

DATINGMATTERS[®]

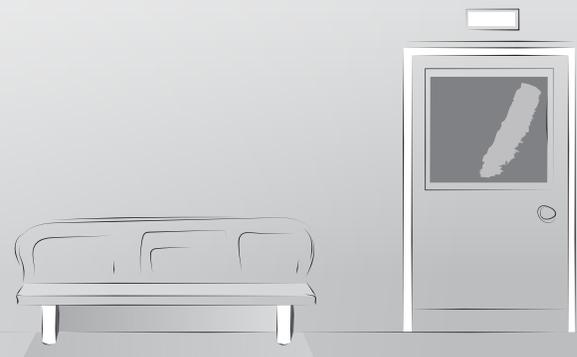
STRATEGIES TO PROMOTE HEALTHY TEEN RELATIONSHIPS

DATING MATTERS[®] for 7TH GRADERS

Facilitator Guide



**Centers for Disease
Control and Prevention**
National Center for Injury
Prevention and Control



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Introduction

Dating Matters: Background

Dating Matters® for 7th Graders is a universal, classroom-based program designed to promote healthy, safe relationships and prevent teen dating violence. This program encourages students to think critically about the qualities and behaviors that contribute to healthy, safe relationships and those that contribute to unhealthy and/or unsafe relationships. During the pre-teen and teen years, it is critical for youth to begin to learn the skills needed—such as effectively managing feelings and using healthy communication—to create and foster healthy relationships.

With this guide in hand, you can bring this program to life! This facilitator guide is specifically designed for use by trained Dating Matters youth program facilitators to guide you in delivering the 7th grade program to students.

This guide contains the following components:

- Dating Matters: Background
- Program Delivery: Nuts & Bolts
- Program Delivery: Tips for Facilitators
- Session Content
- References

In order for this program to be effective in teaching students skills to build and maintain healthy, safe relationships, you should deliver the program as it is described in this guide. It is important for you to follow the order of the sessions and content as provided, not to omit any content or activities, and to deliver all seven sessions as they are described. More details on sessions are contained in the section, “Program Delivery: Nuts & Bolts.”

Dating Matters: Strategies to Promote Healthy Teen Relationships is the Centers for Disease Control and Prevention’s (CDC) teen dating violence prevention initiative, developed based on three important facts:

1. Dating violence has negative effects on the mental and physical health of youth, as well as on their school performances.
2. Violence in an adolescent relationship sets the stage for problems in

future relationships, including intimate partner violence and sexual violence perpetration and/or victimization throughout life. Therefore, we need early intervention to stop violence in youth relationships before it begins and keep it from continuing into adult relationships.

3. Evidence suggests that dating violence is a significant problem in economically-disadvantaged urban communities where environmental factors can result in an accumulation of risk for violence exists. Yet there have been few attempts to build on the developing evidence base for prevention of dating violence within these communities.

Recently, efforts to prevent teen dating violence have grown, particularly in schools. Now, many states and communities are working to stop teen dating violence. However, the activities of these states and communities vary greatly in quality and effectiveness.

To address gaps in the current practice, CDC developed Dating Matters, a comprehensive teen dating violence prevention initiative based on the best available evidence about what works in prevention. Dating Matters focuses on 11- to 14-year-olds. It includes preventive strategies for individuals, peers, families, schools, and neighborhoods. A large component of Dating Matters includes programs designed for students in the 6th, 7th, and 8th grade, as well as parents of middle school students. We evaluated Dating Matters over five years in four high-risk urban communities. You can find the results from the evaluation on CDC’s Dating Matters website <https://www.cdc.gov/violenceprevention/datingmatters/science.html>

Program Delivery: Nuts & Bolts

Session Content

The sessions cover many topics and provide opportunities for students to learn and enhance skills. We want this program to become more than a sum of its parts—we want it to motivate students to make a difference in their own lives and in the lives of their peers and dating partners.

The format of the sessions takes into consideration different student learning styles.

Introduction

Dating Matters for 7th Graders uses a mixture of information sharing, review, discussion, role-plays, and paired and group exercises using both verbal and visual (e.g., easel paper) techniques. You are encouraged to rephrase messages and questions in several different ways to communicate intended messages.

The key objectives of each session are outlined below.

Session 1: Healthy Relationships

- Provide students with an understanding of the purpose and goals of the Dating Matters (7th Grade)
- Establish a comfortable, non-threatening learning and sharing environment that will encourage continued participation.
- Provide students with school and community resources (trusted adults) that students can access if they have questions or concerns about any type of relationship.
- Explore qualities of a healthy friendship.
- Connect qualities of a healthy friendship to that of a healthy dating relationship.

Session 2: Understanding Feelings

- Promote students' emotional literacy, including the ability to identify, understand, and respond to emotions/feelings in a healthy and safe way.
 - » Build students' feelings vocabulary. The development of a large feelings vocabulary makes it possible for students to better understand and communicate their emotional experiences.
 - » Explain and reinforce the concept that there are no "wrong" feelings – it is normal and expected to experience a wide range of feelings.
 - » Discuss the physical (physiological and body language) clues associated with angry and calm feelings.
 - » Practice using body language clues to identify others' feelings.

- » Discuss situations that lead to feeling multiple ways at once.
- » Discuss potential consequences of letting feelings take control.
- » Discuss the four steps to staying in control of feelings.

Session 3: Staying In Control Of Feelings & Making Healthy Decisions

- Continue to build students' emotional literacy, or the ability to identify, understand, and respond to emotions in oneself and others in a healthy and safe way.
 - » Discuss and practice four ways to calm down.
 - » Discuss how drinking alcohol during the teen years can lead to learning problems or alcohol dependence.
 - » Demonstrate that the norm for student behavior is often far different from student perception.
 - » Provide students with the fact that most middle school students are not drinking alcohol, using other drugs, or having sex.

Session 4: Healthy Communication

- Increase awareness about nonverbal and verbal communication and teach basic skills for improving conversation.
- Allow students time to practice the use of healthy nonverbal and verbal communication skills.

Session 5: Unhealthy & Unsafe Relationships

- Increase students' awareness of unhealthy relationship behaviors.
- Educate students about teen dating violence, including providing definitions and facts about physical, sexual, and emotional violence, as well as stalking.
- Discuss when unhealthy behaviors ("yellow light behaviors") cross the line and become unsafe ("red light behaviors").

- Emphasize that unsafe (“red light”) behaviors include behaviors that fall within the category of teen dating violence and require seeking help from a trusted adult.

Session 6: Sexual Violence & Dating Safety

- Provide a definition for and discuss sexual coercion, or the use of pressure or alcohol/drugs to get someone to do something sexual that he or she does not want to do.
- Reinforce the fact that sexual coercion is a form of sexual violence.
- Emphasize that sexual consent must be clear, continuous, free from coercion, and all people must be conscious.
- Discuss dating safety, or things that students can do to help keep them safer when dating.
- Prompt students to identify potentially unsafe dating situations and apply dating safety tips.

Session 7: Relationship Rights & Getting Help

- Discuss RESPECT ME Rights, which highlight major program themes and messages as they pertain to dating relationships.
- Provide students with school, community, and national resources (trusted adults) that students can access if they have questions or concerns about any type of relationship.
- Discuss why it can be hard for teenagers to get help if they are in an unhealthy or unsafe relationship, and provide students with tips on how to help a friend in need and how to leave an unsafe relationship.
- Students present or perform their interpretation of RESPECT ME Rights.
- Discuss the topics written down in the Parking Lot.

Fidelity

To ensure that the sessions will influence students in the expected ways, it is essential that you to maintain fidelity. Fidelity refers to whether an intervention is delivered as it was designed. To maintain fidelity, you should follow the order of sessions and content as provided, not omit any content or activities, and to deliver all sessions as they are described. By doing so, you will address the key themes and messages and include all essential activities and learning strategies in the sessions.

Facilitation Schedule

Dating Matters (7th Grade) contains seven sessions. Sessions last 50 minutes each and they can be conducted as often as once per day or as infrequently as once every other week. This will allow sufficient time between sessions for students to absorb and reflect on the content. If class periods are less than 50 minutes, you will need additional sessions to cover all of the program content. As outlined in the program, it is important to complete each session in sequential order as lessons build on knowledge and skills developed and learned in previous sessions. Sessions should not be skipped. If a student misses a session, you should speak with this student prior to the next session in order to get them “caught up” and to review relevant handouts in the youth handbook.

Session Preparation

The first pages of each session include key material that helps you to prepare for the session. Here is an outline of what is included:

The **first section** includes a summary of the purpose of the session, or the key goals you will want to achieve during that session.

The **second section** includes key messages, or the essential “take-home” points. It is important to reinforce these messages throughout the session in addition to the rest of the program.

The **third section** lists the materials you will use during the session. It is very important that you review each session closely prior to implementation and prepare the necessary materials to deliver the session. Some materials (e.g., list of community resources) need to be prepared well in advance of the session, whereas other materials could be prepared several minutes prior (e.g., preparing easel paper).

Finally, the **fourth section** details the time allotments for each part within the session.

Question of the Day

Each session begins with a question of the day. You may post these questions on easel paper/the board prior to class. The purpose is two-fold: 1) to immediately engage students as they enter the classroom and to help minimize disruptions; and 2) to serve as either icebreakers (e.g., Session 1) or prompt students to start thinking about the session content (e.g., Session 7). Students can write their responses on scrap paper or you can pose the question verbally to the class and have students volunteer to share their responses to the class.

Scripts

Apart from what to do, each session also includes scripts of what you can say at certain points. We have carefully written and designed these scripts specifically to achieve the purpose for each session. They do not need to be read verbatim and can be adapted to reflect your style and the needs of students. However, you should follow it as closely as possible and clearly convey the messages and/or instructions contained within the scripts. This is especially important the first few times you deliver the session. With practice, the phrasing used within the scripts will become more natural. Look for “SAY” or “ASK” in color, with lines before and after, to identify a script. An example of a script is at the top of the next column.

SAY: Being a good friend does not mean that you will always keep everything you see or hear quiet. In order to keep a friend safe, it is important to tell an adult if someone is being hurt or hurting someone else. This is something else that we are going to talk a lot more about during this program.

Some of the script boxes are long. If needed, pause to check-in with students, answer questions, and provide appropriate examples. Remember, you are encouraged to rephrase messages and questions in several different ways to communicate intended messages.

Easel paper

Throughout the program, you are encouraged to write student responses on easel paper. This is helpful in the event that some students did not hear the response. Some students are also visual (as opposed to verbal) learners; thus, writing this information on easel paper is helpful to ensure you support all learning styles. You are encouraged to refer back to previous easel paper and/or prepare easel paper in advance to lead discussions.



Icons

We use three types of icons throughout the facilitator guide to serve as cues for specific types of information:



The estimated time allotted for a portion of the session.



Tips and Reminders for you. These are important additional instructions or reminders for you to note while conducting the session.



Students are referred to a page in their youth handbooks.

Youth Handbook

You should have a personal copy of the youth handbook to bring with them to each session. It is necessary for you to follow along in the youth handbook with students.

Materials Common to Every Session

You should have materials for each session prepped and ready beforehand. Materials that are unique to each session are outlined in the Materials Needed section at the beginning of each session. The materials that are common to every session include:

- Youth handbooks [including a copy for facilitator(s)]
- Scrap paper—at least one piece for each student
- Pencils/pens
- Masking tape (for posting easel paper)
- Blank easel paper pad

Program Delivery: Tips For Facilitators

Listed below are some tips that can contribute to the successful delivery of Dating Matters (7th Grade).

1. A clear and thorough understanding of the themes and messages of Dating Matters is extremely important.

Although this program does not require that a lot of information be read to students word-for-word, the topics, activities, and messages embedded in the materials throughout the manual are important and must be understood and stressed by the facilitator. Review the RESPECT ME Rights presented in Session 7—these represent some key themes and messages of Dating Matters (7th Grade).

Repetition is essential for student learning. Therefore, the key messages and skills, in addition to facilitator scripts, appear in both grade-levels. Remember that some students will receive only the 6th or only the 7th grade programs and some students will receive both programs. If material sounds familiar to this latter group, all the better!

2. Be mindful that students may have prior or current experience with violence and/or abuse.

It is essential that you foster a respectful and non-judgmental environment by having the group set group agreements. This creates a sense of trust and safety in the group. Some of the students in the group may have experienced, witnessed, or perpetrated some form of violence or abuse in their own personal relationships, their friends' relationships, or their family relationships. Disclosure and discussion of the information in this program may be distressing for some of the students. Thus, it is important for you to be cognizant of signs that students are becoming uncomfortable or upset.

3. Frequently review training materials on effective classroom management.

We want to encourage students to be open and actively participate in activities and discussions, but sometimes that leads to one or two students dominating conversations, groups of students talking amongst themselves about off-topic material, or students not always maintaining respect for other classmates.

Remember that prevention is often the best medicine. You can actively work to prevent behavior problems by praising on-task behavior. You can reinforce on-task behavior and participation with small rewards. Consider using small prizes to reinforce participation or on-task behavior. Circulate around the room frequently to make sure students are on task, and ignore attention-seeking behaviors (e.g., silly comments).

When problems do arise, it is important that you address the situation immediately and consistently across all students. You should frequently review the information provided during training on classroom management.

4. Keep your training materials with you during facilitation.

The information provided in this guide is not comprehensive. Your training materials include important information that you may need to reference before or immediately after a session. If a student is in distress, you want to be able to provide immediate and appropriate assistance.

5. Be prepared that students may respond in surprising ways.

We understand that students probably will not provide all of the “possible responses” listed in the guide. Your task as a facilitator is to figure out how to solicit the desired answer from the students and how to respond when students provide answers that are not desirable. If students are responding in a serious and legitimate manner but not providing the answer you are soliciting, it is often

helpful to praise the effort but indicate that the answer was not what you were looking for. For example, you might say, “Great attempt, but I was looking for something like...” or “Well, that’s not entirely correct, but you are getting there.”

6. Confidentiality of students cannot be assured.

Although we would like to make sure that the information provided by students during implementation of this program remains confidential and private, we cannot assure this in a group, classroom setting. You can keep confidentiality and privacy to the degree that students choose not to share with others. Clearly communicate this risk to students participating in the program.

7. Time management strategies are crucial to cover the necessary material in each session.

One potential issue with implementing this program is that some students may want to spend excessive amounts of time discussing certain issues. While we welcome and invite class discussion, it becomes a problem when it interferes with getting through all the material for a session. Thus, you need to ensure that time is managed well as they move through the different parts of the program. A suggested time allotment is included for each part of the session—this is included in the Session Overview and at the beginning of each new part in the session.

Here are several strategies that can be useful when you need to limit discussion to get through all of the session’s material:

- Refer to the Group Agreements during the discussion, stressing the importance of getting through the material for each session. Be sure to acknowledge the positive aspects of the discussion (e.g., “This is a great discussion”) and then state that you need to move on (e.g., “I am sorry to do this but we have to move on”).
- Ask someone to volunteer to be the group’s time keeper.
- Develop a “Parking Lot” list. You step in to limit discussion and ask

the students if they want to put the topic/issue on the “Parking Lot” list (e.g., on a sheet of easel paper labeled “Parking Lot” and attached to the wall). If there is time at the end of the session, the students can go back to the Parking Lot and agree to discuss the topics/issues listed.

- » Have post-it notes and pens available for students if you choose this option.
- » If possible, add an extra session to the end of the program to make up for lost time if you need to cut short sessions.
- » Students also have a “My Parking Lot” page at the end of their handbook where they can write down topics they want to talk more about later.

- Each session ends with a recap of the current session and a preview of the next session. Only provide a recap of the current session if you do not have time for both.

8. Even the facilitator may not have all of the answers.

Although you should be well-versed in the literature regarding teen relationships and teen dating violence, some questions or situations raised by students may leave you stumped. This is okay. In these cases, you may have to respond to the students in the next session after doing some research (e.g., finding a local resource)

9. Some self-disclosure can be helpful in building rapport. However, it is important to be mindful of what is disclosed.

Through appropriate self-disclosure (e.g., sharing your own feelings), you become human in the eyes of students. However, we recommend that you keep self-disclosure to a minimum and avoid disclosure of personal information related to intimacy, substance use, violence, religious views, and personal values. Even sometimes sharing what seems like harmless information (e.g., “My parents always told me they love me—all parents do”) can alienate some students.

10. Always be mindful of one of the key purposes of the program: promoting healthy relationship behaviors.

This program can prevent teen dating violence and promote healthy relationship behaviors. Each session is viewed as an opportunity for students to explore qualities of healthy and safe relationships (e.g., healthy communication). Remember, you can always add an extra example, scenario, etc. that reflects issues facing students. Connect the material to student experience.

11. If possible, set up the room so that students can see each other.

Arrange seating that will facilitate easy conversation between you and students and among students, such as a semicircle, a U-shaped table, or around a single table. This also makes it easier for you to see each of the students and identify when students may look confused or uninterested.

12. Relax and have fun!

One final tip is to have fun while facilitating the material! If you are excited and enthusiastic about the material, it will be evident in your facilitation and delivery of the material. This will translate into enthusiasm and engagement by the students. One way to do this is to become very familiar with the guide and try not to read directly from the guide. Clearly convey the messages but adapt to your own style.



Session 1: Healthy Relationships

Purpose of Session

1. Provide students with an understanding of the purpose and goals of Dating Matters (7th Grade).
2. Establish a comfortable, non-threatening learning and sharing environment that will encourage continued participation.
3. Provide students with school and community resources (trusted adults) that students can access if they have questions or concerns about any type of relationship. Explore qualities of a healthy friendship.
4. Connect qualities of a healthy friendship to that of a healthy dating relationship.

Key Messages

1. The purpose of Dating Matters is to explore ways to have healthy and safe relationships with others (including peers, friends, and dating partners).
2. Healthy relationship skills with friends and others will help youth have healthy and happy relationships with the people they date, now and in the future.
3. If youth have a question or concern about any type of relationship, they should talk to the facilitator or one of their “go-to” trusted adults.
4. There are some “ingredients” (qualities) that we look for in all types of relationships, like healthy communication and trust.
5. Youth do not have to be currently dating someone or have ever dated someone to think about how they want to be treated by a dating partner (boyfriend or girlfriend). In fact, it is useful and important for youth to think about these things before they get involved with someone.

