SAMPLE GROUP GUIDELINES

- ✓ Confidentiality: Everything said in here stays in here.
- ✓ Everybody is entitled to your own viewpoint and experience.
- ✓ Appreciate differences.
- ✓ Expect respect.
- ✓ Practice listening without interrupting.
- ✓ Talk about your own experience.
- ✓ Share feelings.
- ✓ Share experiences, not advice.
- ✓ Support each other.
- ✓ Each member contributes.
- ✓ You can pass or share.
- ✓ Be honest and be real.
- ✓ It is OK to make mistakes and take risks.

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Empathy Walk (15 min.)

What will you need:

- ✓ Multiple quotes about empathy/compassion

Directions:

Hang empathy quotes around the room. Have students volunteer to read each of the quotes. Instruct students to think about which quote they like the best and why or which quote resonates with them the most. Then have all students go stand by that quote. Go around the room and have each student talk about why they chose that quote.

Discussion:

- What does the quote mean to you?
- Why did you choose to stand under that quote?

Example Quotes:

"There is no small act of kindness. Every compassionate act makes large the world."

Mary Ann Radmacher

"The world is a dangerous place. Not because of the people who are evil; but because of the people who don't do anything about it."

Albert Einstein

"It's not so much the journey that's important; as is the way that we treat those we encounter and those around us, along the way."

Jeremy Aldana

"If you just learn a single trick, Scout, you'll get along a lot better with all kinds of folks. You never really understand a person until you consider things from his point of view…until you climb inside of his skin and walk around in it."

Atticus Finch

"I believe empathy is the most essential quality of civilization."

Roger Ebert

"If we can share our story with someone who responds with empathy and understanding, shame can't survive."

Brene Brown

Example quotes continued…

“No one cares how much you know, until they know how much you care.”

Theodore Roosevelt

“Resolve to be tender with the young, compassionate with the aged, sympathetic with the striving and tolerant with the weak and wrong . Sometime in your life, you will have been all of these.”

Gautama Buddha

“Too often we underestimate the power of a touch, a smile, a kind word, a listening ear, an honest compliment, or the smallest act of caring, all of which have the potential to turn a life around.”

Leo Buscaglia

"Thanksgiving dinner's sad and thankless. Christmas dinner's dark and blue, when you stop and try to see it from the turkey's point of view. Sunday dinner isn't sunny. Easter feasts are just bad luck, when you see it from the viewpoint of a chicken or a duck. Oh how I once loved tuna salad, pork and lobsters, lamb chops too, till I stopped and looked at dinner from the dinner's point of view."

Shel Silverstein

Personal Boundaries/100 Conversations Activity (15 min.)

(from 100conversations.org)

What you will need:

- ✓ This conversation guide.

This Conversation Will Help You…

1. Define personal boundaries
2. Talk about different kinds of boundaries
3. Identify at least 3 personal boundaries

Think About This First

- This conversation helps frame the idea of personal boundaries within different contexts.

Directions: This is just a conversation. If you think your students will do better in small groups or sitting in a circle, go for it! Whatever you think will work best and make the students feel comfortable to share their ideas.

Start Here:

- ✓ How would you define personal boundaries?
- ✓ Sometimes I hear the word "boundaries" and think physical boundaries – what other kinds of boundaries are there?
- ✓ How do most people learn about boundaries?

Continue:

- ✓ How do personal boundaries change as someone gets older?
- ✓ How are personal boundaries different based on different relationships?
- ✓ For instance, would personal boundaries be different with a friend than a family member?
- ✓ What about a stranger?

Keep Talking:

- ✓ Do you have different boundaries with a friend than with a dating partner?
- ✓ What are the biggest differences?
- ✓ Do you ever have to change the boundaries you have set up with someone?
- ✓ Why would you want to change your boundaries with a certain person?
- ✓ What kinds of boundaries do your friends have? How do you know?
- ✓ Are your boundaries similar, or different? How are they different?
- ✓ Do you think that people from other cultures have different boundaries?
- ✓ How are they different? How are they similar?
- ✓ Have you ever had a conflict with someone who had very different boundaries than you? What did you do?
- ✓ I've experienced that. Here is what I did _____.

