them. They're so much stronger than the girls and can lift us up and stuff.

M: Well, I'm pretty strong; maybe I should join the cheerleading squad.

L: (Laughs) Oh Marcus, you have to be a lot more than strong to be a cheerleader. Darnell has been a gymnast since he was five years old. He won a national award last year. That's why it amazes me that he thinks I'm such a good cheerleader. He's the one who's amazing.

Identifying Communication

- M:** (Raising his voice) Darnell, Darnell, Darnell! I'm sick of hearing about Darnell. If you like him so much why don't you date him?
- L:** (Wants to yell back at him, but instead takes a deep breath and pauses a minute. She looks carefully at Marcus.) I don't understand why you're so mad?
- M:** (Shouting) Why am I mad? (Gets up from his chair) Are you kidding me? You're letting some other guy touch you, put his hands on you.
- L:** (Takes another deep breath and is careful not to raise her voice) Marcus, don't you trust me? Being a cheerleader is important to me and you've always supported me. Why are you freaking out?
- M:** Because all you have done since I walked in the door is talk about Darnell. What about me? I'm your boyfriend.
- L:** Yes, you're my boyfriend. What do you mean by "What about me?" Do you feel like I don't pay enough attention to you?
- M:** Well, no. I mean yes. Well, I don't know. I never felt like that during the summer, but since school has started you've been so busy I wonder if you're still interested in me.
- L:** Yes, of course. I'm not interested in dating Darnell or anyone else. We just hang out at cheerleading practice. I know that I've been busy.
- M:** I know. But I wish things wouldn't have changed.
- L:** Me too. But I don't want to stop cheerleading. What can we do?
- M:** Are you always going to get out early on Fridays?
- L:** No, but I can see you in the evenings on Fridays and over the weekend.
- M:** Yeah, and during the week we have Facebook.
- L:** Definitely. Maybe you could come over after dinner sometimes, or even have dinner with us.
- M:** Look, LaToya, I'm sorry I got so mad.

Identifying Conflict Resolution

Conflict Scenario 1

Character 1: Jamie and **Character 2: Taylor**

Jamie: You've been dating Taylor for five months. You have been spending a lot of time together and when you are not together, you like to keep in touch via text messaging. You like to know what Taylor is up to and who he is with. Things are getting more serious and you feel that Taylor should let you read his text messages and Facebook page. Recently, the two of you have talked about sending each other nude pictures. Taylor has some friends who send nude pictures to their girlfriends/boyfriends and think this could be fun for you two to try, but you don't think this is a good idea.

Taylor: You've been dating Jamie for five months. You really like her, but she constantly sends text messages asking where you are and who you are with. You feel like you could use a little bit of space. When the two of you were hanging out one evening you found her reading through your Facebook page. She told you she did not like that you were sending messages to another girl in your class and asked you not to do it anymore. You don't have anything to hide from Jamie, but you were not comfortable with her reading your private messages.

Questions:

When Liam goes to pick up Keshia, he mentions his friends invited him to a basketball game. At the party he ignores Keshia and texts his friends the entire time.

1. How could Taylor tell Jamie that she is texting him too much?

2. What should Taylor tell Jamie to let her know that he is not comfortable with her reading through his private messages?

3. What should Jamie do since she doesn't think sending nude pictures to Taylor is a good idea?

4. Could they have come to a compromise before the party?

Identifying Conflict Resolution

Conflict Scenario 2

Character 1: Mia and **Character 2: Serena**

Mia: You've been having problems with this one girl, Serena, at school. You think she doesn't like you because you went out with one of her ex-boyfriends. You didn't have more than four dates with the guy, but she seems jealous and is always rude to you. You just found out that she's spreading rumors about you on Facebook. She's saying that you skipped class to drink beer by the school fence. This rumor isn't true. You're extremely angry at this girl and decide to confront her.

Serena: There's this girl, Mia, who you really don't like. You think she's trying to steal your boyfriend. You've been dating this guy for six months but have recently decided to "cool things off a bit" because you've been fighting a lot. You talked briefly about dating other people, but no decisions were made. Then, your boyfriend went out with Mia a few times. You always knew she was a flirt! You're very jealous. You heard a rumor that Mia and some other students skipped class and were drinking beer by the school fence. You didn't actually see them doing it but you've told the story to some other people and posted it on Facebook.

Questions:

1. What should Mia have done differently?

2. What could Serena have done differently?

3. What emotions do both girls have in this scenario?

4. Have you ever been in a situation similar to this? How did you resolve this?

Identifying Conflict Resolution

Conflict Scenario 3

Character 1: Jammal and **Character 2: Amara**

Jammal: You've been dating Amara for a few weeks. She's a lot of fun and beautiful as well. You know that all the other guys are jealous. Everyone says the two of you look great together. Today, when you walked down the hall, you saw her talking to a whole group of guys, just her and five or six guys. You got really angry. Don't they know you are her boyfriend? Why would Amara want to talk to them anyway? You don't understand why she didn't come to find you to talk to in between classes. Now, it's the evening. You usually call her at about this time. Tonight, however, you decide to go to her house because you want to talk to her in person. You're feeling very jealous.

Amara: You're at home in the evening, hoping Jammal will call soon. You've been dating Jammal for a couple of wonderful weeks. You really like the way your relationship has been going. You missed him in between classes today because you were talking to some friends. Your friends are really important to you and you always make time for them. You've seen some girls give up all their friends when they start dating someone; you'd never want to do that.

Questions:

1. Why was Jammal so upset?

2. What should Jammal have done differently?

3. Did Amara do anything wrong?

4. How should Jammal communicate effectively?

Friends Wheel

HELPING a FRIEND

GIVE HELP:

Know the resources in your community. Is there a hotline? What legal, medical, or counseling options are available?