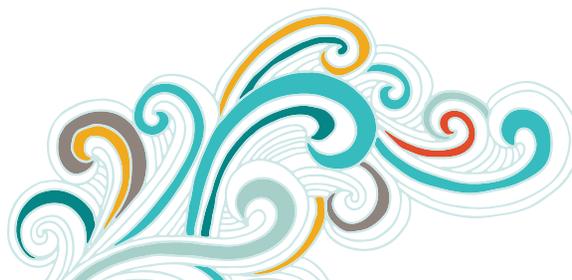
Materials Needed

- 3 pieces of easel paper with one of the following written at the top of each:
 - » “If you could travel to anywhere in the world, where would you go?” (or any other ice-breaker question)
 - » “Group Agreements”
 - » “Ingredients of a Healthy Friendship: What Are Some Ways Good Friends Treat Each Other?”

Session Overview

Today’s session will cover the following topic areas:

Part 1: Question of the Day & Icebreaker (5 minutes).....	10
Part 2: Introduction to Dating Matters (5 minutes)	10
Part 3: Group Agreements & Expectations (5 minutes)	11
Part 4: Go-To Trusted Adults (9 minutes).....	12
Part 5: Healthy Friendships (13 minutes).....	13
Part 6: Healthy Dating Relationships (10 minutes).....	15
Part 7: Session Recap (3 minutes).....	16



Part 1: Question Of The Day & Icebreaker

1. Post easel paper prepared with the following Question of the Day.



WRITE: If you could travel to anywhere in the world, where would you go? Why?

2. As students enter the classroom, prompt them to write their responses on a piece of scrap paper.



TIP! You can use any ice-breaker question as opposed to the one above (e.g., “If you could have a starring role in one movie already made, what would it be?”).

3. Explain that before you get started, you want to introduce yourself and learn a little bit more about each student (keep in mind that this introduction may vary, depending on your level of familiarity with the students).



TIP! If you are new to the class, consider having students wear name-tags.

4. Introduce yourself and share your response to the question of the day.
5. Ask students to state their names and share their responses to the question of the day.

Part 2: Introduction To Dating Matters

1. Introduce Dating Matters (7th Grade).



SAY: The purpose of this program—Dating Matters—is to explore ways to have healthy and safe relationships with others. This program is new for some of you, and some of you may have participated last year. How many of you remember participating in this program in 6th grade?

We are going to be talking about some of the same things that were covered in the 6th grade program—we will see how much you remember! We will also be covering lots of new material and doing new activities. What will we be doing in this program? We are going to talk about healthy ways to handle disagreements, manage stressful situations, and communicate with our family members, friends, and dating partners. Sometimes we will have class discussions, and at other times you are going to be working in small groups, drawing, writing songs, or acting.

Although the name of the program is Dating Matters, we are not just going to be focusing on dating. In this program we are going to be talking about all types of relationships, including relationships you have with your friends, peers, and others. Healthy relationship skills with friends, peers, and others will help us have healthy and fun relationships with the people we date, now or in the future.

When I use the term “dating,” I mean any relationship that includes intimate or romantic behavior between two people. This could be a serious relationship or exclusive, such as one in which two people are seeing only each other, or casual, meaning that two people are just starting to get to know each other or hang out. The term “date” can include both formal dates that they planned in advance as well as casual gatherings that may be with a small group. Same goes for “boyfriend,” “girlfriend,” and “dating partner.” When I use these terms, I am doing so loosely. So, the terms boyfriend, girlfriend, and dating partner means two people seeing each other, no matter how casual or serious.

If you have questions or concerns about any of the topics we discuss, please talk to me before or after sessions. You can also talk to another trusted adult about the topics we discuss or any questions you have. We are going to talk about trusted adults a little bit later today—you will all leave today with a list of people who can answer questions about relationships.

2. Check-in with students to make sure they understand the broad use of the terms boyfriend, girlfriend, and dating partner.
3. Add any school-specific details that are relevant to the program (e.g., how often and over what period of time students will receive the program), and answer any student questions.

Part 3: Group Agreements & Expectations

1. Distribute and explain the purpose of the youth handbooks.
 - Instruct students to write their names on the cover.
 - Explain that students will be using the youth handbook for activities during the program, and for any notes that they would like to take during class. The instructor will hold onto them between sessions and students will be able to take them home at the end of the program.



TIP! If students ask to take the handbook home prior to the end of the program, consider making a copy for them to take.

Activity

2. Post easel paper prepared with the heading “Group Agreements” at the top.

3. Introduce the concept of group agreements and ask students to suggest rules.

ASK: In order for any class to be a success, we need to agree on rules about how to talk with and listen to each other. These rules help us make sure that everyone feels respected and each group member can get the most out of participating. What types of group agreements would you like to have during Dating Matters?

Write down student responses, as appropriate, on the prepared “Group Agreements” easel paper.

Students can write the group agreements on page 1 in their handbooks if they choose to do so.



Probe general or vague group agreements, such as “respect others,” (e.g., What does it look like when someone is respecting you/you are respecting others?).

4. Introduce two **required rules**, needed due to the sensitive nature of the material discussed in Dating Matters (7th Grade).
 - (1) **Respect the privacy of others** (confidentiality)
 - (2) The “**no name rule**.”

SAY: Confidentiality means that we keep private (do not share) what classmates say. To respect everyone’s privacy, we will use a no-name rule. If you give an example about someone, do not use their names. For example, say “I know someone who...” instead of, “My friend Sean...”

Most of the time, I am going to keep private what everyone in the room says, and I ask that you do the same. But, there are a few types of situations that will require me to talk to another adult or your parent(s). If I learn that someone is hurting you, you

are hurting someone else, or you are hurting yourself, then I am required by law to talk to someone else about it. I need to make sure everyone stays safe.

And although most of the time you should keep private what your classmates say, you should talk to me outside of class if you are concerned that another student may be in trouble or may need help. Again, we want to make sure that everyone stays safe. So, although respecting each other's privacy is important, there is no guarantee that what you say will stay in this room.

Note: Be familiar with school policies and state reporting requirements! Adapt this section to fit your local requirements.

5. Consider adding the following group agreements if they are not generated by the class:
 - Arrive on time.
 - Participate in class discussion and activities. Emphasize that although discussion is very important, there may be times when you will have to limit the length of discussions so that you can cover all of the material.
 - Everyone deserves to be heard. Emphasize that this means not interrupting others when they are speaking.
 - Stay on task. Emphasize the variety of activities in Dating Matters (7th Grade)—sometimes students will be up on their feet, sometimes they will be working alone or in small groups. Let them know that you will let them know what to do if they or their group finishes a task early.
 - Ask questions.
 - Have fun!

6. Discuss consequences for breaking the group agreements.
 - Develop a plan for consequences before walking into the classroom. The plan may vary school by school.
 - It is important to be very clear, and to hold students accountable to these rules. If you do not set a tone of adherence to the rules early in the process, it may become difficult to enforce them later.
 - It is important to remind students of the group agreements periodically during the sessions. Try focusing on particular rules during appropriate activities or discussions. For example, during large group discussions, state before the discussion starts that you would like to focus on listening, or one person speaking at a time. Challenge students to refrain from any side discussions.
 - Remember the power of praise: Praise class and students when they are following the group agreements. This may be done at the end of an activity for the entire group (e.g., I really like how everyone is contributing to this discussion—great job!) or during the activities to reinforce desirable behaviors of particular students (e.g., I really like how Group X is getting everyone involved in the discussion—great work!)
7. Tell students that you will be posting the group agreements at the beginning of every class.

Part 4: Go-to Trusted Adults

Activity

1. Walk students through completing the Go-To Trusted Adults worksheet in their youth handbooks on page 2.



SAY: Open up your handbooks to page 2, it should say Go-To Trusted Adults at the top. Earlier, I said that if you have any questions or concerns about any of the topics we discuss, you can talk to me or another trusted adult. So who are trusted adults? These are people that you can talk to about relationships—people that you feel comfortable talking to about the parts of relationships that make you feel good and the parts of relationships that make you feel not so good. These are people who are concerned about your safety and who you could go to if you were having trouble with a friend, a dating partner... anyone.



There are several people in this school and in the community whose job it is to listen, answer questions, and help you figure out what to do if you are worried that you or someone you know is in trouble or may get hurt.

(Write the names and contact information for the persons/resources on the board/ easel paper or type a list and provide it to students.)

There are three spots in your handbook to write down the names of adults that you already know— people you trust and feel comfortable talking to. Older siblings/cousins are appropriate trusted adults if they are at least 18 years old. Make sure to write down how you would get in touch with this person—would you call, see them at your place of worship, go to their home, etc.? You could also write down the name of a friend. Sometimes it can be really hard to talk to an adult alone—this friend could go with you to talk to a trusted adult.

Next, select two people from this list of people in the school, community, and adults you already know. The first person is your go-to person or the first person that you would call or talk to. Put #1 by his or her name. The second person is your back-up (if the first person isn't around when you have a question). Put #2 by his or her name.



Remind students of these resources throughout the program.

Part 5: Healthy Friendships



1. Start a discussion on healthy relationships by first addressing healthy/unhealthy foods. Only spend about one minute on the following question. The purpose is simply to get students thinking about things that are healthy versus unhealthy.

ASK: What is the difference between healthy and unhealthy foods? How do you know what is healthy?

SAY: We can tell the difference between healthy and unhealthy foods by looking at the ingredients. Some ingredients are healthier than others.

(Provide examples from the discussion; e.g., unhealthy ingredients may be things like fat, processed foods, sugar, chemicals, and healthy ingredients may be things like fruits, vegetables, whole grains, lean meats.)

In the same way, there are things that make a relationship more or less healthy. For now, we are going to focus on the ingredients of a healthy friendship.

Activity

2. Post prepared easel paper with “Ingredients of a Healthy Friendship: What Are Some Ways Good Friends Treat Each Other?” at the top.
3. Begin discussion on healthy friendships.

ASK: What are the ingredients that make up a healthy friendship? In this activity, the term “ingredients” means qualities. To answer this question, it might help to think about the ways good friends treat each other.

- Record responses on easel paper.
- Provide prompts, as necessary, and probe for specific examples. Possible responses include:
 - » Listen to each other
 - » Support each other
 - » Try to understand each other’s feelings
 - » Communicate (interact with and talk to each other) in a healthy way
 - » Help each other solve problems
 - » Give each other compliments, point out each other’s positive qualities
 - » Can disagree without hurting each other
 - » Are dependable (can count on each other)
 - » Are patient with each other
 - » Do things both together and alone or with other people
 - » Have fun together
 - » Make each other laugh
 - » Respect things that are important to each person (e.g., school, family)
 - » Care about each other
 - » Treat each other as equals, both make decisions, both contribute
 - » Are honest with each other
 - » Trust each other

Make sure to add healthy communication if it is not mentioned by students. This is the focus of Session 4.

-
4. Either during or after generating the list, ask the following questions below. There will likely be natural points at which to integrate these questions into the above discussion. For example, if a student says, “Good friends always agree,” it may be a good time to discuss the first point below.

ASK: Do good friends always agree?

SAY: Good friends do not always agree. Everyone is different—everyone has their own point of view and feelings about the same situation. For example, good friends might like different types of music or have different religious backgrounds. So it is expected that good friends will not always see eye-to-eye or agree, and that is okay. The friendship can still be healthy! What is most important is how we handle disagreements or conflicts. There are healthy ways to work through conflicts. This is something we are going to be talking about in this program.

ASK: Do good friends always keep secrets? When should a good friend not keep a secret?

SAY: Being a good friend does not mean that you will always keep everything you see/hear quiet. In order to keep a friend safe,

it is important to tell an adult if someone is being hurt or hurting someone else. This is something else that we are going to talk a lot more about during this program.

ASK: How might a friendship change if it was missing (name one of the ingredients mentioned by students, e.g., trust)?

SAY: Likely, the friendship would change in a big way. If we skipped a major ingredient of a recipe when cooking, it may change the look and taste of the meal.

ASK: Is (name one of the ingredients mentioned by students, e.g., being honest with each other) important in other types of relationships, like dating relationships?

SAY: Even though we have a lot of different types of relationships—with friends, dating partners, teammates, others at school—there are some qualities that a lot of us look for in all types of relationships, such as (name commonly mentioned ingredient, e.g., respect, trust). These qualities are ingredients to all types of healthy relationships.

ASK: Sometimes, though, we look for different things in a dating partner than we would in a friend. What would you add to this list that may be different?

(Point to the list of Healthy Friendship Ingredients on easel paper.)

Part 6: Healthy Dating Relationships



Activity

1. Instruct students to turn to page 3 in the youth handbook: My Healthy Dating Relationship.
2. Explain the activity, Healthy Dating Recipe.



SAY: The purpose of this activity is for each of you to think about things that are most important to you in a dating relationship. You do not have to be currently dating someone or have ever dated someone to think about how you want to be treated in a dating relationship. In fact, it is useful and important to think about these things before you start dating!

On your “My Healthy Dating Relationship” worksheet, you will fill in each of the blanks with what is important to you. Everyone’s worksheet will look different. Although there are a lot of ingredients or qualities that go into a healthy relationship (friendship or dating relationship), some may be more important for you than for others.

There is a word bank after questions 1, 2, and 4 in your handbook that you can use if you have trouble thinking of ideas, but I encourage you to use your own terms and phrases to complete the worksheet.



TIP! Consider the reading level of students in the class. You may choose to complete the activity together by reading the statements and/or word bank out loud.

3. After approximately 5 minutes, facilitate a discussion about the activity.

ASK: Who is willing to share their responses to the first question, the three words that describe the best dating partner for you?

Ask students to share their responses for the fourth question as well, “My dating partner will respect that _____ and _____ are important to me.”

4. Summarize the activity.

SAY: As we have talked about, no relationship—including friendships and dating relationships—is perfect. There will be times when you have disagreements with both friends and dating partners. But, it’s important to think about what is most important to you in these relationships. If you are not getting the things that are most important to you, you have some choices to make about the relationship. This is something we will be talking about throughout the program.

Part 7: Session Recap



1. Ask the students to share what they learned today that they feel was most important or relevant to them.
2. Provide a brief description of what will happen in the next session.

SAY: Over the next few sessions, we are going to talk a lot about feelings. Naming feelings and finding healthy and safe ways to show them can improve our relationships with other people. We will be doing a lot of activities and getting up on our feet.

Reminder! If you are short on time, only go over the session recap and skip the preview for the next session.



Session 2: Understanding Feelings

Purpose Of Session

1. Promote students' emotional literacy, including the ability to identify, understand, and respond to emotions/feelings in a healthy and safe way.
 - Build students' feelings vocabulary. The development of a large feelings vocabulary makes it possible for students to better understand and communicate their emotional experiences.
 - Explain and reinforce the concept that there are no "wrong" feelings – it is normal and expected to experience a wide range of feelings.
 - Discuss the physical (physiological and body language) clues associated with angry and calm feelings.
 - Practice using body language clues to identify others' feelings.
 - Discuss situations that lead to feeling multiple ways at once.
 - Discuss potential consequences of letting feelings take control.
 - Discuss the four steps to staying in control of feelings.

Key Messages

1. Identifying and understanding feelings is important in making and keeping healthy and safe relationships.
2. All feelings are important! It is normal and expected to experience a wide range of feelings.
3. It is normal and expected to sometimes experience multiple feelings at the same time, such as feeling both excited and nervous.
4. Sometimes uncomfortable feelings (e.g., fear) help us recognize when we are in danger or need help. These feelings may make us feel bad at the time, but in the end they can help keep us safe if we respond in a healthy way.
5. Our bodies give us physical (physiological and body language) clues to let us know how we are feeling.

6. When feelings are in control and we are not thinking clearly, it is harder to act in a healthy and safe way.
7. Four steps can help us stay in control of feelings and think more clearly:
 - (1) When your body sends you a strong emotion, PAUSE!
 - (2) Name your feeling.
 - (3) Pick the best way to calm down (and do it!)
 - (4) Check-in with yourself. How are you feeling?

Materials Needed

- 3 pieces of easel paper with the following written at the top of each:
 - » "When I am around a good friend, I want to feel _____."
 - » "Feelings"
 - » "Physical Clues" with 2 columns titled, "Angry Feelings" and "Calm Feelings"

Session Overview

Today's session will cover the following topic areas:

Part 1: Question of the Day (5 minutes).....	18
Part 2: Review & Session Introduction (5 minutes).....	18
Part 3: Our Many Feelings (17 minutes).....	18
Part 4: Identifying Feelings in Ourselves (10 minutes).....	22
Part 5: When Feelings Are in Control (10 minutes).....	23
Part 6: Staying in Control of Feelings: Introducing the Four Steps (5 minutes)	24
Part 7: Session Recap (3 minutes).....	26

Part 1: Question Of The Day



1. Post easel paper prepared with the following Question of the Day.

WRITE: When I am around a good friend, I want to feel _____ .

Example: happy, safe. Choose your own word.

2. As students enter the classroom, prompt them to write their responses on a piece of scrap paper.

Part 2: Review & Session Introduction



1. Welcome students and distribute youth handbooks.
2. Re-post group agreements (if not already up), and review as needed.
3. Facilitate a review of Session 1.

ASK: Last session, we talked about go-to trusted adults. What is the purpose of go-to trusted adults?

ASK: We also talked about some of the ways that good friends treat each other. What were some of the things we talked about as important ingredients for a healthy friendship?

What about the ingredients for a healthy dating relationship?

5. Provide an overview of Session 2.

SAY: Over the next few sessions, we are going to talk about emotions, or feelings. We are going to talk about feelings that are easy to deal with—such as feeling calm or relaxed. We are also going to talk about feelings that may not be as easy to deal with—such as those that make us feel badly at the time, such as anger, fear, or jealousy.

We are going to talk about clues that help us identify how we are feeling and play some games where we guess how others might be feeling. We are also going to talk about ways to stay in control of feelings so that we can make healthy and safe choices.

Naming feelings and finding healthy and safe ways to show them can improve our relationships with other people.

Part 3: Our Many Feelings



1. Post easel paper prepared with “Feelings” at the top.
2. Facilitate a discussion brainstorming feelings words. Start the brainstorm by asking for responses to the question of the day.

ASK: Who is willing to share their responses to the question of the day? When I am around a good friend, I want to feel _____

Write responses on easel paper.

Continue the brainstorm by asking for additional feelings words.

ASK: Let’s add to this list. What other feelings can you think of?



TIP! Use small prizes to reinforce student participation or on-task behavior.

3. Move into a discussion of groups of words that have similar meanings.

ASK: Some words on this list are similar. For example, the word sad is similar to down, miserable, and unhappy. Which words on this list are similar to angry?

Allow several students to respond, circling the words on the board, such as angry, frustrated, enraged, outraged, annoyed, irritated, furious, or bothered.