Healthy Relationships Poster Activity (15 min.)

(Idaho Coalition Against Sexual and Domestic Violence www.engagingvoices.org)

What you will need:

- ✓ Large poster paper
- ✓ Markers

Directions:

Have students work together in groups of 4-6. Hand them each a big piece of poster paper. On the top of the poster write either

1.) What does a healthy relationship look, sound and feel like?

Or

2.) What does an unhealthy relationship look, sound and feel like?

Have some groups do the first prompt and others do the second. Give the students 5-6 minutes to work on their posters. Allow them to write and draw pictures. Have each group come up and share their poster.

Common Ground Activity (15 min.)

(From Our Revolution Conversation Guide by The Center for Healthy Teen Relationships, an initiative of the Idaho Coalition Against Sexual and Domestic Violence)

What will you need:

- ✓ Step into the circle if…list.

Directions:

Let everyone know that most people have experienced or know someone who has experienced abuse or violence. Conversations can be triggering for some people. Let people know they can leave at any time to take care themselves without judgment from the group. Remind the participants that resources and people are available to support them if they need to talk after the conversation and that this conversation should be a safe space for engaging with difficult issues.

Have the class stand in a circle. Read the following statements one at a time, and ask participants to step into the circle if the statement is true for them, then to step back out. Explain that there are no right or wrong answers, just an opportunity to reflect on their own experiences and opinions.

Step into the circle if…

- You believe we live in a community where abusive behavior in relationships and sexual assault happens.
- You have witnessed abusive behaviors or violence in your community.
- You are concerned about someone that has experienced or is experiencing abusive behaviors, sexual harassment, stalking, sexual assault, or rape.
- You have stood up for someone who was being mistreated or abused.
- You believe that there is a way we can all work together to make relationships safer and healthier and our communities compassionate and peaceful.
- You believe that oppression and social inequality like racism, sexism, classism, homophobia, able-ism, or any belief that one group is less than another, contribute to a culture of violence.
- You believe that we are all interconnected and that by building on that common ground we can make a difference.
- You are curious about building a movement to end violence but are not sure what you can do.
- You believe that teens need to lead the movement to end violence and create a compassionate community rooted in respect, equity, and justice.
- You believe the world can be a better place.

Discuss these questions

- Which statements were hardest to answer?
- Which statements had the most people in the circle?
- How did it feel when you chose to step in?
- How did it feel when you chose to stay out?
- Which statements made you feel most powerful or hopeful?

GENDER STEREOTYPES (15 minutes)

You will need:

- ✓ Large poster paper
- ✓ Markers

Gender stereotypes are simple and often false assumptions about the true nature of men and women, boys and girls and can often lead to unrealistic expectations for themselves, their friends and their dating partners. Our students get their ideas about gender from family, friends, media, popular culture, etc… These stereotypes provide messages of how we are supposed to act in relationships of all kinds.

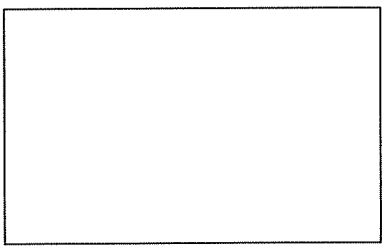
Introduce this activity with some examples:

Fact or Stereotype: Say these statements aloud to your class and ask them to decide if they are fact or stereotype.

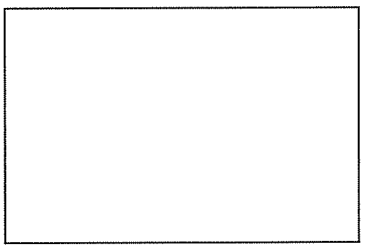
- ✓ Boys are stronger than girls.
- ✓ Boys hate the color pink.
- ✓ Girls create drama.
- ✓ Girls are not athletic.

Directions: Students will be in groups of 5-6 and will draw a line, dividing the poster in half. On one half they will draw a large box and label it "The Boy Box" and on the other half draw a large box labeled "The Girl Box".

The Boy Box



The Girl Box



Have groups write phrases and words that depict our cultural stereotypes for boys in the boy box and for girls in the girl box. Examples: macho, tough, don't cry, stud; dainty, drama queen, chic, foxy. After they brainstormed all they can think of have each group share their posters.