DON'T GOSSIP:

Talk in private. Don't tell other people without your friend's permission. Tell a trusted adult if you feel your friend is in danger.

MAKE A SAFETY PLAN:

What had your friend done in the past to keep safe from the abuse? Is it working? Do they have a safe place to escape to if necessary?

BELIEVE THE STORY:

Listen and believe your friend. Acknowledge his/her feelings and let your friend know he or she is not alone.

LET YOUR FRIEND MAKE HIS/HER OWN DECISIONS:

Respect your friend's right to make a decision when he/she is ready to do so.

TELL THE PERSON THEY DIDN'T DESERVE TO BE ABUSED:

No one deserves to be abused. You did not cause this abuse and it is NOT your fault.

Who Can Help?

FOR HELP 24/7 CALL

Utah Domestic Violence LINK Line 1-800-897-5465

Utah Rape and Sexual Violence Crisis Line 1-800-421-1100

VICTIM ADVOCATE PROGRAMS (VAP)

(Community programs to assist victims with advocacy, court, and abuse in the community)

Beaver County

BEAVER COUNTY SHERIFF'S OFFICE (435) 438-6494

Box Elder County

BOX ELDER COUNTY ATTORNEY'S OFFICE (435) 734-3329

Cache County

CACHE COUNTY VICTIM SERVICES (435) 755-1832

Carbon County

CARBON COUNTY SHERIFF'S OFFICE (435) 636-3250
HELPER CITY POLICE DEPARTMENT (435) 472-3719
PRICE CITY POLICE DEPARTMENT (435) 636-3190

Daggett County

DAGGETT VAP (435) 784-3255

Davis County

LAYTON CITY VICTIM SERVICES (801) 336-3599

Duchesne County

DUCHESNE COUNTY VICTIM SERVICES (435) 722-8003

Garfield County

GARFIELD COUNTY ATTORNEY (435) 690-9140

Grand County

GRAND COUNTY ATTORNEY'S OFFICE (435) 259-1326

Iron County

IRON COUNTY VICTIM SERVICES (435) 865-5318

Juab County

JUAB COUNTY ATTORNEY'S OFFICE (435) 623-3460

Kane County

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Millard County

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Morgan County

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SALT LAKE County

DRAPER VAP (801) 576-6355
MIDVALE VAP (801) 256-2505
MURRAY VAP (801) 284-4203
SALT LAKE CITY VAP (801) 580-7969
SALT LAKE COUNTY VAP (801) 743-5860
SANDY VAP (801) 801-568-4627
SOUTH SALT LAKE VAP (801) 412-3662

SALT LAKE County continued

SOUTH JORDAN VICTIM SERVICES 801-254-4708
TAYLORSVILLE POLICE DEPARTMENT 801-955-2067
TOOELE CITYVAP (435) 882-8900
UNIFIED POLICE DEPARTMENT, NORTH VALLEY 801-743-5861
UNIFIED POLICE DEPARTMENT, SOUTH VALLEY 385-468-9365
WEST JORDAN VAP (801) 566-6511
WEST VALLEY VAP (801) 963-3223

San Juan County

SAN JUAN COUNTY SHERIFF'S OFFICE (435) 459-1819

Sanpete County

SANPETE COUNTY SHERIFF'S OFFICE (435) 835-3352

Sevier County

SEVIER COUNTY ATTORNEY'S OFFICE (435) 979-0936

Summit County

SUMMIT COUNTY VAP (435) 615-3850

Tooele County

TOOELE CITY POLICE DEPARTMENT (435) 882-8900
TOOELE COUNTY ATTORNEY'S OFFICE (435) 843-3171

Uintah County

UINTAH COUNTY ATTORNEY'S OFFICE (435) 781-5434
VERNAL CITY POLICE DEPARTMENT (435) 789-4250

Utah County

AMERICAN FORK POLICE DEPARTMENT (801) 763-3020 EXT. 143
LEHI POLICE DEPARTMENT (801) 768-7110
LINDON CITY POLICE DEPARTMENT (801) 769-8601
LONE PEAK POLICE DEPARTMENT (801) 756-9800
OREM DEPARTMENT OF PUBLIC SAFETY (801) 229-7128
PLEASANT GROVE POLICE DEPARTMENT (801) 785-3506
PROVO POLICE DEPARTMENT (801) 852-6375
SARATOGA SPRINGS POLICE DEPARTMENT (801) 766-6503
SOUTH UTAH COUNTY (PAYSON CITY) VICTIM SERVICES (801) 465-5224
SPRINGVILLE/MAPLETON VAP (801) 489-9421
UTAH COUNTY ATTORNEY'S OFFICE (801) 851-8015

Wasatch County

WASATCH COUNTY ATTORNEY'S OFFICE (435) 657-3300

Washington County

EASTERN WASHINGTON COUNTY (435) 635-9663
ST. GEORGE POLICE DEPARTMENT (435) 627-4399
WASHINGTON CITY P.D. (435) 986-1515

Weber County

OGDEN CITY PROSECUTOR'S OFFICE (801) 629-8597

WEBSITES

Choose Respect www.chooserespect.org/scripts/index.asp

End Abuse <http://endabuse.org/programs/teens/>

My Strength www.mencanstoprape.org/index.htm

National Sexual Violence Resource Center www.nsvrc.org/

Utah Coalition Against Sexual Assault www.ucasa.org/home.html

Utah Department of Health www.health.utah.gov/vipp/

Utah Teen Dating Scene www.facebook.com/utahteendatingscene

SESSION 5: How to Help Friends

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