ASK: These words are similar, but also different. How is annoyed different from outraged? (Choose words that were listed during the brainstorming activity.)

If time allows, ask the same question for another basic emotion, such as happy, sad, fearful, surprised, or disgusted. Circle each set of words with a different colored marker.

4. Explain or summarize.

SAY: Feelings have different intensities—this means some feelings are more or less strong. We can think about it on a 1 to 5 scale, with 1 being less strong and 5 being very strong. For example, if you are feeling sad, maybe at a 1 or 2, you might be feeling down. But if you are very sad and at a 4 or 5, depressed or miserable may be better words to describe how you feel.

ASK: How would you rate the angry words that I circled on the easel paper? You can give them a rating of 1, 2, 3, 4, or 5.

There is no right or wrong answer to this question; it is okay if some students think a word represents a 1 and others think it represents a 2 or 3.

SAY: There are no right or wrong answers. But in general, we can see that some words are rated as more intense than others. Annoyed might be a 1 or 2, whereas enraged may be a 5. Thinking about the different strengths of feelings can help us better pick out the word that best describes how we are feeling.

5. Wrap-up the discussion of brainstorming feelings words.



SAY: As you can see, there are a lot of words we can use to describe the way we feel. Some feelings might be more or less strong than others (e.g., overjoyed is stronger than pleased). It is good to have a big “feelings vocabulary”—if you can figure out how you feel, you can better understand yourself and better make yourself understood by others.

6. Introduce the message that all feelings are important.

SAY: It is normal to experience all of these feelings—in fact, everyone experiences all of these feelings at different times. All feelings are important. Sometimes feelings help us recognize when we are in danger or need help. These feelings may make us feel uncomfortable or bad, but in the end can help keep us safe if we respond in a healthy way. What would life be like if we never felt scared? Imagine you are standing in the middle of the street and a giant truck is coming toward you. If you were not scared or fearful, you may just keep standing there. Fear can tell us there is danger and motivate us to protect ourselves.

Further highlight that feelings that may make us uncomfortable or feel bad can be positive and useful.

REMINDER! There are no wrong feelings. Remind students of this key point throughout the program.

ASK: Can anyone think of something positive or useful that can come from angry feelings?

Provide some examples, if necessary.

- If someone is angry about an unfair law or rule, it might motivate them to try to change the law or rule. (Draw links to the Civil Rights movement or other historical or local events.)
- If someone is angry or sad about themselves or someone else being hurt, it might motivate them to get help for themselves or another person.
- Provide additional examples, if necessary, to highlight the idea that it is okay and expected that all of us will experience a wide range of feelings.

The goal of the program is not to teach students to stop experiencing anger, frustration, or any other feeling, but to teach students ways to respond (and reinforce healthy ways of responding) so that students can make healthy and safe choices.

Activity

7. Introduce the next activity, How Would You Feel?

SAY: We are now going to do another activity. This activity is called “How Would You Feel?” Before I explain the rules, let’s get a few things set up.

8. Instruct students to turn to page 5 in the youth handbook: How Would You Feel?



SAY: As you can see, there are a lot of words we can use to describe the way we feel. Some feelings might be more or less strong than others (e.g., overjoyed is stronger than pleased). It is

good to have a big “feelings vocabulary”—if you can figure out how you feel, you can better understand yourself and better make yourself understood by others.

9. Explain the activity.

ASK: On page 5 in your handbook are various feelings listed in the first column. I will read a few short scenarios. After you listen to a scenario, put a check-mark in the box next to the feelings that best represent how you would feel if you were in that situation. It is hard to know exactly how you would feel, but take your best guess. You can check off only a single box, or if you think you would feel two or three different ways about the scenario, then put checkmarks across multiple feelings.

Also, there are a few empty boxes. You can add a new feeling if one that best fits how you would feel is not listed. For example, if the situation is: “It is your birthday and you were supposed to have a party in the park, but it is raining.” I would put checkmarks on “excited,” because I would be excited that it is my birthday and I am going to spend time with family and friends. But, I think I would also feel disappointed and write that in an empty box, since it is raining out and I was looking forward to spending time outside.

- 10.** Choose from the following situations (it is estimated you will have time for 4–5 situations), or create new ones that are relevant to the students in the class.
- Your brother is really happy about getting a new job, but it means he will not be around to hang out in the afternoon.
 - It is your first day at basketball practice.

- You have spent the last two weekends with your boyfriend/girlfriend and you have had a great time. But you missed your friend’s birthday party.
- You and your friend both like the same person in your class. You heard from another friend that this person likes you and not your friend.
- You heard that someone in your neighborhood was hurt badly in a fight.
- It is the last day of the school year.
- You overheard your friend calling someone else mean names.
- You were asked out by someone you like. But, later that day you notice that he/she posted some mean comments on social media about your friend.
- You were given a new phone for your birthday. But, your parent says that in order to keep the phone, you have to agree to allow your parent to read all of your text messages.
- You got a B on your math exam.



TIP! Choose situations that range in the level of seriousness. To save time, consider completing this activity as a class discussion. However, students tend to like this activity, so do this only if short on time.

- 11.** After each situation, ask students to share where they placed their checkmarks and why they placed them on the particular feeling. It is likely not everyone had the same reaction to each situation. Be sure to normalize the experience of different feelings (e.g., There is no right or wrong way to feel in a situation).
- 12.** Wrap-up the activity.

SAY: Feelings are complicated! There are often multiple layers to the way we feel. We can feel multiple ways at once—and sometimes, those feelings seem to be opposite (like feeling happy and sad at the same time). This happens a lot in relationships. Just like experiencing all types of feelings is normal and expected, feeling lots of different ways at once is expected, too.

With this activity, we also saw that people may feel different ways in response to the same situation. We cannot know for sure how someone is feeling in a particular situation.

Provide examples (from the activity, if possible) to highlight the points made above (e.g., Some of you said that would be excited to read aloud in class, and others of you said you would be nervous).

Part 4: Identifying Feelings In Ourselves



1. Introduce the next section by asking students to think about a situation that has made them feel angry.
2. Offer an example of a situation that has made you angry. Be sure that the situation is not very personal, but do make it genuine. This will be an example that you continue to use in Session 3. It is suggested that you use one of the following examples, or a similar situation:
 - When someone bumped into you in the hallway.
 - When someone was text messaging while having a face-to-face conversation with you.
 - When someone was rude to your grandmother.
3. Ask several students to share situations that have made them feel angry. Encourage students to use one sentence to briefly describe the situation (e.g., someone cut me in line, my mom would not let me go out on Friday).

4. Post easel paper prepared with “Physical Clues” at the top

SAY: As we discussed before, it is important to know what we are feeling so we can better understand ourselves and make ourselves understood by others.

Sometimes, though, it can be tricky to figure out exactly how we are feeling. It can help to pay close attention to our bodies. Our bodies send us clues about how we are feeling. We can look for clues in two areas:

- (1) What is going on inside of our bodies. These are the things others may not be able to see—like our heart beating faster or having an upset stomach.
 - (2) Our body language. These are things others can see or hear, and includes things like body posture, hand gestures, tone of voice, and facial expressions.
-

5. Facilitate a discussion on physical clues for anger.

ASK: Think about the situation in which you felt angry. What were some of the clues your body sent you to let you know you were feeling angry?

Write responses on easel paper under the column titled “Angry Feelings.”

Offer prompts, as necessary. Possible responses include: Hard to swallow, rapid heartbeat, blood “pumping”, sweaty hands, red face, hands in fists, fast breathing, tense muscles, frown/grimace.

Share the physical clues you experienced during the situation you described earlier.

6. Ask students to think about a situation where they feel or have felt calm or relaxed.
7. Offer an example of a situation where you feel or have felt calm/relaxed. Again, be sure that the situation is not very personal, but genuine. It is suggested that you use one of the following examples or a similar situation:
 - Watching your favorite television show.
 - Going for a walk.
 - Reading a funny book.
 - Cooking your favorite meal.
8. Facilitate a discussion on physical clues for feeling calm/relaxed.

ASK: What were some of the clues your body sent you to let you know you were calm or relaxed?

Write responses on easel paper under the column titled “Calm Feelings.”

Offer prompts, as necessary. Possible responses include: I did not feel anything different, normal heartbeat, neutral face (i.e., not grimacing), relaxed muscles.

Share the physical clues you experienced during the situation described earlier.

-
9. Wrap-up the discussion of identifying our own feelings.

SAY: Our bodies feel differently when we feel angry versus when we are feeling calm or relaxed. Oftentimes, our hearts beat faster and we feel changes inside when experiencing other uncomfortable feelings too, such as anxiety, frustration, or jealousy.

When we start to notice ourselves experiencing the physical clues we listed here [point to the clues listed for anger], that is our body’s way of telling us that something is going on and we may be in danger of losing control. The goal is for us to recognize these clues early on before it is too hard to think clearly and make healthy and safe decisions. If you can catch yourself at a 1 it will be easier to prevent yourself from getting to a 5—or enraged. We are going to focus more on this next session.

Part 5: Identifying Feelings In Others



Activity

1. Instruct students to turn to page 6 in the youth handbook. Read the story about Devon and Rachel.



SAY: Devon and Rachel just started seeing each other. They agreed to meet outside after school. When Devon walked outside, he saw Rachel talking to Aki, someone that she dated for a few weeks about a year ago. Devon’s heart started beating faster and his muscles got tense. Before he knew it, Devon was yelling and swearing at both Rachel and Aki.



TIP! You could also ask a student volunteer to read the story aloud. Alternatively, ask student volunteers to read each of the steps as outlined in the youth handbook. Be sure to elaborate on what is in the handbook.

2. Ask the following questions. Responses may come up naturally (without needing to ask/prompt).

ASK: Did Devon let his anger (and jealousy) take over?

Reinforce comments students make that recognize that Devon may have jumped to conclusions (e.g., Devon does not really know what Rachel and Aki were talking about).

Let students know that they are talking about the exact things you will discuss in this and future sessions.

3. Explain or summarize.
4. Ask the following questions.

ASK: What are some bad or negative things that could happen because of Devon's angry behavior?

Offer examples, if necessary. For example:

- Ruining his relationship with Rachel
 - Getting in trouble at home, at school, or with the law
 - Hurting himself or Rachel/Aki physically or emotionally (or hurting any other people who witness)
-

ASK: This does not mean that Devon should not have felt angry. But, he let the anger take control. What other things might happen if people let their frustration, sadness, or anger take control? Think about someone that you know, or a character you have seen on television or read about in a book.

Possible responses include:

- Hurt themselves or others physically or emotionally
 - Keep to themselves and not interact with others
 - Use substances
 - Do something that could be dangerous (e.g., drive too fast)
-



TIP! Students might mention crying. It is okay to cry; it is a natural way of releasing emotions. However, it can be unhealthy to feel down, cry, and stop interacting with others. Seeking support can be a sign of strength.

5. Explain and summarize.

SAY: Sometimes people do things that seem easier or seem like they will help quicker than healthy ways to deal with feelings—such as hurting someone else (physically or with words) or drinking alcohol. Sometimes these things may help people forget that they are feeling angry, sad, or frustrated. But, these sorts of things may also hurt you or others and in the long-term, and often make the original problem worse.

Part 6: Experiencing Multiple Feelings



Activity

1. Introduce the rationale for the four steps to staying in control of feelings.

ASK: As I have said, when we are not thinking clearly and feelings are in control, it makes it much harder to act in a reasonable or healthy and safe way. We might do things that we may later regret. It is easier to think clearly, communicate with others in a healthy way, and make healthy and safe decisions when we are calm. Today, we are going to talk about steps we can use to help us stay in control of feelings. You already know a few of these steps!

2. Instruct students to turn to page 7 in the youth handbook:  Staying in Control of Your Feelings: 4 Steps.
3. Instruct students to follow along as you discuss each of the four steps.
4. Introduce the first step.

SAY: The first step is – Notice what your body is telling you. Then, **PAUSE!** As we have talked about, when we experience a strong feeling, our body sends us clues—our muscles might tense up, our blood might start pumping, and our faces might get red. When you start to feel these physical signs is a good time to say to yourself, **PAUSE!** Just like when you pause a movie, you need to pause the action and words in your own life. You can say this out loud, or in your head.

The earlier you notice the physical signs, the sooner you can begin to calm down your body and mind and stay in control.

5. Introduce the second step.

SAY: The second step is – Name your feeling. Use your body clues to name your feeling. You can say the feeling out loud, or in your head.

6. Introduce the third step.

SAY: The third step is – Pick the best way to calm down (and do it!). We are going to spend some time next time talking about four different healthy ways to calm down—the four categories are listed in your handbook. Two of these we can do anywhere, including if we cannot leave a situation: take deep breaths and use positive self-talk. There are two additional things that we can do if we are able to leave a situation: do something physically active or relaxing and talk to someone you trust.

What you chose to do to calm down may vary depending on the feeling and situation. We are going to spend most of next session talking about these four ways to calm down.

6. Introduce the fourth step.

SAY: The fourth step is – Check-in. At this point you need to check-in with yourself. Do you feel calmer and are you thinking more clearly? If not, you may need to try something else to calm down. It may be time to talk to someone you trust. We will talk more about this step at the end of this session.



Part 7: Session Recap



1. Ask the students to share what they learned today that they feel was most important or relevant to them.
2. Provide a brief description of what will happen in the next session.

SAY: It is easier to think clearly, communicate with others in a healthy way, and make healthy and safe decisions when we are calm. We are also going to talk about something else that can help us make good decisions: not assuming that we know exactly what others are doing.



Session 3: Staying in Control of Feelings & Making Healthy Decisions

Purpose Of Session

- Continue to build students' emotional literacy, or the ability to identify, understand, and respond to emotions in oneself and others in a healthy and safe way.
 - » Discuss and practice four ways to calm down.
- Discuss how drinking alcohol during the teen years can lead to learning problems or alcohol dependence.
 - » Demonstrate that the norm for student behavior is often far different from student perception.
 - » Provide students with the fact that most middle school students are not drinking alcohol, using other drugs, or having sex.

Key Messages

1. Two things can help youth to make healthy, safe decisions: calming down before acting, and not assuming to know exactly what others are doing (not believing myths or perceptions).
2. Four calming skills youth can use include: deep breathing, positive self-talk, doing something physically active or relaxing, and talking to someone they trust.
3. If they are concerned about their safety or health, or have trouble calming down or thinking more clearly, they should talk to someone they trust.
4. Drinking alcohol during the teen years can lead to learning problems or alcohol dependence (alcoholism).
5. Regardless of what they assume, most middle schoolers are not drinking alcohol, using drugs, or having sex.

Materials Needed

- 5 pieces of easel paper with the following written at the top:
 - » “True or False? Alcohol is more harmful to a teenager than it is to an adult.”
 - » “We Enjoy...”
 - » 3 pieces of easel paper with “A,” “B,” & “C” written in large print for the “My Views” activity
- “Physical Clues” easel paper from Session 2
- Copies of “My Views” worksheet (Supplement 3.1) for each student

Session Overview

Today's session will cover the following topic areas:

Part 1: Question of the Day (5 minutes).....	28
Part 2: Review & Session Introduction (3 minutes).....	28
Part 3: Focus on Calming Down (25 minutes).....	28
Part 4: Social Norms (20 minutes).....	33
Part 5: Session Recap (2 minutes).....	37



Part 1: Question Of The Day



1. Post easel paper prepared with the following Question of the Day.

WRITE: True or False? Alcohol is more harmful to a teenager than it is to an adult.

2. As students enter the classroom, prompt them to write their responses on a piece of scrap paper.

Part 2: Review & Session Introduction



1. Welcome students and distribute youth handbooks.
2. Re-post group agreements (if not already up), and review as needed.
3. Re-post the “Physical Clues” easel paper from Session 2.
4. Facilitate a review of Session 2.

ASK: Is it okay to feel frustrated, scared, or angry?

SAY: Yes. It is not only okay, but expected that all of us will experience a wide range of feelings. Sometimes uncomfortable feelings such as anger, fear, and frustration—and similar feelings—help us recognize when we are in danger or need help. What is most important is how we respond to these feelings.

ASK: Does anyone remember the four steps to staying in control of feelings?

5. Explain and provide a preview for Session 3.

SAY: The four steps to staying in control of feelings are: (1) What is your body telling you? Then, **PAUSE!**; (2) Name your feeling; (3) Pick the best way to calm down (and do it!); and (4) Check-in.

Today we are going to focus on step 3—ways to calm down. When we are calm, we make healthier decisions. We are also going to talk about something else that can help us make healthy decisions: not assuming that we know exactly what others are doing.

Part 3: Focus on Calming Down



Activity

1. Instruct students to turn to page 7 in the youth handbook: Staying in Control of Your Feelings: 4 Steps.
2. Introduce the first way to calm down: take deep breaths.



SAY: Last session, we started a discussion on staying in control of feelings. As I just said, today we are going to spend some time focusing on Step 3: Pick the Best Way to Calm Down (and do it!).

We are going to go step-by-step through each of the four ways to calm down. The first way to calm down is to take deep breaths. Sometimes, you will not be able to take a break and walk away. For example, if you are sitting at your desk about to take an exam and

starting to feel nervous, your heart might start pounding and your hands might be shaking and sweating. But, it is not the best idea to walk out of the classroom. What can you do? You could take deep breaths.

When we take deep breaths, our brains tell our heart to slow down and our lungs work better as a result, which means we will get more oxygen. Additional oxygen can help release the physical tension in our bodies. Deep breaths can help calm our bodies and calm our racing minds. But, it is important to breathe a certain way. Let's practice.

3. Walk students through practicing deep breathing.

SAY: First, I would like everyone to get into a comfortable sitting position. Please sit like I am. (Demonstrate by sitting upright with your feet flat on the floor.) Now, put one of your hands just above your belly button and the other on your chest. When we breathe in, the hand on our belly should move up—like a balloon expanding. When we breathe out, it should move down—like a balloon contracting, or getting smaller. The hand on our chest should stay still. This means we are breathing correctly. Let's try taking 5 slow breaths this way.

Lead students through taking 5 deep breaths.

4. Practice a second time, with slightly different instructions.

SAY: Now, let's practice a second time. This time, we are going to focus on our breathing out or blowing up a balloon. We are more relaxed when our breath out is longer than our breath in, so let's focus on breathing out very slowly.

Lead students through taking 5 more deep breaths.

Discuss one final note about deep breathing.