After sharing have a class discussion about words and phrases we use for people that **do not fit** gender stereotypes.

School Status Game (10 min.)

(Expect Respect Program Manual © Copyright SafePlace, Austin, Texas 2008)

This activity raises students' awareness about status and its implications.

What you will need:

- ✓ Social status cards (included in packet)
- ✓ Safety pins or tape

Instructions:

- Have the group line up in a single file. Explain that students will be given a card that they are not allowed to look at, but will be pinned to their back where everyone else can read it. Everyone must remain looking forward until the game begins
- Pin a card to every students back.
- Ask students to walk around the room for the next two or three minutes. Whenever they encounter someone, they should interact with them based on what the card says about that person. (For instance, if the sign on someone's back says 'tallest person in school' you should interact with that by person looking up, or ask how the weather is up there.)
- Afterward, ask students to line up in the order of their perceived status without talking.

←----------→

Most Powerful Least Powerful

Once in line, ask student to look at their status cards.

Discussion:

- Who had the highest status and who had the lowest status in this game?
- How did you guess your status?
- How did it feel to be a person of low or high social status?
- How did you act in this role? How did people treat you?
- How does this activity relate to how people treat each other at school?
- Which groups in this school have the most power?
  - -What do they do with this power?
  - -What do the power groups in school feel entitled to or what things do they get more easily than non-power groups?
- Which groups in this school have the least power?
  - -How are they treated?
- How does the distribution of power in this school reflect power in our society?
- What gives you power in our society?
- Which groups have less power?

WORST DRESSED STUDENT

BEST DRESSED STUDENT

BEST LOOKING GIRL IN CLASS

BEST LOOKING BOY IN SCHOOL

MOST POPULAR BOY

WEALTHIEST STUDENT

MOST POPULAR GIRL

GAY STUDENT

POOREST STUDENT

STUDENT THAT DATES THE MOST

MOST PICKED ON STUDENT

FOOTBALL PLAYER

CHEERLEADER

STUDENT WHO LOVES MATH AND SCIENCE

SCHOOL BULLY

STUDENT WHO SKIPS CLASSES

HEAVIEST BOY

HEAVIEST GIRL

SKINNIEST GIRL

SKINNIEST BOY

BEST MALE ATHLETE

BEST FEMALE ATHLETE

WORST FEMALE ATHLETE

WORST MALE ATHLETE

SHORTEST GIRL

SHORTEST BOY

TALLEST BOY

TALLEST GIRL

FUNNIEST BOY

FUNNIEST GIRL

Values Activity

(from the Idaho Coalition Against Sexual and Domestic Violence www.engagingvoices.org)

What you will need:

- ✓ Signs containing the characteristics of a healthy relationship hung up around the room. (characteristics signs are provided in this packet)

Directions:

Introduce the characteristics of healthy relationships and make sure students know the meaning of each. Direct students to quietly (without talking) move around the room to the sign that best describes the characteristic that he/she would value most for the given situation or relationship. Make sure to tell the teens that it is OK if they are the only one at a sign because everyone has different opinions and values. And, for that same reason, there is no right or wrong answers. Teens should just be able to explain their choices.

1. Move to the sign that shows the characteristic most important for parent to have with their teenage children.
2. Move to the sign that show the characteristic most important for teachers to show to their students.
3. Move to the sign that shows the most important characteristic for a friend to have with another friend.
4. Move to the sign that show the most important characteristic for two teenagers who are going out with each other to show to one another.
5. Move to the sign that show the characteristic most important for a friend or family member to have when you may be coming to them with a problem.
6. Move to the sign that shows the characteristic that best describes you!

After the students move each time, have a few students standing at each sign explain why they chose that characteristic. After the last rotation (when students are seated), share and summarize thoughts about the importance of these friendship characteristics and how we can implement them in our daily relationships.