SAY: We practiced with our hands on our belly and chest so that we could get the hang of it. But, in real life you may or may not want to put your hands on your belly and chest. Just make sure to imagine your belly rising and falling as you breathe (or a balloon inflating and deflating). It gets much easier with practice.



TIP! Address this point earlier if students comment about putting their hands on their bellies/chests in public.

5. Introduce the second way to calm down: use positive self-talk.

SAY: The second way to calm down is to use positive self-talk. When we are experiencing an uncomfortable or strong feeling, we may have negative thoughts going through our minds. Sometimes, what you say or think to yourself about a situation can make you angrier or make the situation worse. We call these things negative self-talk.



ASK: Last session we talked about a situation with Rachel and Devon. Turn to page 6 in your handbook. In this situation, what do you think Devon was thinking?

Offer prompts, if necessary (e.g., Do you think he was thinking—“I do not mind that Rachel and Aki are talking”?).

SAY: Devon may have had one or more negative thoughts. He may have been thinking, “Rachel must be into Aki again, I cannot believe it!” “I cannot believe Aki is trying to steal Rachel back,” “Rachel must not like me.” (Use examples generated by students.)

6. Explain positive-self talk.

SAY: Just like there are things we say or think to ourselves about a situation that can make us angrier, there are things we can say or think that can help us calm down. We call these things positive self-talk.

ASK: What is something Devon could have told himself when he saw Rachel and Aki talking?

Possible responses:

- They are just talking—it is not a big deal
- Maybe they are talking about class or a project
- I will talk to Rachel later to find out more
- Keep cool—it is not worth it to say or do something I will regret.

Point out how athletes use positive self-talk (e.g., Stay focused; Watch the ball).

ASK: It sounds like Devon jumped to conclusions and he really did not know why Rachel and Aki were talking. If Devon told himself one of these more positive things, do you think Devon would have yelled and swore at Rachel and Aki?

SAY: Maybe. But it is less likely. If he stopped to think about the situation and not jump to conclusions, it is less likely that he would have yelled and swore at them. Even if Devon’s first thought was right and Rachel and Aki were flirting, using violence—whether with fists or words—is never okay. It is not okay even if we are really hurt or mad at someone. We can use positive self-talk even if something negative is going on. For example, Devon could have said to himself, “even if Rachel likes Aki again, I can talk to them about this once I am calm.”

Activity

7. Introduce the activity and instruct students to turn to page 8 in the youth handbook: Negative Self-Talk, Positive Self-Talk.



SAY: Now we are going to do an activity practicing positive self-talk. Together, we are going to read about different characters and turn negative self-talk into positive self-talk.

8. Walk students through the first situation.

SAY: The first situation is: Four goals were scored by the other team when Winnie was the soccer goalie. She thought, “I am horrible at this game; I should quit.” How do you think Winnie was feeling?

Possible responses include disappointed, sad, and frustrated.

ASK: What could Winnie tell herself that is more positive?

Possible responses include:

- I am not horrible at everything
 - I made the team, I am clearly not that bad
 - Every goalie misses balls!
-

ASK: Do you think Winnie would feel different if she thought one of these things? How do you think she would feel?

9. Walk students through the second situation.

SAY: The second situation is: Ming got a text from his friend Layla. It said, “I can’t make the movies again, sorry.” It is the second time this week that Layla has cancelled. Ming thought, “Obviously Layla does not like me at all. No one likes me.” How do you think Ming was feeling?

Possible responses include sad, frustrated, lonely, unliked, and rejected.

ASK: What could Ming tell himself that is more positive?

Possible responses include:

- Who knows what is going on—maybe something happened to Layla or someone she knows
 - Maybe something else came up and it has nothing to do with whether she likes me
 - We can see each other another time
 - I should just call Layla instead of assuming she does not like me
-

ASK: Do you think Ming would feel different if he thought one of these things? How do you think he would feel?

SAY: It is possible that Layla does not like Ming and his initial thought was right. Positive self-talk does not mean that we ignore what is going on around us or pretend that everything is perfect and positive—it just helps us get to a place where we can think more clearly and make good decisions about what to do next.

10. Wrap-up the activity.

SAY: Thinking differently and thinking more positively can help us feel calmer. Doing this in real life is harder than what we just did where we read a situation about someone else. Sometimes negative thoughts and self-talk seem so automatic. But, positive self-talk will become easier with practice. The pay-off is worth the practice!

11. Introduce the last two ways to calm down.

SAY: Now we are going to talk about two more things we can do to calm down. Sometimes it is important to walk away from a situation—times when the feeling is really strong and we are in danger of losing control. In Devon’s case, it probably would have been a good idea for him to use positive self-talk and walk away. If he had walked away and still felt his blood pumping like his anger may take control, there are a few more things he could try.

He could continue positive self-talk, or he could try deep breathing. He could also do something physically active or relaxing or talk to someone he trusts. First we are going to talk about doing something physically active or relaxing.

12. Post easel paper prepared with “We Enjoy...” at the top.

Activity

13. Instruct students to turn to page 9 in their youth handbook: We Enjoy...



ASK: I bet a lot of the things that you all like to do are either physically active (like running) or relaxing (like reading) and would be perfect things to do help you calm down and think more clearly if you notice that you are experiencing a strong feeling. For example, I like to run and read. Running is a good example of something physically active, and for me, reading is relaxing.

Can anyone think of any other examples of physically active or relaxing activities that may help you calm down and clear your head?

On page 9 in your handbook, you have blank spaces where you can copy them down on the We Enjoy... worksheet.

Brainstorm for approximately 3 minutes. Write the active or relaxing activity on the easel paper, as appropriate.

Note: If a student mentions an action-oriented video game (such as one that involves aggression, weapons) as relaxing, caution students away from this as a way to calm down and stay in control. Often, playing a game like this keeps our adrenaline up and does not make us feel better.

14. Instruct students to select the activities they are most willing to try.

SAY: Now that you all have a list in your handbooks, put a star next to the three things you think may be the most helpful to you. If you think of another one that you do not have written in your handbook, you can add it. Maybe this is something you have done before, or maybe it is something new. Put the stars by the things you are most willing to try once you are away from a situation.

15. Introduce the final way to calm down.

SAY: Something else that may be helpful—if you are out of the situation—is to talk to someone you trust. This could be one of your trusted adults or a trusted friend.

ASK: Why do you think talking to someone you trust may help you calm down?

SAY: Sometimes a trusted adult or friend can help put things in perspective. If we are stuck on negative thoughts, someone else may be able to offer us some other ways to look at the situation or help us focus on positive-self talk. If a friend comes to you, keep in mind that you can be most helpful if you stay calm yourself and offer some positive self-talk (e.g., “It sounds like you are really angry right now. It is possible you may not have the full story...”). This does not mean that you or your friend should ignore the situation—it just means that you can help them calm down so they can think clearly about what to do next.

Part 4: Social Norms



1. Introduce the next section.

ASK: We have been talking about how it is easier to make good, healthy decisions when we are calm, versus when we are experiencing a strong feeling and cannot think clearly. We are going to continue talking about decisions—decisions and choices that you make every day. Two decisions you will face at some point involve having sex and using substances, like alcohol, marijuana, or other drugs.

2. Address the question of the day.

SAY: Before we talk further, let’s talk about the question of the day. The question of the day was: True or False? Alcohol is more harmful to a teenager than it is to an adult. Raise your hand if you answered true.

SAY: It is true. Alcohol is more harmful to teenagers than it is to adults. This is because teenagers’ brains and bodies are still developing. Drinking alcohol—or doing any other drugs—during this critical time of growth can lead to lifelong damage in the way your brain works. It can change your memory, your motor skills (the way you move), coordination, and can lead to learning problems. Also, people who begin drinking by the age of 15 are five times more likely to abuse or develop alcohol dependence than those who began drinking after age 21.



Find these and more statistics to share with students in CDC's Underage Drinking Fact Sheet available at: <http://www.cdc.gov/alcohol/fact-sheets/underage-drinking.htm>

3. Facilitate a short discussion on alcohol use.

ASK: If using alcohol is so harmful, why do some teenagers drink?

Possible responses include:

- They do not know about the harmful effects of drinking
 - They think that one or two drinks is not a big deal
 - Because they are curious
 - To feel good and reduce stress
 - To feel older
 - To fit in
 - To escape problems
-

SAY: There are a number of reasons why teens say they drink alcohol. For example, maybe they are curious, like the way that it feels in the short-term, it makes them feel older, or it helps them feel like they fit in.

We are going to spend some time today talking about alcohol and other drugs. We are also going to talk about attitudes regarding dating and sex.

Activity

4. Provide every student with a pencil and a copy of Supplement 3.1: My Views.
 5. Post “A”, “B”, and “C” signs in three separate areas of the room.
 6. Introduce the activity, My Views.
-

SAY: We are now going to do an activity called “My Views.” Everyone is going to fill out this survey about your thoughts on things like alcohol and drug use, dating, and sex. Do not put your name on it or draw pictures on it. Think carefully about each statement and then mark your response with a pencil. Mark what you think—not what you think others will mark or what you should say. No one is going to know your answer, so it is important that you are honest.

7. Allow students several minutes to complete the survey.
 8. Instruct students to fold their paper so that all of the surveys look the same.
 9. Collect the surveys.
 10. Further explain the activity.
-

SAY: I am going to shuffle the surveys and pass them back out. Each of you will get a survey that someone else in the class filled out. If you think you received your own, that is OK. Do not tell anyone!

11. Pass out the shuffled surveys.
12. Further explain the activity.

SAY: Now, I am going to read each statement. After I read the statement, look at the response on your new survey, and move to the area of the room that matches. So if the person circled “A,” then move to the “A” part of the room.

Remember, when you see someone standing under the “A”, “B”, or “C” sign it does not necessarily mean that they agree or disagree with the response. It means that they are standing under the sign because someone else circled that response. You are each representing someone else’s answer.

13. Read the first statement.

SAY: **Dating someone makes you more popular.**

Allow students to move to the “A” or “B” area of the room.

14. Read the second statement.

SAY: **Smoking makes you more popular or cooler.**

Allow students to move to the “A” or “B” area of the room.

15. Read the third statement.

ASK: Now we are going to move into the statements that have three response options: A, B, or C. I am going to read the statement, and then you will move to the A, B, or C area of the room. By the end of 9th grade, what percentage of students do you think have had sex?

Allow students to move to the “A”, “B”, or “C” area of the room.

SAY: By the end of 9th grade, 20% of students (or about 1 in 5) have had sex. That means that most students have not had sex!¹

Provide the local statistic, if available.

Note: If a student responds to a statement in a challenging manner (e.g., “These numbers are not right for this school!”), acknowledge what he or she says and try to move on fairly quickly. Reiterate that the facts come from a very large study of teenagers from all across the United States, including cities just like the one where students live. The fact is that most teenagers are not drinking, smoking, and having sex. Statistics in this section come from CDC’s 2017 Youth Risk Behavior Surveillance System (YRBSS). The latest data and results can be found at: <https://www.cdc.gov/healthyouth/data/yrbs/index.htm>.

16. Read the fourth statement.

ASK: What percentage of 8th graders have used alcohol in the last month?

Allow students to move to the “A”, “B”, or “C” area of the room.

SAY: About 8% or only one in every twelve 8th graders have used alcohol in the last month. That means that most students have not had alcohol in the last month. This number comes from a survey of about 50,000 teens from all over the country.²

Provide the local statistic, if available.

17. Read the fifth statement.

ASK: What percentage of 8th graders have smoked marijuana in the last month?

Allow students to move to the “A”, “B”, or “C” area of the room.

SAY: About 6% or only one in every seventeen 8th graders have smoked marijuana in the last month. That means that most students have not smoked marijuana in the last month. This number comes from the same survey of about 50,000 teens from all over the country.²

Provide local statistic, if available.

18. (Optional) Add your own statement. You can use state or county-level data from the YRBSS (www.cdc.gov/healthyyouth/data/yrbs) or national statistics from Monitoring the Future (monitoringthefuture.org). Talk to your Coach before selecting a new statement and statistics.

19. Continue the discussion on substance use.

ASK: Let’s say that you do not want to drink alcohol, use drugs, or have sex. But, you think that most students your age or a little older are doing these things. How might that affect your decision to drink, use drugs, or have sex?

SAY: Likely, you would feel more pressure to drink, use drugs, or have sex. You may also feel like you are not a typical teenager if you are not doing these things. When we were discussing the question of the day, many of you said that teenagers drink to fit in or because they feel pressure to drink. If you think most students are using alcohol or drugs or having sex, you might feel pressure to do these things, even if engaging in these behaviors goes against your beliefs or values.

ASK: Now let’s say—again—that you do not want to drink alcohol, use drugs, or have sex. But this time, you know that most students your age are not using alcohol or drugs, either. How would that affect your decision to use?

SAY: Likely, you would feel less pressure to drink or use. You may feel more confident sticking to your beliefs or values.

20. Wrap-up the activity.

SAY: The purpose of this activity was to show that what is actually going on around us might be different from what we perceive or think is going on. Most middle school and high school students are not using alcohol or other drugs or having sex. Most middle school students believe that it does not make you more popular to date or do any of those things.

Earlier today we talked about how it is easier to make healthy, safe choices when we are calm. It is also easier to make healthy choices about drugs and sex when we know what is really going on around us. Even if someone tells you that everyone is drinking, smoking or having sex, you now have the real information, the truth: Most middle and high school students are making healthy choices.

Part 5: Session Recap



1. Ask students to share what they learned today that they feel was most important or relevant to them.
2. Provide a brief description of what will happen in the next session.

SAY: In the next session we are going to discuss healthy communication. In almost all areas of our lives we want to have relationships in which we feel heard, understood, and respected by the other person. At the same time, we need to be able to listen, understand, and respect what the other person is saying. Letting others know how we feel is an important part of healthy communication.

Supplement 3.1: MY Views

Instructions: For questions 1 and 2, circle what you believe. Be honest. For questions 3-6, circle which you believe is the correct answer.

1. Dating someone makes you more popular.	A. Agree	B. Disagree	
2. Drinking alcohol makes you more popular and cooler.	A. Agree	B. Disagree	
3. What percentage of 9th graders have had sex?	A. 20%	B. 55%	C. 72%
4. What percentage of 8th graders have used alcohol in the last month?	A. 68%	B. 8%	C. 29%
5. What percentage of 8th graders have smoked marijuana in the last month?	A. 6%	B. 61%	C. 17%
6.			



Session 4: Healthy Communication

Purpose of Session

1. Increase awareness about nonverbal and verbal communication and teach basic skills for improving conversation.
2. Allow students time to practice the use of healthy nonverbal and verbal communication skills..

Key Messages

1. Healthy communication means:
 - We feel heard, understood, and respected by the other person.
 - We need to be able to listen, understand, and respect what the other person is saying.
2. Healthy communication skills consist of both nonverbal (messages we send with our bodies and facial expressions) and verbal skills (what we say and how we say it). Our verbal and nonverbal communication should match.
3. Healthy communication skills can help youth have more positive conversations with others and help them handle conflicts or problems with others appropriately.
4. Conflicts happen! We cannot avoid them. If we choose our words and actions carefully, we can resolve conflicts without hurting others.

Materials Needed

- “Healthy Friendship Ingredients” easel paper from Session 1
- Communication Situation cut-out cards—at least two copies (Supplement 4.1)



TIP! To use with multiple classes, it is recommended that the Communication Situation cut-out cards be reprinted onto index cards or laminated.

Session Overview

Today’s session will cover the following topic areas:

Part 1: Question of the Day (5 minutes)	40
Part 2: Review & Session Introduction (7 minutes).....	40
Part 3: Communication Challenge (6 minutes).....	41
Part 4: Skills for Healthy Communication (15 minutes).....	42
Part 5: Application of Communication Skills (20 minutes)	46
Part 6: Session Recap (2 minutes).....	47



Part 1: Question Of The Day



1. Post easel paper prepared with the following Question of the Day.

WRITE: Open your handbook to page 4. Look at question number 4. Here you wrote two things that you want the person you are dating to respect about you. Write down one or two ways that using alcohol or drugs may affect these things that are important to you.



2. As students enter the classroom, prompt them to write their responses on a piece of scrap paper.

Rephrase for students or provide examples, as necessary. For example, say or write: Some students may have written down “school.” Alcohol may affect schoolwork because your memory might not work as well—you might not remember the things you learn; you might not make good decisions (you may choose to drink alcohol instead of studying or getting involved with school events), or you might not want to study as hard.

Part 2: Review & Session Introduction



1. Welcome students and distribute youth handbooks.
2. Re-post group agreements (if not already up), and review as needed.
3. Re-post the easel paper “Healthy Friendship Ingredients” from Session 1.
4. Ask for student volunteers to share their responses to the question of the day.

Possible impacts of alcohol and other drugs include:

- Memory may be impacted (which effects multiple things—school, sports, relationships)
- Might get arrested

- Might not make good decisions
- Might not be able to breathe as well (impacts sports and other areas)
- Might get kicked-off sports teams or other clubs
- Might make poor decisions
- Might hurt those around you

5. Facilitate a review of Session 3.

SAY: Last session we talked about the steps we can use to help us stay in control of feelings. Who remembers the four steps?

Follow-up by asking students to name things they can do to calm down.

6. Provide students a preview of the current session.

SAY: Today we are going to focus on one of the healthy friendship ingredients that we listed in Session 1: **Healthy Communication** (point to/circle on the posted easel paper). **This is one ingredient or quality that is important to all types of relationships, including friendships and dating relationships. In almost all areas of our lives we want to have relationships in which we feel heard, understood, and respected by the other person. At the same time, we need to be able to listen, understand, and respect what the other person is saying. This is healthy communication. Healthy communication allows both people to feel good in the relationship!**



ASK: Last session we talked about the steps we can use to help us stay in control of feelings. Who remembers the four steps?

Follow-up by asking students to name things they can do to calm down.

Part 3: Communication Challenge



1. Introduce the two ways we can communicate.

SAY: There are two ways we can communicate: nonverbally and verbally. Nonverbal communication refers to the things we do not say directly. They are the messages we send with our body and facial expressions (e.g., eye contact, gestures, posture, body movements). We talked about some of these things in Session 2. Verbal communication refers to the things we say and how we say them (e.g., tone of voice).

Activity

2. Introduce the activity, Silent Line-Up.

SAY: Before talking more about healthy communication, we are going to first do an activity that will give us a chance to see why communication is important—while also having a little fun. This activity is called “Silent Line-Up.” Everyone needs to be silent during the entire activity—no one can say anything or make any noises. You can only communicate non-verbally, by using eye contact, hand signs, or other physical gestures. Everyone is going

to have to really work together to communicate and understand each other to complete this activity.



TIP! Consider inviting respected school staff to participate in this activity.

3. Direct students’ attention to the prepared easel paper (or blackboard/whiteboard): Line up by... (select a rule for the line-up, e.g., shoe size, birthday month.)
4. Instruct students that they will have approximately 4 minutes to line up by (rule for the line-up), from one side of the classroom to the other. It is fine if students have not finished the line-up. In fact, it is likely they will not finish.
5. After approximately 4 minutes, instruct students to return to their seats and facilitate a discussion about the activity.

ASK: What was the hardest part about this activity?

6. Wrap-up the activity.

SAY: We saw in this activity that it can be really hard to do something simple if we cannot talk to or communicate openly with each other. Although this was an exaggerated example, the point is that it is difficult to communicate with other people if you are limited in the skills you use.

Imagine you are building a car or building. If you only had one or two tools (just a hammer and level, for example), it would be very difficult to build a solid car or building. It is the same way

with communication. If you only have one or two tools—like using hand gestures or making facial expressions—it is very difficult to communicate effectively with others. Today we are going to talk about a wide range of tools, or skills, we can use to have healthy communication with others. We are going to fill your toolbox with a lot of healthy communication skills.

These skills can help us have more positive conversations with others and can also help us when we are faced with a problem or conflict. We cannot avoid problems and conflicts with others—sometimes friends have conflicts even though they are close. But, if we choose our words and actions carefully, we can work through problems without hurting other people.

Even if you are already a good communicator, you might learn about a new skill, improve your skills, or learn how to use them even when you are upset or unsure of what to say.



TIP! Break-up this section by asking questions (e.g., Do you think you could build a sturdy building with only a hammer? Would you need other tools?).

Part 4: Skills for Healthy Communication

1. Transition into a discussion focused on the skills for healthy communication.



SAY: We are now going to focus on some specific skills for healthy communication. These nonverbal and verbal skills for healthy communication can help us to have more positive conversations with others, avoid conflicts or problems, and can also help us when we are faced with a problem or conflict. We are going to go over a list of 6 skills for healthy communication.

Activity

2. Instruct students to turn to page 10 in the youth handbook: Skills for Healthy Communication. 
3. Walk students through this handout. The information below expands upon the handout. Begin with staying in control of feelings.

SAY: Let's begin our discussion with the nonverbal skills. One of the first things to keep in mind when communicating is that we need to stay in control of feelings. We discussed this in our last session. Why do you think this is listed as a healthy communication skill?

If not mentioned by students, emphasize the following:

- If we let feelings take control, we may not think clearly or communicate our thoughts and feelings in the most appropriate way.
- If needed, it is important to take some time to calm down before having the conversation. Students can use the calming skills from the previous session.



TIP! Ask for volunteers to read each of the skills. Just be sure to expand upon the handout with the points made in the script.

4. Continue the discussion of the nonverbal communication skills by discussing eye contact.

SAY: The second nonverbal skill is to make eye contact. Too little eye contact shows that you are not interested, and too much eye contact can make things uncomfortable. The right amount shows that you are listening and shows the other person that what they say is important. The right amount feels comfortable for both

people. Let's pretend that you are talking to someone but they will not look at you or they stare at you without blinking. How would each of these make you feel?

Provide examples from the role-plays, if possible.

If needed, note that eye contact may not be possible in every conversation. Sometimes it might be too dangerous to make eye contact—such as when people are in the car and talking or walking and talking. In these cases, eye contact may not be possible but other nonverbal cues (e.g., saying “uh huh” or “yes”) can still let the other person know that they are paying attention.

-
5. Continue the discussion of the nonverbal communication skills by discussing gestures and facial expressions.

SAY: The next nonverbal skill is to watch your gestures and facial expressions. Our bodies and faces communicate a lot! People send messages when they cross their arms, shake their head, point to something, tap their fingers, smile, or roll their eyes. These are just a few examples.

Provide examples from the role-plays, if possible.

ASK: Does anyone have any questions about the nonverbal skills?

-
6. Discuss the verbal skills that are important in healthy communication, starting with tone of voice.

SAY: The first verbal skill is to watch your tone of voice. This goes along with staying calm, which we talked about already. Your tone of voice can convey lots of information, from disinterest to excitement to anger.

If you raise your voice or use a sarcastic tone, others may be less likely to listen to you, and it may make them feel badly.

Ask for a student volunteer who is willing to demonstrate the impact of tone of voice.

Once a volunteer has been selected, demonstrate how different tones of voice can change the way a similar message is interpreted by another person.

- Demonstrate yelling. Yell, “Are you doing okay?”
- Demonstrate sarcasm. Sarcastically say, “Are you doing okay?”
- Demonstrate a neutral tone of voice. Calmly say, “Are you doing okay?”

ASK: How did those different tones of voice make you feel?

-
7. Continue the discussion of verbal communication skills by discussing active listening.

SAY: The second verbal skill is to listen actively. Active listening is a way of showing others that we are listening. It is a way of showing respect. The more we listen, the more the other person will listen to us.

We can actively listen by doing a few things. First, active listening means that we take steps to understand what the other person is

saying. We can do this by rephrasing what has been said. (Ask for or provide an example from the role-play.)

Second, active listening means that we take turns talking. We do this to make sure that both people in the conversation have a chance to express their views. If you remember from the role-play, it does not feel very good to have someone interrupt you or do all of the talking.

Third, active listening means that we ask questions about what is being said and how the other person feels. This shows that we are interested in what the other person is saying. It also helps us understand what is being said. In Session 2, we talked about how we can guess how someone else may be feeling by noticing how they look or what they do. But, these are just clues, and the best way to find out how someone is feeling and thinking is to ask them.

8. Provide an example that highlights the importance of asking questions.

SAY: Asking questions also helps us get the full story and can keep us from jumping to conclusions.

For example, let's say that you have been waiting at the park for your friend. He finally shows up, 30 minutes late. You are feeling angry and frustrated. If you let your feelings take control and you are not calm or thinking clearly, you might think or say, "He does not care about anyone but himself." (Ask students for other examples of what they might think.) But, if you first calm down and then asked questions, such as, "What happened that made you so late?" you might learn that there is a good reason for him being late, such as his sister was sick and he missed the bus.

Jumping to conclusions can lead directly to conflicts.

Provide additional examples, if necessary.

If time permits, ask students if they have ever experienced someone jumping to conclusions before hearing their sides of the story or point of view. Follow-up by asking how they felt in the situation.



TIP! Remind students that it is important to watch their tone of voice when asking questions!

9. Continue with a discussion of the verbal skills that are important in healthy communication, by discussing "I" statements.

SAY: Let's move on to the last skill for healthy verbal communication, which is to express your feelings. An important part of communicating is being able to express how the situation is affecting us without blaming the other person. Let's think about this. Has anyone ever said to you, "You should not be angry" or "You need to stop doing that"? I do not know about you, but when I feel like someone is being critical or blaming me for something, I feel hurt and angry and say something in my defense. Using "I" messages and starting our sentences with, "I feel..." is one way to explain how the situation is affecting us without placing blame or criticizing the other person. People are more likely to respond in a positive way when we use "I" messages because we are speaking for ourselves and how we feel, and not trying to blame or put down the other person.

We are going to do a short activity called "I Am Important" to help us understand what "I" statements are and how to make them. We will read over an example, and then work together as a class to change "you" statements into "I" statements.



Activity

10. Instruct students to turn to page 11 in the youth handbook, “I” Am Important.



SAY: The first statement is: Your brother’s music is loud and it is hard for you to study. You say, “Marco, you only think about yourself!”

There is an example “I” statement already filled in: I feel frustrated when you put your music so loud because it is hard to study

Check-in to see if students have any questions.

ASK: Let’s try one that is blank. The second statement is: Your friend Sam told another friend about a fight you had with your boyfriend. You say, “Sam, you are horrible. You have a giant mouth!” How could you change this into an “I” statement so that you are communicating your feelings and views?

Example response: I feel upset that you talked to another friend about my problems.

ASK: The third statement is: Your friend Tony chose the movie that you and he are going to see. You say, “Tony, you never let me say what I want to do. You always make the plans.” How could you change this into an “I” statement so that you are communicating your feelings and views?

Example response: I feel frustrated when you make decisions without talking to me first because I would like to have a say in what we do.

11. Summarize the activity and the skills for healthy communication.

ASK: Great job with making “I” statements. Remember that “I” statements are a way to express how we feel, and these type of statements make expressing how we feel easier because we are just talking about ourselves.

One final thing that we have to think about with healthy communication is that our verbal and nonverbal messages must match—this means that our facial expressions and body language should be consistent with what we are trying to say. Let’s pretend that Andre is feeling annoyed that his mom will not let him go to the park with friends. He sits with his arms crossed, teeth clenched, and a scowl on his face, and says, “I am not mad!” What do you think—do you believe what he is saying?

Andre said he is not mad, but the nonverbal messages paint a very different picture—based on the nonverbal clues (e.g., crossed arms, scowl on face, clenched teeth).

Part 5: Application of Communication Skills

1. Move to the final activity of the session, where students practice the verbal and nonverbal communication skills previously discussed.



Activity

2. Introduce the activity, Communication Practice (see Supplement 4.1).

SAY: Now that we have talked about healthy communication skills, let's practice them. Before I explain the rules, let's get a few things set up.

3. Explain the rules of the activity.

SAY: There are four scenarios where we will be practicing the healthy communication skills we just went over. For each scenario, two volunteers will be actors/actresses with “parts” to play. It is the job of the actors and actresses to try and use each of the healthy communication skills at least once. There are made-up names for each person in the role-play. But, keep in mind that girls do not have to play girls and boys do not have to play boys.

The rest of the class will be observers who will check off which healthy communication skills are used during the role-plays.

You will circle either Yes or No for each skill on page 12 in the handbook: Communication Situation Observer Checklist.

For each scenario, each observer should pick one actor/actress to use the checklist for. Pay attention to the actor/actress you picked and circle which communication skills you see them use.



The volunteers for each scenario will be given a minute to read

over the scenario for their role-play before beginning.

4. Pick two volunteers for each of the four scenarios and give them a communication situation card. Remind students that they only have two minutes to assign roles and think about how they might use skills during the role-play.
5. Allow actors and actresses two minutes to think about their communication situations.
6. After two minutes, ask each pair of volunteers, in turn, to act out their communication situations in front of the class. Each pair will have about three minutes.
7. After each role-play, ask the class to discuss which healthy communication skills they observed.
8. Wrap-up the activity.

SAY: This activity gave you a chance to practice healthy nonverbal and verbal communication skills—everyone did a fantastic job. Whether you are talking to your friends about their weekends, to your parents about your day at school, or you are having a disagreement with someone you're dating you can use these skills. You can use these skills in every situation that requires you to communicate with another person.

But, no one is perfect. Even in a healthy relationship, there are times when one person or both people may not be actively listening or may jump to conclusions. You have control over what you do, so it is important to keep checking in with yourself to make sure you are using these skills. Using these skills makes it more likely that the person you are talking to will understand what you are trying to tell them.

Part 6: Session Recap



1. Ask the students to share what they learned today that was most important or relevant to them.
2. Provide a preview for the next session.

SAY: The healthy communication skills we talked about today can help us stay calm, listen to others' thoughts and feelings, and get our own thoughts and feelings heard. We can solve some conflicts or disagreements by using healthy communication skills. Sometimes, it just takes pausing and finding out more about a situation in order to solve a conflict.

But, what about when we use these skills and they do not seem to solve the problem or create healthy communication?

For example, what happens when a friend tries to control you and tells you what to do? Maybe this person always responds to your efforts of healthy and positive communication with, "Whatever, I don't care" and continues the behavior.

For healthy communication skills to help solve conflicts, both people have to be willing to communicate and work together. Next session, we are going to talk about when one or both people in a relationship do not work together or they do things that are unhealthy or unsafe. We are going to talk about what you can do for yourself or a friend when healthy communication skills are not enough.



Supplement 4.1 Communication Situations

Instructions: Cut situations and assign to groups. Some groups may get the same situation.

Communication Situation 1

Denise: You heard that Kiva said bad things about you. So you send a text message to all of your friends saying a lot of bad things about Kiva. You later learn that one of your other friends made up the whole story. Kiva never said anything bad about you.

Kiva: You thought Denise was your friend. You do not understand why she sent the text message saying all of the bad things about you that were untrue.

Communication Situation 2

Alana: You really want to play baseball with a group of classmates, but one of the members of the group has said that you cannot play.

Hunter: You do not think that a girl should want to play baseball with you and your friends.

Communication Situation 3

Suri: You want to be alone but your boyfriend wants to spend time with you.

Jaden: You want to hang out with your girlfriend, but she does not want to hang out. You do not understand why she wants to be alone. You think this is an excuse and that she really plans to do something with somebody else.

Communication Situation 4

Milo: You want to protect your girlfriend and you are afraid that other boys might try things with her if she keeps dressing like she is today.

Arielle: You just got a new outfit, and you are excited for your boyfriend to see you. When you get to school, he grabs you by the arm and tells you to never wear the outfit again because you are “showing too much.”



Session 5: Unhealthy & Unsafe Relationships

Purpose of Session

1. Increase students' awareness of unhealthy relationship behaviors.
2. Educate students about teen dating violence, including providing definitions and facts about physical, sexual, and emotional violence, as well as stalking.
3. Discuss when unhealthy behaviors ("yellow light behaviors") cross the line and become unsafe ("red light behaviors").
4. Emphasize that unsafe ("red light") behaviors include behaviors that fall within the category of teen dating violence and they should seek help from a trusted adult.

Key Messages

1. Teen dating violence—which consists of physical, sexual, and emotional violence, as well as stalking—is a type of unhealthy relationship in which behaviors are hurtful or unsafe.
2. Teen dating violence is a serious problem and youth are at risk for experiencing it, regardless of their race, gender, or socioeconomic status.
3. If youth or someone they know is being violent or is the victim of dating violence, he/she needs to get help from a trusted adult.
4. The violence someone experiences is never the fault of the victim of dating violence or any type of violence.

Materials Needed

- "Ingredients of a Healthy Friendship" easel paper from Session 1
- "Red," "Yellow," and "Green" light print-outs (Supplement 5.1) OR you can draw out traffic lights onto easel paper
- 2 pieces of easel paper with one of the following written at the top of each
 - » "Who do you most respect? Why?"
 - » "Unhealthy Relationship Behaviors"

Session Overview

Today's session will cover the following topic areas:

Part 1: Question of the Day (5 minutes).....	52
Part 2: Review & Session Introduction (5 minutes).....	52
Part 3: Understanding a Range of Unhealthy Relationship Behaviors (7 minutes).....	52
Part 4: Focus on Teen Dating Violence (15 minutes)	54
Part 5: Understanding When to Get Help (20 minutes)	57
Part 6: Session Recap (3 minutes).....	59



Part 1: Question of the Day

1. Post easel paper prepared with the following Question of the Day. WRITE: Who do you most respect? Why?
2. As students enter the classroom, prompt them to write their responses on a piece of scrap paper.



Part 2: Review & Session Introduction

1. Welcome students and distribute youth handbooks.
2. Re-post group agreements (if not already up), and review as needed.
3. Re-post the easel paper, “Ingredients of a Healthy Friendship” from Session 1.
4. Share your response to the question of the day (and why you chose the person you did), and ask for student volunteers to share their responses.



TIP! Draw links between healthy ingredients (qualities) seen in people the students most respect. This is only relevant if the person is someone the student knows personally

5. Facilitate a review of Session 4.

ASK: Last session, we talked about unhealthy and healthy communication skills. Who remembers some of the healthy communication skills?

5. Provide an overview of Session 5.

SAY: Sometimes we can both prevent and solve conflicts by using healthy communication skills. But for healthy communication to work, both people have to be willing to work together and talk through problems. Today we are going to talk about when one or both people in a relationship do not work together or engage in behaviors that are unhealthy or unsafe.



TIP! Session 5 activities can be time consuming. In order to manage your time, let students know that in order to get through all the material, some topics may have to be cut short and added to the parking lot to be discussed in later sessions

Part 3: Understanding A Range Of Unhealthy Relationship Behaviors



1. Briefly review the “Ingredients of a Healthy Friendship” easel paper from Session 1.

SAY: In the first session, we talked about the ingredients, or qualities, of a healthy friendship and a healthy dating relationship. We listed ingredients such as respect, trust, healthy communication, and (add any other important ingredients from the list).

When a relationship is healthy, both people’s behaviors are in line with these ingredients. For example, when there is trust in a dating relationship, both people give each other space to have other friends.

2. Post easel paper prepared with “Unhealthy Relationship Behaviors” at the top.
3. Begin discussion on unhealthy relationship behaviors.

ASK: Now we are going to make a list of things people do in relationships. Think about any type of relationship that might not be healthy. These might be behaviors that hurt others (but do not necessarily have to cause injury) and/or do not show respect, trust, or healthy communication. For example, I just said that one way people may show trust in a healthy dating relationship is to allow each other space to have other friends. In an unhealthy dating relationship, one or both people may not allow the other person space to have other friends or they may try to control the other person and tell them that they can only be friends with certain people and not others. (Write this on the easel paper.)

What are some other unhealthy relationship behaviors?

Write students’ responses on the easel paper.

Spend approximately five minutes generating this list.

Provide prompts that elicit a broad range of unhealthy behaviors across multiple types of relationships:

- What are some unhealthy behaviors that may happen between friends?
- What are some unhealthy behaviors that may happen between people who are dating?
- How might someone use words to hurt others?
- What types of unhealthy behaviors do you see in this school? In your neighborhood?
- Have you ever heard people making mean comments about someone’s appearance, body, or sexual orientation?

- What are some of the different ways technology—like cell phones and the Internet—can be used to hurt others? (e.g., making threats online, spreading gossip or rumors, putting videos on social media that make fun of others, impersonating others—logging into someone’s social media account and sending messages)
- Have you seen any unhealthy behaviors between characters on TV or in movies? What about featured on the news or in the media?

Activity

4. Post “Red,” “Yellow,” and “Green” light print-outs (Supplement 5.1) or easel paper prepared with the traffic lights around the room. You should have each traffic light posted in a different area of the room for the Red-Yellow-Green Light activity later in the session.

SAY: We have already identified things people do and ways people treat each other that are healthy—we can think of these as green light behaviors. (Point to the green light.)

We have also identified several types of unhealthy behaviors that can occur between friends, between people who do not know each other, and between dating partners. Some of these things fit into the category of yellow light behaviors. (Point to the yellow light.)