RESPECT

SAFETY

SUPPORT

INDIVIDUALITY

FAIRNESS

EQUALITY

ACCEPTANCE

HONESTY

TRUST

COMMUNICATION

MUTUAL SPACE

SAY WHAT YOU MEAN AND MEAN WHAT YOU SAY

You will need:

- ✓ Definition of the three main types of communication
- ✓ Scenarios (included in this packet)

Definitions:

Passive: Let's people push them around; will not stand up for themselves; says 'sorry' a lot; uncertain; is afraid to speak up; lets other take advantage of them.

Aggressive: Points at people; will not control their temper; will not stop arguing until they win; tries to intimidate; loud; talks over others; no regard for other.

Assertive: Stand up for what they believe but are respectful of others; do not violate the rights of others; uses 'I' statements; stands up for those who are weaker; confident; expresses thoughts and feelings directly and honestly.

Directions:

Have students read definitions aloud. Ask them if they can think of examples or times when they heard assertive, aggressive, or passive communication. Explain that you would like them to get into pairs and you will hand each pair a scenario. Give them 2 or 3 minutes to brainstorm then have them stand, read the scenario and give the class an example of an assertive way to address the situation.

Your partner is 40 minutes late to pick you up for school in the morning.

You are out with a group of friends when your partner makes an insulting remark about your looks.

You are out with someone you don't know very well and the person starts asking you very personal questions that you don't want to answer.

Your dating partner asks for a loan of $200.00 but you have been saving that money for something else.

You decide your relationship is not working out for you and you want to break up.

Your best friend makes plans to do something with you on the weekend and often cancels at the last minute.

Your dating partner texts you so much that it is making you uncomfortable.

Your dating partner always wants to know where you are, who you are with and what you are doing.

Your aunt asks you to babysit every night after school. You do not want to because you want to be involved in school activities.

You and your lab partner are assigned a project together. Your lab partner keeps asking you to do it alone because they are busy.

Your boyfriend wants to be affectionate in public all the time, but this makes you uncomfortable.

Your dating partner asks you to lie to your parents so you can meet up after curfew.

Your friend asks you to help him photo-shop a not-so-nice picture of a girl he just broke up with.

Your dating partner takes your cell phone and checks your text messages. This feels like an invasion of your privacy.

Your friend texts you in-appropriate pictures and messages on your cell phone and it makes you uncomfortable.

Some people in your class are posting mean things about a classmate on Yik-Yak. You think this is bullying and want to say something.

Your friend asks to bor-row your brand new I-pod. You really don't want to lend it to anyone.

Your best friend asks you to find out the password for their boy/girlfriends' Facebook account. This is totally against your principals.

Healthy Relationships: Deal or No Deal (15 min.)

(Expect Respect Program Manual © Copyright SafePlace, Austin, Texas 2008)

What you will need:

- ✓ Relationship game cards. Included in packet.
- ✓ 3 paper bags. Label them "Warning Sign", "Deal Breaker" and "No Big Deal"

Directions:

- Hand out the relationship game cards. Make sure everyone has at least one.
- Explain that the "No Big Deal" bag is for cards that signal that there is no problem. The "warning signs" bag is for cards that signal a relationship problem that could be fixed or resolved. The "deal breaker" bag is for behaviors that would cause you to end the relationship immediately.
- Have students come up and place their cards in one of the bags in which they think a card belongs.
- Start the discussion with the "No Big Deal" cards. Ask students why they are no big deal and if/when the behavior would ever become a big deal.
- Move to the "warning signs" cards. Ask students how they would handle these situations. Ask students to be specific about what they would say to their partner about this behavior.
- Explain that these are called "warning signs" because they indicate that a person may become violent or abusive in the future.
- Ask if anyone agrees and/or disagrees with each card and let the student's debate if they would like to move it into another bag.
- Read all of the cards in the "Deal Breaker" bag.

Discussion:

- What would be the consequences if your partner repeated this behavior?
- How would you decide whether this problem is solved or whether this behavior has become a "deal breaker"?
- What might be difficult about "breaking the deal"?
- What reasons could you have for ignoring the warning signs and getting into a relationship (or staying in a relationship) with this person?
- What are some things you can do to make sure your relationships are healthy?

After the first few dates, the person says, "I can't live without you."

When angry, the person throws things.

You are expected to drop everything whenever asked and spend time with this person.

The person lies to you.

The person compares you unfavorably to previous relationships.