But, some behaviors, including some that we listed, go so far over the line that they are not only unhealthy, but also unsafe. (Point to the red light.) These situations may cause physical, sexual, or emotional harm. Teen dating violence happens when unhealthy relationship behaviors have crossed the line and become unsafe.

REMINDER! Remember to pause and ask questions to make sure students understand the material.

Part 4: Focus On Teen Dating Violence



1. Instruct students to turn to page 13 in the youth handbook: What is Teen Dating Violence?
2. Review the definition of teen dating violence.



ASK: First, we are going to review a definition of teen dating violence. Then we are going to discuss specific behaviors that are examples of teen dating violence. Who is willing to begin reading page 13?

3. Instruct students to turn to page 14 in the youth handbook—Understanding Teen Dating Violence.
4. Review example behaviors that fall under teen dating violence. Start by discussing physical violence.



SAY: On pages 14 and 15 are behaviors that fall under the categories of physical, sexual, and emotional dating violence. Also listed are some examples of stalking. We have already generated a lot (or some) of these behaviors during our brainstorm earlier today. Keep in mind that these are just example behaviors—there may be more that we have not listed.

Physical dating violence refers to acts that involve some violent physical interactions between the dating partners. (Briefly review listed behaviors.)

Continue by discussing sexual dating violence.

SAY: (Review listed behaviors.) Sexual violence is not just rape. It includes forcing any type of sexual act, including touching and kissing. People can force others into sexual contact by using physical force, or by using words—such as threats or pressure (like asking over and over again). Some forms of sexual violence do not involve physical contact, such as showing someone your private parts.

Sexual harassment is a form of sexual violence. Sexual harassment is when someone makes comments about someone's appearance, body parts, or sexual orientation that are intended to hurt, offend, or intimidate that person.

Any type of sexual violence is unsafe and unacceptable, even if it happens only once. No one has the right to force or talk someone into sexual contact—it does not matter if either person has done something sexual in the past.

5. Continue by discussing emotional violence.

SAY: You may have heard emotional violence called verbal violence or verbal abuse. (Review listed behaviors.) Emotional dating violence is more than just name-calling. It also includes things like preventing someone from seeing or talking to friends or family and demanding that someone wear certain clothes or do certain things. Emotional violence can happen online, such as through email or on social media.

As we just learned, dating violence often starts with emotional violence. Many victims of physical violence say that the person they were with used emotional violence before they used physical violence.



TIP! Point out behaviors listed on both the teen dating violence handout and the unhealthy relationship behaviors list generated earlier in session.

6. Continue by discussing stalking.

SAY: Stalking refers to harassing or threatening acts used by someone that is both unwanted and causes fear in the other person. (Review listed behaviors.) Stalking can occur in person, over the phone, or online. For example, it includes unwanted phone calls, text messages, emails, or messages through social media.

7. Wrap-up the review of behaviors by emphasizing that everyone deserves to be in healthy, safe relationships.

SAY: Behaviors listed under the four categories are unhealthy and unsafe both in dating relationships and outside of dating relationships. For example, it is not okay for someone to sexually harass, hit, or control a dating partner, friend, or anyone they know. Using physical, sexual, and emotional violence is never okay.

It does not matter what someone has done in the past or what has happened to you in the past. Being the victim of dating violence or any type of violence is never someone's fault. Everyone deserves to be in healthy, safe relationships.

Activity

8. Instruct students to turn to page 16 in the youth handbook—Dating Violence: True or False?



9. Tell students that they must stay on this page during the activity. The answers to the True/False questions are included on the next page in the youth handbook, so monitor the students to make sure they are genuinely trying to answer the question, as opposed to flipping ahead to view the answers.

SAY: On this page, you will see a number of statements about dating violence. Some are true—or facts—and some are false—or myths. We are going to read through them, one by one. If you think the statement is true, please stand up. If you think the statement is a false, please stay seated. Remember, don't peek at the answers on the next page.

10. Read the following statements in bold. After students respond (by standing up or staying in their seats), read the correct answer and accompanying explanation.

1. **Dating violence does not happen to teenagers very often. It is more of an adult problem.**

FALSE One out of every four teenagers says that they have been physically, sexually, or emotionally abused by a dating partner each year. Approximately one out of every 10 teenagers says they have been physically abused by a dating partner each year.³

2. **Teenage boys are rarely the victims of dating violence.**

FALSE About equal numbers of high school boys and girls are victims of physical violence. But, girls are more likely to experience any form of dating violence including physical and sexual and to be injured from dating violence.³



3. Dating violence can happen in all kinds of relationships, not just long-term or serious ones.

TRUE Even if your relationship is casual or you have only gone out once or twice, you can still experience dating violence.

4. Being insulted over and over by someone you are dating is not that big of a deal, as long as there is no physical violence.

FALSE Insulting someone is a type of emotional violence. Many victims of physical violence say that the person they were with used emotional violence before they used physical violence. Often dating violence reoccurs and does not just go away.⁴

5. Most victims of sexual violence do not know their abuser(s).

FALSE About three out of every four women who are raped or physically assaulted know the person who assaulted them.⁵

6. Physical violence happens in same-sex relationships as often as it happens in opposite sex dating relationships.

TRUE Teens involved in same-sex relationships are as likely to experience dating violence as those involved in opposite-sex relationships.⁶

7. Teens who see violence in their home, such as between their parents, are more likely to be involved in dating violence, either as a victim or as the abuser.

TRUE When we are young, we learn a lot about how to communicate with others by watching our parents/guardians. Still, many teens who are involved in dating violence have never witnessed any violence between their parents. And, it is never an excuse. Everyone has the power to decide how to treat others.⁷

Note: The correct answers and explanations can be found on page 17 of the youth handbook.



TIP! Students in your class may have witnessed violence between people in their home. This is a good place to emphasize that although students may not have control over what has happened to them or what they have seen, talking to someone can help keep them safe. Talking to someone can also help them make good decisions about how to treat others.

11. Text in the accompanying activity in the youth handbook encourages students to talk to someone, whether it is one of their trusted adults or someone else they trust. Point out the resources handout on page 29 in their handbooks.



8. Wrap-up the activity.

SAY: Dating violence affects all types of relationships, not just long-term or serious relationships. Even if your relationship is casual or you have only gone out a few times, you can still experience dating violence. As we learned, one out of every 4 teenagers says that they have been physically, sexually, or emotionally abused by a dating partner each year.

If you or someone you know is being hurt, even if it has happened just once, it is important to get help. This is what we are going to talk about next.

Part 5: Understanding When to Get Help

1. Post easel paper prepared with the stoplight.



Activity

2. Introduce the activity, **Red – Yellow – Green Light**.

SAY: We are now going to do an activity called “**Red – Yellow – Green Light**” that will get us thinking more about the difference between healthy, unhealthy, and unsafe behaviors. Sometimes there is a clear difference between unhealthy and unsafe behaviors. Any type of physical or sexual violence, even if it happens just once, has crossed the line and is unsafe. Other times, it may be difficult to decide whether someone’s behavior has crossed the line from unhealthy to unsafe. Before I go over the specific rules, let’s get a few things set up.

3. Instruct students to turn to page 18 in the youth handbook: Red-Yellow-Green Light.



SAY: One at a time, I am going to read a statement. I want each of you to imagine that a friend or sibling is telling you that this happened to him or her. You will then need to make a decision about whether you should give red, yellow or green light advice to

your friend or sibling. You will then walk to the appropriate area of the classroom that best represents your advice.

Green light advice means that the behavior is healthy and is a go. (On the traffic light easel paper, next to the green light, write “Go.”)

Yellow light advice means that the behavior is worrisome—it is unhealthy, but at this point, has not yet crossed the line to be unsafe. In these situations, you would tell your friend or sibling that they have a few options: (1) they could use healthy communication skills to communicate how they are feeling and what they are thinking; or (2) your friend or sibling may also want to talk to a trusted adult. If these behaviors continue and make you feel uncomfortable or unhappy, they have probably crossed the line to **red light behaviors**. (On the traffic light easel paper, next to the yellow light, write “caution/worrisome, use healthy communication skills and/or talk to a trusted adult.”)

Red light advice means that the behavior is both unhealthy and unsafe. That is, it has crossed the line. In these situations, you would tell your friend or sibling to get help from a trusted adult to end the relationship and make sure they are safe. You would help them find someone to talk to if they did not know to whom they should turn. (On the traffic light easel paper, next to the red light, write “STOP! Get help from a trusted adult.”)

4. Read the first behavior and then allow students to assemble in the three areas of the classroom. Then, ask students why they chose red, yellow, or green light advice. Use the below text as a guide for discussion.

Repeat this sequence for all of the behaviors.

1. I have been going out with my boyfriend for a few weeks. We got into a disagreement about what we were going to do on Friday night, but we talked through it and were nice to each other even though we did not agree.

Green Light. Disagreements and conflicts will happen in all relationships. What is most important is how we manage these conflicts. In this situation, it sounds like both people stayed calm and used healthy communication skills (e.g., “talked through it” versus yelling or using violence).

2. I got into my first argument with my boyfriend. It was about what movie to watch. I called him a jerk and then apologized.

Yellow Light. Name-calling is an example of emotional violence. Has this behavior crossed the line from unhealthy to unsafe? What other information would you need to know in order to decide?

3. I saw my girlfriend going through my text messages.

Yellow or Red Light. Has this behavior crossed the line from unhealthy to unsafe? What other information would you need to know in order to decide? It is possible that this is a yellow light situation in which healthy communication skills could be used. It is also possible this is a red light situation, especially if it has happened more than once and other possessive behaviors are going on.

4. My boyfriend and I love hanging out together, but we do not like the same kind of music.

Green Light. In healthy relationships, it is not always necessary to agree on everything. However, when two people disagree, it is important to use healthy communication skills and respect each other’s opinions.

5. My boyfriend threatened to kill himself if we ever broke up.

Red Light. Threats used to control the other person in a dating relationship are an example of emotional violence. Your boyfriend could also be at risk for self-harm. Getting help from a trusted adult can help both of you.

6. Every time I wear shorts, my boyfriend yells at me, calls me fat and tells me to change into pants. I stopped wearing shorts because I am afraid that he will yell at me again.

Red Light. Name-calling and controlling behavior are examples of emotional violence. Often, these behaviors do not just stop and may lead to physical violence.

7. When I was with my girlfriend, I let her take a “sexy” picture of me. When we broke up, she sent it to her friends. That picture was supposed to just stay between us.

Red Light. This is an example of sexting and fits under the categories of both sexual and emotional violence. Sexting is sending or forwarding nude or sexually suggestive pictures on your cell phone or online (e.g., email). Taking, sending, and possessing naked images of someone under 18 is a federal crime, even if you are also under 18 (and even if it is your boyfriend or girlfriend)! You could get arrested. To protect yourself, never send someone an inappropriate picture of yourself or give permission for sexual pictures of you to be taken. Once you send it, you can no longer control where it goes.



5. Facilitate a general discussion of the activity.
6. Instruct students to turn to page 19 in the youth handbook: 8 Text Messaging Tips. Note that although you will not be going over these tips in class, students should talk to you if they have any questions. These tips are useful to keep in mind even if students do not currently have a cell phone—at some point they might, and at that time it would be helpful to again read these over.



ASK: Is there anything common among the unsafe, red light behaviors?

SAY: All physically and sexually violent behaviors are “red lights.” These behaviors are serious—they have the potential to be immediately harmful.

ASK: Is there anything common among the worrisome, yellow light behaviors?

SAY: Some behaviors in relationships are clearly healthy or unsafe, such as the use of physical or sexual violence. But, it can be a bit more difficult to figure out where others belong. With yellow light behaviors, we can sometimes use healthy communication skills to talk through the situation or problem. But, sometimes, that is not enough. Sometimes the other person refuses to use healthy communication skills and/or the unhealthy behaviors continue. At this point, we need to consider whether the relationship is now unsafe. If you are not sure whether it has crossed the line, you should talk to a trusted adult. Relationships are complicated and talking to someone can help you make decisions about how you can best keep yourself and others safe.

Part 6: Session Recap

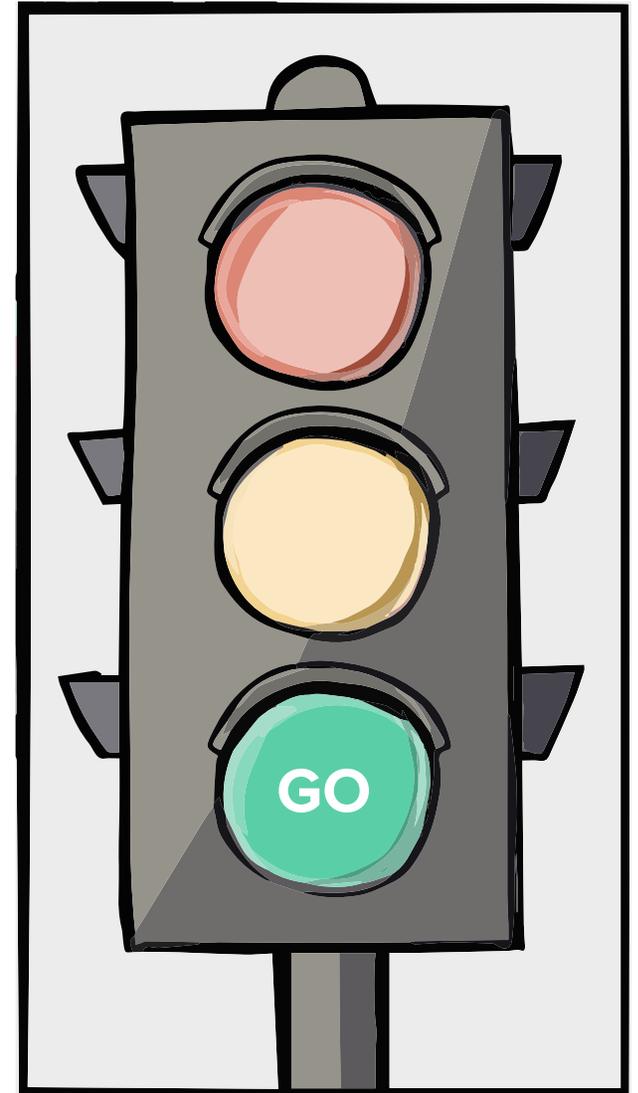
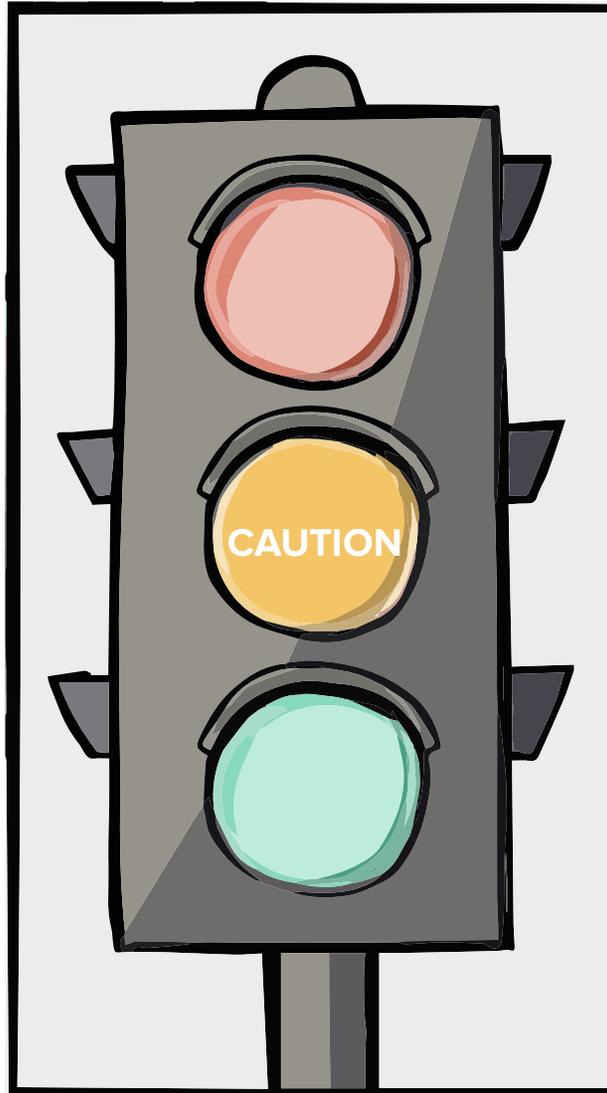
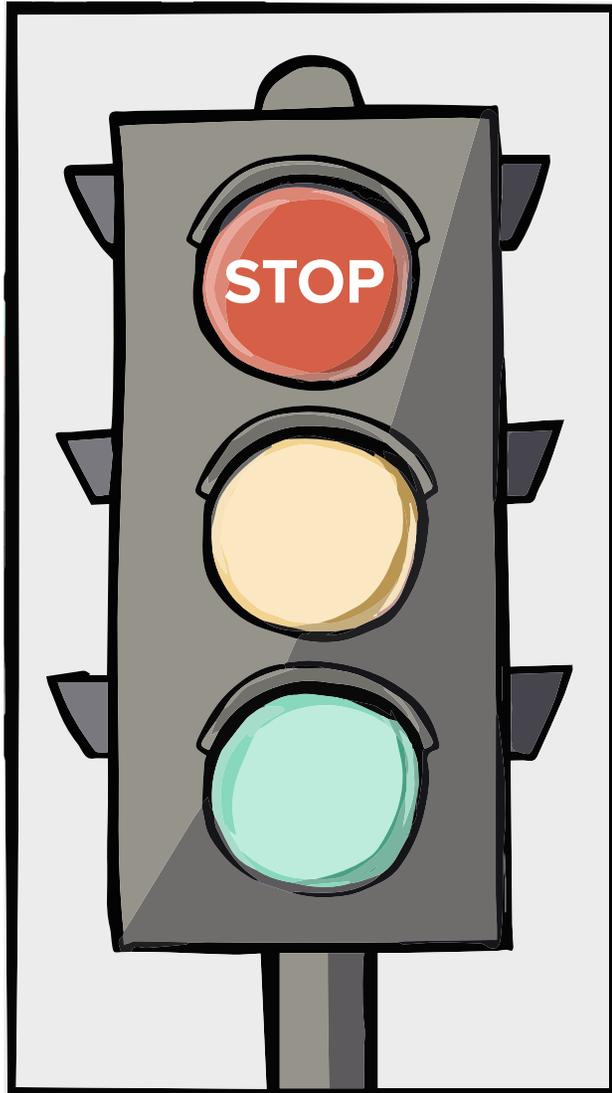


1. Ask the students to share what they learned today that they feel was most important or relevant to them.
2. Provide a preview for the next session.