If not getting their own way, the person threatens to break up with you.

The person pressures you to do something sexual that you do not want to do.

The person threatens self harm if you try to break up.

The person calls or texts you when you are out with friends.

The person asks friends to spy on you.

The person leaves mean messages on your phone if you don't pick up when they call.

When mad, the person hangs up on you.

The person is often late in picking you up or meeting you for a date.

You ask to spend more time with each other, and the person blows you off.

The person tells other people things you asked to be kept secret.

The person takes money from you without asking.

The person calls you names, swears at you, and insults you in front of friends.

The person tells you what to wear.

You get blamed for the person's feelings.

The person flirts with other people in front of you.

The person scares you sometimes.

The person orders you around and treats you like a servant.

The person makes all the decisions in the relationship.

The person spends time alone with friends but gets upset if you spend time with yours.

The person blames you for everything that goes wrong in life.

The person has a temper tantrum over every little thing.

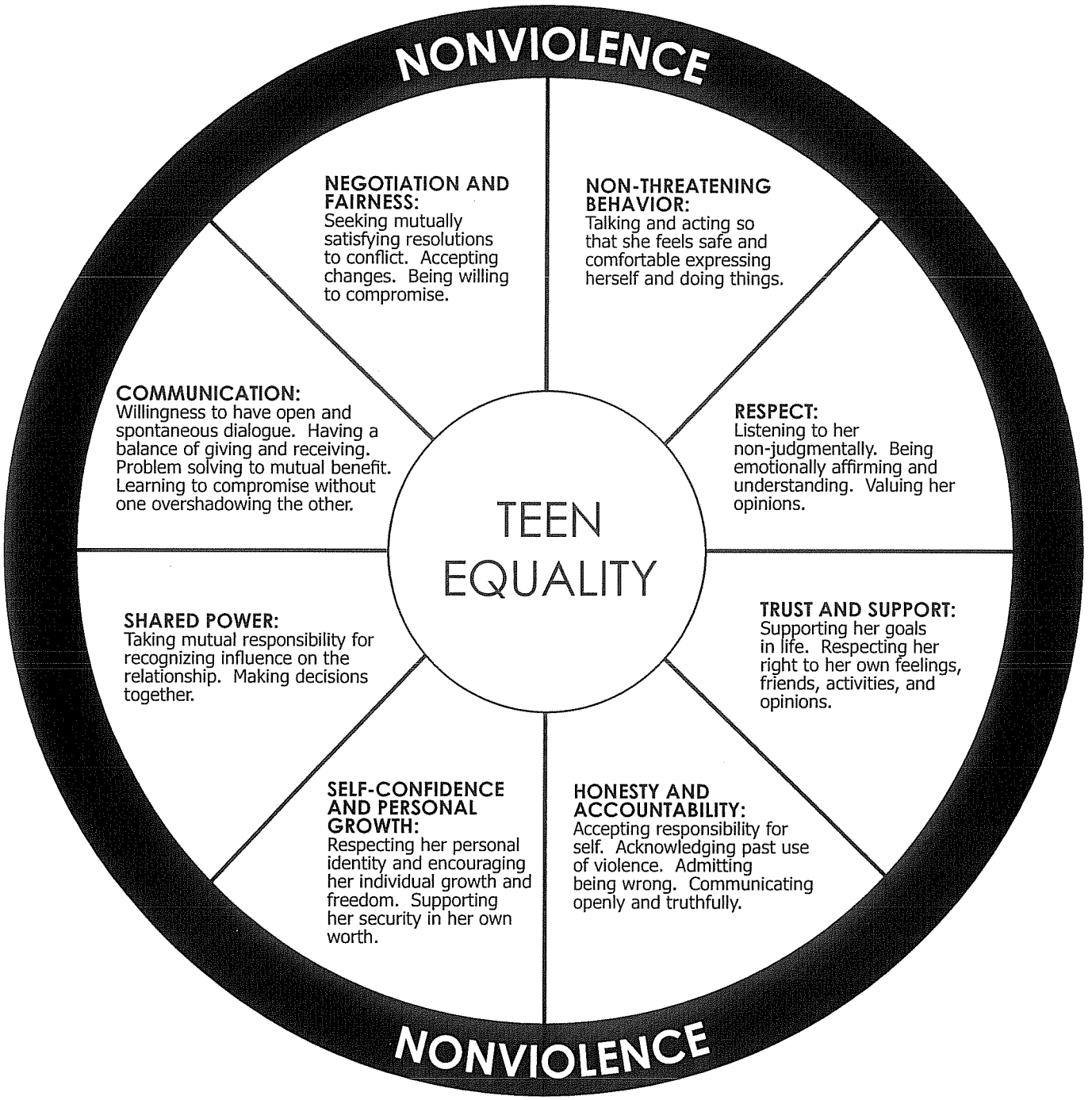
The person gets into lots of fights.