SAY: If you are not being treated the way you want to be in a relationship—whether the behaviors are yellow lights or red lights—you have some choices to make about the relationship. In the next session, we are going to talk more about making these decisions and getting help for yourself or a friend if you are worried about things that are going on in a relationship.



Supplement 5.1: **RED** - **YELLOW** - **GREEN** LIGHT



Session 6: Sexual Violence & Dating Safety

Purpose of Session

1. Provide a definition for and discuss sexual coercion, or the use of pressure or alcohol/drugs to get someone to do something sexual that he or she does not want to do.
2. Reinforce the fact that sexual coercion is a form of sexual violence.
3. Emphasize that sexual consent must be clear, continuous, free from coercion, and all people must be conscious.
4. Discuss dating safety, or things that students can do to help keep them safer when dating.
5. Prompt students to identify potentially unsafe dating situations and apply dating safety tips.

Key Messages

1. One form of sexual violence is sexual coercion. This involves using pressure (like asking over and over again) or alcohol or drugs to get someone to do something sexual that he or she does not want to do.
2. In a sexual situation, consent means that all people involved agree to and are comfortable engaging in a specific sexual behavior (e.g., touching, kissing, sex).
 - If someone gives consent to one sexual behavior (e.g., kissing), it does not mean that he or she is willing to do anything else.
 - Only “yes” means “yes.”
 - It is your right to decide if and when you engage in a specific sexual behavior. You have the right to change your mind.
3. Although youth do not have control over what other people do (including whether someone will engage in an unhealthy or unsafe behavior), there are some things that youth can do to help keep themselves safe or potentially avoid a situation that could turn unsafe.

Materials Needed

- Easel paper with the question of the day at the top:
“How do you feel when you hear someone your age making sexual comments about someone else in public?”
Choose one:
 - A) I want it to stop
 - B) I think it is funny
 - C) I do not care

Session Overview

Today’s session will cover the following topic areas:

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Part 3: Sexual Coercion (15 minutes).....	63
Part 4: Sexual Consent (15 minutes).....	66
Part 5: Dating Safety (12 minutes)	69
Part 6: Session Recap (2 minutes).....	71



Part 1: Question Of The Day



1. Post easel paper prepared with the following Question of the Day.

WRITE: How do you feel when you hear someone your age making sexual comments about someone else in public?

Choose one:

- A) I want it to stop
 - B) I think it is funny
 - C) I do not care
2. As students enter the classroom, prompt them to write their responses on a piece of scrap paper.

Provide examples of sexual comments, if necessary (e.g., you hear someone whistling or cat calling someone else; you hear someone make comments about someone's body).

Part 2: Review & Session Introduction



1. Welcome students and distribute youth handbooks.
2. Re-post group agreements (if not already up), and review as needed.
3. Facilitate a review of Session 5.

ASK: Last session, we talked about unhealthy and unsafe relationship behaviors. The use of dating violence means that the relationship has crossed the line and is unsafe. What are the four types of dating violence?

Review the particularly important (or surprising) teen dating violence facts from the previous session.

ASK: One type of sexual violence is sexual harassment. The question of the day asks about sexual harassment. We learned last session that sexual harassment is when someone makes comments about someone's appearance, body parts, or sexual orientation that are intended to hurt, offend, or intimidate another person. How many of you said that you want it to stop?

SAY: This exact same question was asked to middle school students in a large city and most of them responded that they want it to stop. Some students might be nervous to step in and help the person being harassed because they think that other students think it is funny or other students do not care. But most students do care and want it to stop.

4. Provide a preview for Session 6.

SAY: Today we are going to continue this discussion of sexual violence. We are going to focus on one type of sexual violence – sexual coercion. Then we are going to talk about consent. Finally, we are going to finish today by talking about some things you can do to help keep yourself safe when dating or hanging out with others.

Emphasize that like all forms of sexual violence, sexual coercion is a red light situation.

Part 3: Sexual Coercion



1. Revisit the definition and types of sexual violence.

SAY: Last session we learned that sexual violence is not just rape. It includes forcing any type of sexual act, including touching, kissing and sex. One form of sexual violence involves using pressure (like asking over and over again) or alcohol or drugs to get someone to do something sexual that they do not want to do.

You may have heard this called sexual coercion. What does this definition actually mean? We are going to break down the definition into parts so that everyone can get a clear understanding of what it means. This form of sexual violence—using pressure or alcohol/drugs—may not be obvious, even to the person who is being pressured.

2. Instruct students to turn to page 20 in the youth handbook: Sexual Coercion. Briefly review sexual coercion with the class.



Point out that emotional pressure is used more often in sexual situations than is physical force or verbal pressure.

Note that you will be going over some more examples of the use of pressure in a few moments.

Activity

3. Introduce the next activity, Pressure Role-Play.

SAY: We are going to do a short activity where I demonstrate some of the ways that someone can use pressure to get someone to do something that they do not want to do. In this situation, I am going to ask for a volunteer to participate in a role-play and I am going to pressure this student to give me his or her pen. I am just

using a pen as an example. After the role-play, we will talk about how the same sort of pressure can be used in a sexual situation.

Ask for a student volunteer to participate in the role-play.

4. Instruct students to turn to page 21 in the youth handbook: Pressure Role-Play. Instruct students to follow along as you and the volunteer student read through the role-play.



Role	Script
Instructor:	May I use your pen for a minute?
Student:	No.
Instructor:	You just let me use it a few minutes ago. I need to use it again.
Student:	No.
Instructor:	Hey, I have seen you let him use your pen, and she has used your pen and he has used your pen. Obviously, you do not have a problem sharing your pen...just let me use it one more time.
Student:	No.
Instructor:	Well, maybe you did not know this, but I am going to be captain of the basketball team and there are a lot of people in this room who would be honored if I used their pens, but I chose your pen. I can make your life hell if you do not give it to me.
Student:	No.
Instructor:	Well, I can send a picture of you drinking at that party last weekend to your parents. Do you think they'll like that? Give me your pen.
Student:	No.
Instructor:	If you do not give me your pen, I will not hang out with you anymore.

5. Facilitate a discussion about the role-play, making connections to sexual situations.

SAY: I just used a pen as an example. In real life, there probably would not be so much fuss about a pen. But, the ways in which I pressured [student volunteer's name] are ways in which people use pressure to get someone to do something sexual with them when the other person does not want to. Let's go through each of my lines one-by-one.

6. For each line, explore one or both of the following.

ASK: What type of pressure was used? Refer back to page 20 in your handbook for examples of different types of pressure.



ASK: How could this type of pressure be used in a sexual situation?

7. Suggested questions and example responses are provided in the following table:



Line	Type of Pressure	How could this type of pressure be used in a sexual situation?
May I use your pen for a minute?	No pressure used.	
You just let me use it a few minutes ago. I need to use it again.	Verbal pressure.	Pressuring or begging for any type of sexual contact (e.g., kissing, touching, sex).
Hey, I have seen you let him use your pen, and she has used your pen, and he has used your pen. Obviously, you do not have a problem sharing your pen...just let me use it one more time.	Continued verbal pressure Ignoring “no.”	Demanding to have any type of sexual contact because of someone’s sexual history. Note: This is a good place to again emphasize that sexual violence is not okay—it does not matter what kind of sexual behavior you engaged in previously, with that person or someone else. It does not matter if you have only been seeing each other a week or if it is a long-term relationship.
Well, maybe you did not know this, but I am going to be captain of the basketball team and there are a lot of people in this room who would be honored if I used their pens, but I chose your pen. I can make your life hell if you do not give it to me.	Abuse of power Use of threats Intimidation	Sometimes people use their power to gain sexual contact with someone. This could be a tutor (and a student), a boss (and employee), the captain of a sports team (and member of a sports team).
Well, I can send a picture of you drinking at that party last weekend to your parents. Do you think they’ll like that? Give me your pen.	Threats Intimidation	Threatening to get someone in trouble if someone does not comply sexually. Note: This is a good place to emphasize that pressure can be just as powerful as physical force. Imagine someone threatening to get you in trouble, spread rumors, or ruin your relationship with a friend, coach, or someone else.
If you do not give me your pen, I will not hang out with you anymore.	Threats Use of guilt	Threatening to break-up with or not see someone anymore if they do not do something sexual; threatening or implying that you will hurt yourself if someone does not do something sexual.

8. Wrap-up the activity.

SAY: Pressure—especially emotional pressure—can be very subtle. But that does not make it any more okay. Remember, when used in a sexual situation, this is still sexual violence.

Part 4: Sexual Consent



1. Begin discussion on consent.

ASK: We are going to spend some time talking about consent. What does consent mean?

SAY: Consent means to give permission or to agree to something. In a sexual situation, consent means that all people involved agree to and are comfortable engaging in a specific sexual behavior (e.g., touching, kissing, sex). We are going to spend a little bit of time breaking down this definition by reviewing the 4 C's of consent.

2. Instruct students to turn to page 22 in the youth handbook: The 4 C's of Consent.
3. Review the 4 C's of Consent, starting with Clear.



SAY: The first C is that consent must be Clear. This means that the person knows exactly what sexual act he or she is giving consent (or agreeing) to. If someone gives consent to kissing, it does not mean he or she is willing to do anything else.

If someone does not say anything, does that mean they agree and give consent? No. Only “yes” means “yes.” “I do not know” and “maybe later” do not mean yes. Again, only “yes” means “yes.”

Each person in the relationship is responsible for clearly giving consent and receiving consent. All people need to check-in with each other.

After each “C,” check in with students to see if they understand and answer any questions.

4. Continue by reviewing the second C, Continuous.

SAY: The second C is that consent must be Continuous. Healthy communication skills are important when it comes to sexual activity! All people need to continuously check-in and give or receive consent. There are two key things to remember with this C:

1. Consenting to one behavior, like kissing, does not mean that you automatically agree to any other sexual behavior. Consent must be asked for and given at every step.
 2. Consenting on one occasion does not mean that you have to consent on any other occasion. It is your right to decide if and when you engage in a behavior. You can consent or agree to kiss on one occasion and then not consent another time. As we talked about earlier, it does not matter if or what kind of sexual behavior has happened previously that day or six months ago. It does not matter if you have only been seeing each other a week or it is a long-term relationship.
-

- Continue by reviewing the third C, Free from Coercion.

SAY: The third C is that consent must be Free from Coercion. This means that no one involved used pressure and/or alcohol/ drugs to get someone to do something sexual. You do not have consent if the other person or people are too afraid to say no.

- Continue by reviewing the fourth C, Conscious.

SAY: The fourth C is that all people involved must be Conscious. One needs to be fully awake and alert to give consent. You do not have consent if someone is asleep, and you do not have consent if someone said yes at one time but then at a later time—even just minutes later—is asleep or passed out.

- Summarize the 4 C's of Consent.

SAY: If you do not have all 4 C's of Consent—you should stop the sexual activity. Asking for and receiving consent shows that you have respect for both yourself and your partner.

- Introduce the activity, Consent Checklist.

SAY: We are now going to do an activity called “Consent Check.” Please turn to page 23 in your handbook.



I will be reading some scenarios out loud and we will then decide whether the 4 C's of Consent have been met.

Activity

- Read through each scenario and follow-up questions for the Consent Checklist activity. Start with scenario 1.

SAY: Let's start with scenario 1. Andre and Jayla have been dating a few weeks. One day when they are out at the park, they are holding hands—something they both agreed to. Andre then grab's Jayla's butt and kisses her. He thinks that she is probably okay with these things since she did kiss him on the first date—so she is clearly into him. Plus, they were already holding hands.

ASK: Did Andre have the 4 C's of Consent?

SAY: No. The consent was not continuous. Jayla only consented to holding Andre's hand. She did not consent to him touching her butt or kissing her—it does not matter what she has done in the past. Andre needed to ask.

ASK: What could Jayla do now?

SAY: Jayla could say “no” and tell him exactly what her boundaries are and what she feels comfortable doing. If she feels uncomfortable or he persists, she should leave the situation.

10. Continue by discussing scenario 2.

SAY: Zach knows that Ella has had a crush on him for a long time, but he does not like her in that way. One night they were hanging out with a bunch of people at a friend’s house (the friend’s parents were out of town). Ella offered Zach some beer and he decided to drink it. For the rest of the night, Ella kept giving Zach more alcohol. She said it was to “loosen him up,” and so he would have a better time. That night, Ella grabbed Zach and started kissing him.

ASK: Did Ella have the 4 C’s of Consent?

SAY: No. Ella used coercion—specifically, she used alcohol to “loosen him up,” which made it so that Zach was unable to freely consent.

ASK: Let’s say you are at a friend’s house and one of your friends is drunk and you see him or her kissing and then leaving with someone. What could you do to help them stay safe?

SAY: Alcohol impairs our judgment. It makes it very hard to think clearly and make healthy, safe decisions. We might do things—including remaining in potentially dangerous situations—that we might not otherwise do when sober. In this situation, you could pull your friend aside and talk to him or her. You could talk to the other person, too. If you need to, you could get some of your other friends to back you up.

11. Continue by discussing scenario 3.

SAY: Sofia and Alejandro have been going out for a few weeks. When they were out to see a movie, Alejandro leaned over to Sofia and said, “see, the girl in the movie shows that she likes the guy by kissing him and having sex—aren’t you into me? You never do anything and I do not want to have to tell everyone that you are such a prude. But I will.” Alejandro then put his hand on Sofia’s thigh. She froze. She was too scared and nervous to say anything.

ASK: Did Alejandro have the 4 C’s of Consent?

SAY: No, Alejandro did not have consent. Alejandro used emotional pressure (coercion). He threatened Sofia and she was too scared to say no.

Part 5: Dating Safety



1. Explain the purpose of the next section.

SAY: Dating should be fun! This is something we talked about on the first day. You all mentioned that you want both your friendships and dating relationships to be fun. But, dating should also be safe. We do not always have control over what other people do. Sometimes people engage in unhealthy and unsafe behaviors—including physically forcing or pressuring someone into sexual activity—no matter what we do. But, there are some things that we can do to help us stay safer and recognize a situation that could turn unsafe. We are going to spend some time talking about these things.

2. Instruct students to turn to page 24 in the youth handbook: Dating Safety Tips.



3. Ask student volunteers to read each of the dating safety tips outlined in the youth handbook and also outlined next.

As you read through the tips, ask questions, such as:

ASK: Why do you think this is important?

ASK: How do you think you can help a friend follow these tips? (e.g., remind them before a date, make sure you insist they do not meet someone alone that they met on the Internet, etc.).

SAY: Do you think any other tips should be added to this list of tips for dating safety?

Activity

4. Introduce the next activity, Safe Move or Think Again?

SAY: We are now going to do an activity called “Safe Move or Think Again?” Before I explain the activity, let’s get a few things set up. Turn to page 25 of your handbooks.



You’re going to read each scenario and pick out the “safe moves” in each scenario. Safe moves are just that—the things that someone is doing to help protect themselves. They are following the dating safety tips. I also want each group to consider whether the person in the situation should “think again.” This means the person may not be following the dating safety tips and there are things you would recommend that this person do differently to be more safe.

5. Allow students approximately 5 minutes to complete the activity.



TIP! Depending on your class and how much time you have, you may conduct this activity in pairs, small groups, or together as a class.

6. Review the activity as a class. Possible responses to “safe moves” and “think again” for each situation are provided below. As you review, ask questions, such as:

ASK: Let’s say the person in scenario 1 is your friend. Is there any other advice you would give this person?

Scenario	Safe Move(s)	Think Again
<p>He must really like me! His parents are out of town and he invited me over to hang out with him alone tonight. It will be our first “date.” I know I do not want to have sex—that is something I have already thought about.</p>	<p>He or she has thought about whether he or she wants to have sex. It is easier to think about physical boundaries before you are on a date or out with someone.</p>	<p>It is best to go on dates in groups or in public places. This is especially important when you are first getting to know someone.</p>
<p>I have been talking to someone online for the last two months (and almost every day). I feel like I know almost everything about him. We are going to meet tonight at a pizza place. I do not want to tell anyone I am meeting him, just in case it does not work out. I do not want to have to hear about it from my friends. But, I will have my cell phone on me.</p>	<p>He or she is bringing his or her cell phone. They are meeting in a public place.</p>	<p>It is important to always tell someone where you are going—even if you are going to a public place. Even if you think you know everything about someone that you met online, you probably do not. There is no guarantee they are who they say they are.</p>
<p>I was so excited that this guy asked me out—he is really popular and everyone thinks he is really nice and an all-around great guy. When we went out, he paid for my movie ticket. Then he said I should come back to his house to return the favor. His mom and grandma are apparently out of town. He kept saying weird things and I just felt funny. But, everyone likes him, so maybe it is just me, and I am the weird one.</p>	<p>They went on a date in a public place.</p>	<p>He or she did not listen to his or her gut, or instincts. He or she does not “owe” this guy anything. It does not matter if he is popular or other people like him—chances are, other people do not know about this side of him.</p>
<p>I am going out with a girl I like and a bunch of our friends. I told my mom when she can expect me back home. I told her we are going to hang out at a friend’s house down the street, but we will probably take a bus to another part of town.</p>	<p>He or she is going out in a group. He or she told his or her mom when she can expect him or her back home.</p>	<p>He or she was not honest about where they are hanging out. Why is it important that you are honest about where you will be?</p>

Part 6: Session Recap



1. Ask the students to share what they learned today that they feel was most important or relevant to them.
2. Provide a preview for the next session.

SAY: Next session, we are going to talk more about getting help for yourself or a friend if you are worried about things that are going on in a relationship.





Session 7: Relationship Rights & Getting Help

Purpose of Session

1. Discuss RESPECT ME Rights, which highlight major program themes and messages as they pertain to dating relationships.
2. Provide students with school, community, and national resources (trusted adults) that students can access if they have questions or concerns about any type of relationship.
3. Discuss why it can be hard for teenagers to get help if they are in an unhealthy or unsafe relationship, and provide students with tips on how to help a friend in need and how to leave an unsafe relationship.
4. Allow students to interpret RESPECT ME Rights via presentation or performance.

Key Messages

1. RESPECT ME! We all have rights in our relationships and these rights outline how we have a right to be treated by others and how others have a right to be treated by us. In the Dating Matters, we call rights in dating relationships RESPECT ME Rights.
2. Individuals at school and within the community, as well as national resources, can help answer student questions about relationships and help youth protect themselves or help a friend in need.

Materials Needed

- List of school and community resources from Session 1, plus any additional resources you would like to provide to students.
- 1 piece of easel paper prepared with the following at the top: “True or False? Most teenage victims of dating violence usually do not tell anyone that they were being hurt.”
- Poster boards for the RESPECT ME Rights activity



TIP! You can cut poster boards into 4 pieces instead of giving every group/individual an entire poster board.

Session Overview

Today’s session will cover the following topic areas:

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Part 2: Review & Session Introduction (2 minutes).....	74
Part 3: RESPECT ME Rights (10 minutes).....	74
Part 4: Where to Get Help (8 minutes).....	76
Part 5: Performances & Review (28 minutes).....	78
Part 6; Session Recap (2 minutes).....	79



Part 1: Question of the Day



1. Post easel paper prepared with the following Question of the Day.

WRITE: True or False? Most teenage victims of dating violence usually do not tell anyone that they were being hurt.

2. As students enter the classroom, prompt them to write their responses on a piece of scrap paper.

Part 2: Review & Session Introduction



1. Welcome students and distribute youth handbooks.
2. Re-post group agreements (if not already up), and review as needed.
3. Facilitate a review of Session 6.

ASK: Last session, we talked about sexual coercion—or the use of pressure or alcohol/drugs to get someone to do something sexual that he or she does not want to do. We also talked about consent. What are the 4 Cs of Consent?

ASK: Which dating safety tips do you think are most important to tell your friends about?

4. Provide students a preview for the current session.

SAY: Today, we are going to talk about the rights that we have in relationships and how physical, sexual, and emotional dating violence breaks these rights. We are also going to talk about where you can get help if you or someone you know is in an unhealthy or unsafe relationship.

Part 3: RESPECT ME Rights



1. Introduce the RESPECT ME Rights.

SAY: We all have rights in our relationships and these rights outline how we have a right to be treated by others, and how others have a right to be treated by us. In Dating Matters, we call rights in dating relationships RESPECT ME Rights.

2. Instruct students to turn to page 26 in their youth handbooks,  RESPECT ME Rights.



TIP! Ask students who were in Dating Matters (6th Grade) whether they remember any of the RESPECT ME Rights.

3. Ask for student volunteers to read the RESPECT ME Rights one at a time to the class.

For each right, explore one or both of the following:

ASK: What does it look like when someone is respecting this right?

ASK: Why is this right important?

Suggested questions and example responses are provided in the following table underneath each right.

R I have the right to **REFUSE** to do anything I believe is wrong or makes me uncomfortable.

What does it look like when someone is respecting this right? Your partner does not pressure you to do things that you do not want to do, such as smoking cigarettes, having sex, or saying things or doing things to other people (e.g., making fun of someone else).

Why is this right important? It is important to trust your instincts – sometimes people call this their gut or a little voice in their heads. If you feel uncomfortable about doing something, listen to that feeling. We tell young kids that it is an “uh oh” feeling. Teenagers and adults should listen to the “uh oh” feeling, too.

E I have the right to have and **EXPRESS** my own thoughts and feelings in a healthy, safe way.

What does it look like when someone is respecting this right? Your partner shows they are interested in your thoughts and feelings by actively listening (e.g., asking questions, taking turns talking); your partner tells you that he or she is interested in what you have to say.

S I have the right to feel **SAFE** and free from physical, sexual, or emotional harm.

Why is this right important? We have a right to feel safe—in person, on the phone, and online—and others have a right to feel safe around us. Everyone deserves to be in healthy, safe relationships. Healthy ingredients do not include physical, sexual, and emotional violence.

P I have the right to say “no” to any kind of **PHYSICAL** contact, including sex. It does not matter if I have done anything sexual in the past.

Why is this right important? Any type of sexual violence is unsafe and unacceptable, even if it happens only once. No one has the right to force or talk someone into sexual contact—it does not matter if they have done anything sexual in the past.

E I have the right to my own personal or **EXTRA** space.

What does it look like when someone is respecting this right? Your partner encourages you to have other friends, spend time with your family, and do activities that you enjoy; Your partner does not stop you from being friends with certain people or threaten to break up with you if you talk to someone else; Your partner does not “smother” you with text messages, phone calls, or in person visits.

C I have the right to **CHOOSE** my own friends.

Why is this right important? Balance is important in any relationship. It is important to have friends outside of your partner so that you have other people to spend time with and you can feel well-rounded and happy. If your partner wants you to give up all of your friends or family so that you can be with him or her, this is a warning sign of a potentially unhealthy and/or unsafe relationship.

T I have the right to **TALK** to a trusted adult about my relationships.

Why is this right important? Relationships are complicated and it can be helpful to have the support of someone who can help you think through situations and who can answer your questions. Trusted adults can help you think about how you can stay safe and help keep your friends safe, too.

M I have the right to make **MISTAKES**, as everyone makes mistakes from time to time.

Why is this important? No one is perfect, and no one is perfect in relationships. We all will get into conflicts or disagreements with friends and dating partners, at one point or another; we will find ourselves in situations where feelings have taken control. Maybe we were not thinking clearly and maybe we said something we later regret or maybe we failed to use a healthy communication skill (for example, jumped to conclusions or blamed someone for something they did not do). How we respond to these mistakes is very important. It is important to take steps to use healthy communication skills and talk through the problem.

E I have the right to **END** a relationship.

Why is this important? You have the right to end a relationship for any reason. Ending the relationship safely is especially important if you or your partner is being hurt.

SAY: Page 27 in your youth handbook provides some tips for leaving an unsafe relationship. You can share these tips if one of your friends is thinking about leaving an unsafe or abusive relationship.



-
4. Summarize.

SAY: We all have rights in our relationships and these rights outline how we have a right to be treated by others, and how others have a right to be treated by us. In Dating Matters, we call rights in dating relationships **RESPECT ME Rights**.

ASK: Are there any other rights that you think should be added to the list?

Allow students to add additional rights to the list, as appropriate. Ask students why the right is important and what it would look like if someone was respecting that right.

Part 4: Where to Get Help



1. Review the question of the day: True or False? Most teenage victims of dating violence usually do not tell anyone that they were abused.
2. Instruct students to stand up if they wrote “true” and to remain sitting if they wrote “false.”
3. Share the answer.

SAY: Most teens involved in dating violence do not tell their parents. Only one out of every three teens who are victims of dating violence ever tell anyone about the violence. The longer the young person has been in the relationship, the less likely it is that he or she will report the abuse.

4. Explore reasons why teens may not tell.

ASK: Why do you think that most teens never tell anyone a dating partner is hurting them?

Possible responses include: he or she...

- thinks the bad parts of the relationship will go away, and the good parts will stay
- feels responsible for the abuse
- wants to stay and help the person who is hurting them
- does not know where to get help
- is embarrassed
- is afraid of being judged
- thinks that whomever they tell will have a negative reaction (he or she will make them break-up with the person or he or she will be upset with them for getting involved with someone who would hurt them ["I told you so"])
- alcohol or drugs were involved in the abuse and he or she is worried that he or she will get in trouble

SAY: For all of these reasons, it is difficult for teens to tell someone they are being hurt by someone else. As we talked about in the first session, we can feel multiple ways about something—even if those feelings seem to be opposite. Someone can both care a lot about the person they are dating and be afraid of that person.

These things are important to keep in mind if you have a friend who is in an unhealthy or unsafe relationship. On page 28 in your handbook is a handout on what you can do to help a friend. You can read over this after class and talk to me if you have any questions. For now, we are going to focus on the last point: Help your friend get in touch with a professional who can help. This means helping them find someone to talk to, and calling or going with them to talk to the professional if your friend feels uncomfortable or is scared.



TIP! This is a good place to reinforce it is never the fault of someone who is a victim of teen dating violence. It is very important to tell someone.

5. Instruct students to turn to page 2 in the youth handbook: Go-To Trusted Adults.



SAY: We are going to talk about three types of people who can help: people in the school, people in the community, and national organizations (ones that are not just local to this city). We have briefly discussed people in this school and in the community who can answer questions about relationships and can help students who are being hurt by their dating partners.

Just as a reminder, these people can answer questions about relationships (e.g., “Is it okay that my dating partner...”, “I had sex and am worried about...”), and can help us make the decision to leave, or not leave, a relationship. These people and organizations can also help you protect yourself and stay safe if you do leave a relationship and are scared or worried about your or a friend’s safety. They have talked to a lot of students about these types of things.



TIP! This is a good place to provide students with additional resources in addition to what was provided in Session 1. Provide students with a pre-printed list.

6. Provide students with any additional information about school and community resources.
7. Instruct students to turn to page 29 in the youth handbook: Where Can I or my Friends Get Help? National Organizations & Websites.





Part 5: RESPECT ME Rights Rewind



Activity

1. Introduce the next activity, RESPECT ME Rights Rewind.

SAY: On this page is a list of national organizations and websites. These websites have a lot of information about healthy, unhealthy, and unsafe relationships. Some have quizzes you can take that will let you know if your relationship with a friend or dating partner is on a healthy or unhealthy track. Others have activities or tips that can help you have a healthy relationship or leave an unhealthy relationship.

The Suicide Prevention helpline gives 24/7 confidential help. You can call this number if you just need someone to talk to or if you need help. You can call any time of day, and you do not need to give your name if you do not want to.

But, if you or someone you know is in immediate danger, you should always call 911.



TIP! If possible (and if time allows), visit some of the websites to show students some of the features (e.g., online chat). You can make a list of local resources to hand out as well.

ASK: Are there any questions about any of these resources?

SAY: Now we are going to do an activity called, “RESPECT ME Rights Rewind.” You will have the option of working together in groups or by yourself for this activity. Each person or group will have the rest of the class time (about 20 minutes) to create a piece of artwork on poster board that focuses on one of the RESPECT ME Rights. You can interpret a RESPECT ME Right in any art form you want for the poster. For example, you could write a poem, draw a picture or comic, or cut out pictures from magazines for a collage. We will then post these posters together in a large collage in the hallway for others to see.

If you choose to work in groups, all of the students in your group should be involved. While you are preparing, I will be walking around the room to answer any questions.

2. Instruct students that they will have approximately 30 seconds to form groups (if they choose group-work).



TIP! Depending on how much time you have and classroom dynamics, you can assign groups or have students work individually instead.

3. Encourage students to incorporate facts or lessons learned from all of the sessions. Students can use their youth handbooks as a guide. For example:
 - Go-to trusted adults, community resources, and red light behaviors all relate to Right T: I have the right to Talk to a Trusted adult about relationships.
 - Feelings identification, staying in control of feelings, and healthy communication skills all relate to Right E: I have the right to Express my own thoughts and feelings.
4. Circle the classroom and assist the groups and individuals, as needed.
5. After approximately 20 minutes, have the class post up their posters in the hallway (or other public area of the school).



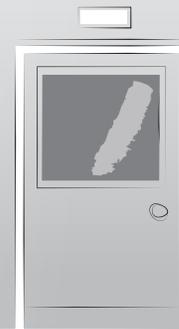
Part 6: Session Re-Cap



1. Allow students to keep their youth handbooks and encourage them to review them regularly.

SAY: As I mentioned at the beginning of this program, your youth handbook is now yours to keep. Although this program is ending, review your handbook regularly because it can help remind you how to keep your relationships healthy, safe and fun! It can also serve as a guide if you or a friend ever needs help in an unhealthy or unsafe relationship.

2. Thank the students for their participation and congratulate them on completing the program.



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Natasha E. Latzman, PhD [formerly of the Division of Violence Prevention, National Center for Injury Prevention and Control, Centers for Disease Control and Prevention (CDC)] was primarily responsible for the development of program content, materials, and activities. Contributing authors in the Division of Violence Prevention at CDC included Sarah DeGue, PhD; Beverly L. Fortson, PhD; Lindsay Gressard, MEd, MPH; Lianne Fuino Estefan, PhD, MPH; Vi Donna Le, MPH; Colby Lokey, MS; Sarah Roby, MPH; Molly Murphy, MPH; Erica Cook Reott, MPH; Linda Anne Valle, PhD; and Sharron Wyatt, MEd.

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- (1) Initial reviewers in the Division of Violence Prevention at CDC included Sarah Bacon, PhD; Henrietta Kuoh, MPH; Melissa Merrick, PhD; Dennis E. Reidy, PhD; Andra Tharp, PhD; Kevin Vagi, PhD; Alana Vivolo-Kantor, PhD, MPH; and Paula Orlosky Williams, MA. Reviewers from other divisions at CDC included Nnenna Kalu Mankanjuoua, PharmD, MPH; Terry Parker, PhD. External reviewers included Rosemary Dixon, MEd, Richards Middle School, Lawrenceville, GA; Christina Garcia, Start Strong Rhode Island, Sojourner House; Robert D. Latzman, PhD, Georgia State University; Dawn Moff, MEd, Clara Byrd Baker Elementary School, Williamsburg, VA; and the Adaptation Work Group of the community advisory board in Broward County, Florida (Tim Curtin, Memorial Healthcare System; Patrick DeCarlo, Women in Distress; and Bryan Ortega-Wilson, Sunserve)

- (2) As part of cooperative agreements awarded to the Alameda County Public Health Department (CE002052), Baltimore City Health Department (CE002050), Broward County Health Department (CE002048), and Chicago Department of Public Health (CE002054), a pilot was conducted at four sites between February and April 2012, followed by the demonstration phase implemented between September 2012 and June 2016. A special thank you to staff at the funded health departments including Caroline Miller, Julie Garcia, Nicole Edwards-Masuda, Melissa Espinoza, and Jesus Verduzco (Alameda County Public Health Department); Byron Pugh and Aisha Burgess (Baltimore City Health Department); Lenny Mujica, Aimee Wood, Renee Podolsky, Heidi Vaniman, and Stacey Lazos (Broward County Health Department); and Erica Davis, Delrice Adams, and Marlita White (Chicago Department of Public Health), and the partnering organizations at each of the four sites. Henrietta Kuoh, MPH (CDC) and RTI International provided demonstration phase training and technical assistance to each of the four sites.
- (3) The program was reviewed and revised by CDC between August 2016 and July 2019 in preparation for dissemination. Revisions focused on improving the ease and quality of implementation and increasing clarity for participants based on expert input and lessons learned from the demonstration project; core content was not changed. Revisions were led by Vi Donna Le, MPH. The Program Review Team in the Division of Violence Prevention also included Sarah DeGue, PhD, Jennifer Dills, PhD, Lianne Fuino Estefan, PhD MPH, Beverly Fortson, PhD, and Sarah Roby, MPH. We also thank Mauro Sifuentes and Aimee Wood, experienced facilitators from the demonstration phase, for their very helpful input on revisions. Graphic design in 2018 was led by Jessica Anderson, MFA from the Division of Violence Prevention.

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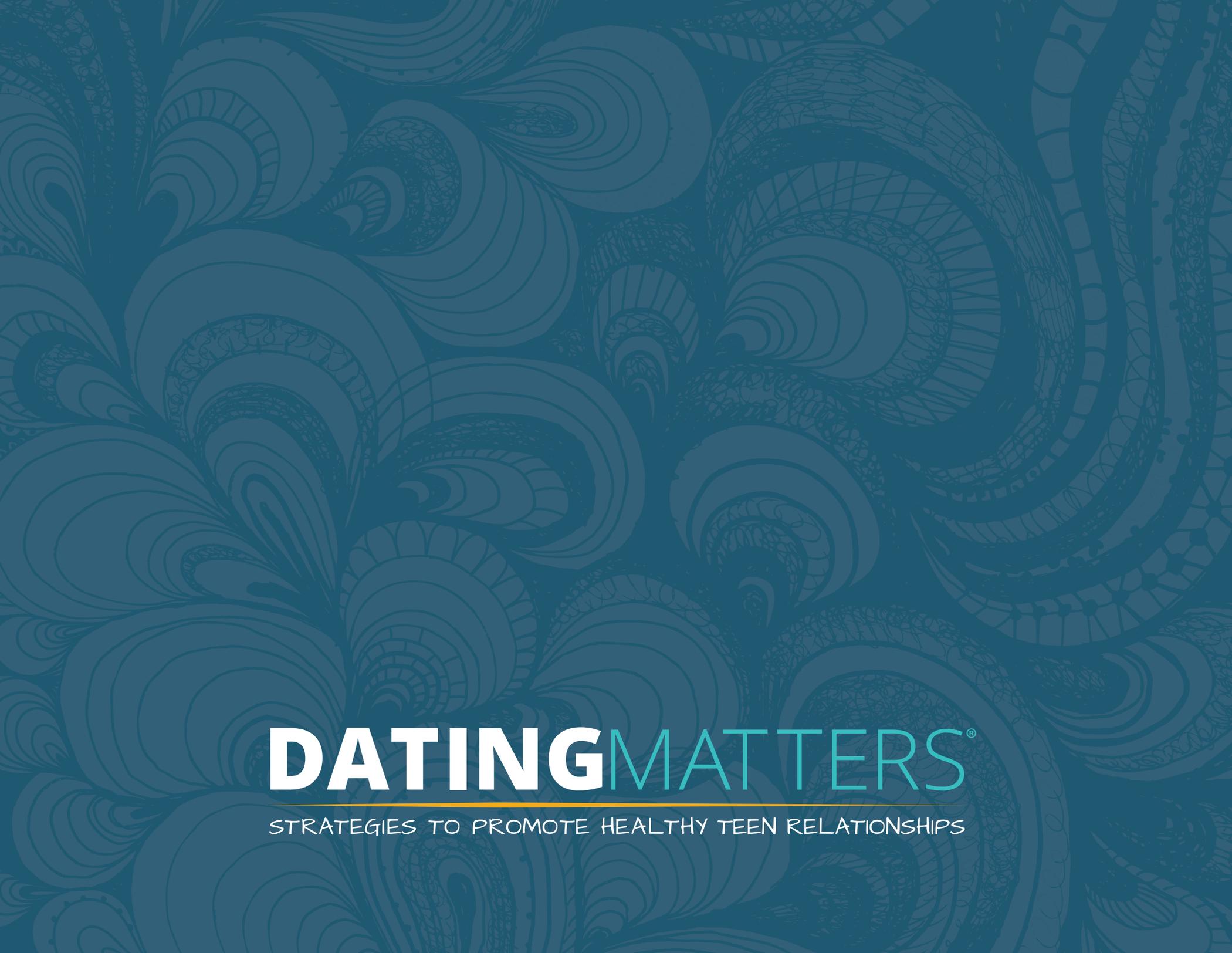
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