The person slaps you across the face.

The person leaves you stranded in an unfamiliar neighborhood because of getting mad at you.

The person is mean to people who are important to you.

EQUALITY WHEEL FOR TEENS



Adapted from:
Domestic Abuse Intervention Project
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Produced and distributed by:

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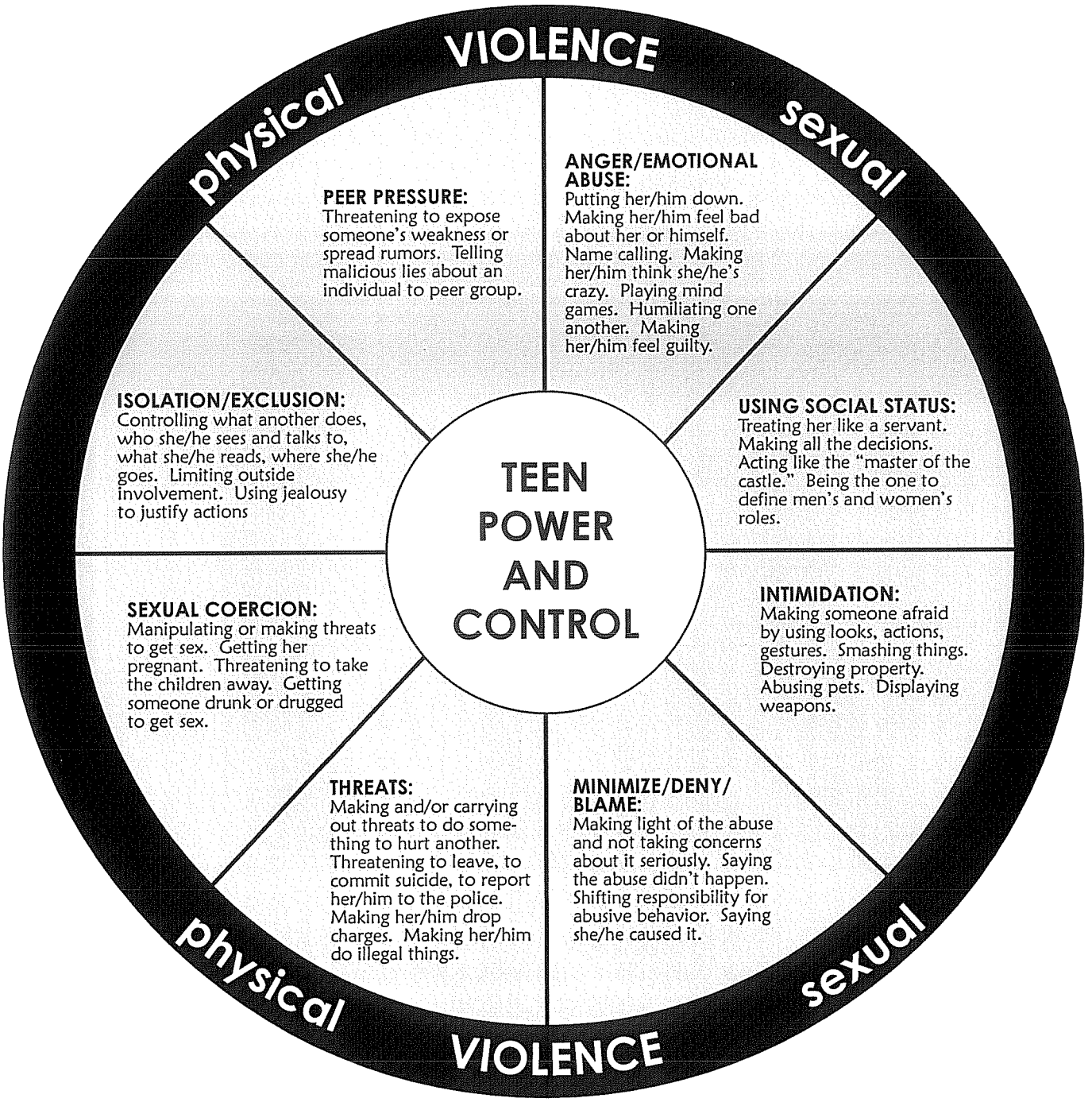
TEEN POWER AND CONTROL WHEEL



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Breathe
Listen
Affirm
Believe

Youth rarely report violence or abuse to authority figures.
If a youth chooses to disclose to you, your reaction can make a big impact. Remain calm and just remember to BLAB IT.

Information
Trauma Informed Support

B—Breathe
- Breathe deeply
- Check in with yourself

L— Listen
- Listen supportively and empathetically to the student

A— Affirm
- Affirm, validate experience, normalize response

B— Believe
- Assure student you believe him/her and that this is a safe space

I— Information
- Create supportive environment to collect information, empower student/parents (if appropriate) to choices surrounding the reporting process

T— Trauma-Informed Support
- Make appropriate referrals for supportive services
- Continue to validate, normalize and offer referrals for ongoing concerns
- Be aware of any symptoms of vicarious trauma; practice self-care

Cleveland Rape Crisis Center 24/7 Hotline: (216) 619-6192
Domestic Violence & Child Advocacy 24/7 Hotline: (216) 391-HELP (4357)

BLAB IT © Allison Hrovat M.Ed. PCC / L. Claire Campbell PCC-S, ATR 2009 Cleveland Rape Crisis Center

Supporting Students Who Disclose SADDVS

- ✓ **Ensure immediate safety is secure.**
- ✓ **Speak with the targeted student and alleged offender separately.**
- ✓ **Determine the appropriate staff to speak with the targeted student.**
  - Who needs to hear this information? Who has rapport with this student?
- ✓ **Create a safe and private environment** for the staff person to speak with the targeted student. Obtain more details and information regarding the incident (as appropriate) in whatever manner and at whatever pace the student is most comfortable sharing.
- ✓ **Listen supportively and empathetically.**
  - Thank the student for disclosing --"Thank you so much for coming to me with this information..."
  - Apologize -- "I am so sorry this happened to you..."
  - Support -- "I want to be able to support you in any way I can..."
- ✓ **Acknowledge and normalize emotions.**
  - "I can't imagine what you may be feeling..." or "It is totally normal to feel embarrassed, scared, angry, etc..."
- ✓ **Emphasize this was not their fault.**
  - "What happened to you is horrible and I want you to know that in no way is it your fault..."
- ✓ **Inform the targeted student of the policy and his/her rights** under the policy, including his/her right to:
  - Ask for hospital or legal advocacy; file charges or pursue legal protective order; seek counseling services; accommodations; safety planning; request a school-based stay away agreement and/or file a student complaint.
  - Provide Notification of Rights form if applicable.
  - Inform the student about confidentiality.
- ✓ **Conference with the targeted student and determine parental involvement**
  - Review support system -- Who does this student trust? Who can they turn to in the school, home, community?
- ✓ Assist in making **any community resource referrals** or completing the Student Complaint Form.
- ✓ **Develop a plan with the targeted student** regarding how to increase and monitor safety.
- ✓ **Respect the targeted student's choices and support autonomy.**
  - Thank the student again.
  - Review plan for who is available for support, how they will cope, and plan for follow up.
  - Reiterate who in the school can be available to this student if concerns arise.
- ✓ **Complete necessary calls (eg: police/DCFS) and documentation.**
  - Ensure administration (if applicable) and guidance counselors are up to date on plan.
- ✓ **Follow up with the student or "check in" as needed**
  - Consult Ranger 360, Cleveland Rape Crisis Center or Domestic Violence and Child Advocacy Center as needed.

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