



Building Healthy Relationships:

A Teen Dating Violence & Sexual Violence Prevention Program for Grades 6-12
2018 – 2019 Curriculum Guide

Prepared by:
Sam Harrell, MSW
Prevention Program Coordinator
Middle Way House, Inc.
sam@middlewayhouse.org
(812) 333-7404 ext. 123

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Introduction

Building Healthy Relationships (BHR) is an interactive, evidence-informed curriculum designed by Middle Way House (MWH) to prevent domestic and sexual violence. Educators tailor presentations to fit the time frames and specific needs of each audience. With delivery from MWH staff, students are able to build trust and connection with trained advocates. This program is offered to area middle schools, high schools, and youth-serving organizations. 1,648 Monroe County junior and senior high school students participated in BHR in the 2017-2018 school year.

About Middle Way House

MWH is a 501(c)3 nonprofit organization serving survivors of domestic violence, sexual violence, stalking, and human trafficking across Martin, Monroe, Morgan, Owen, Lawrence, and Greene counties in Indiana. Services include a 24/7 crisis line, 24/7 walk-in services, an emergency shelter, sexual violence support services, legal advocacy, support groups, transitional housing, and prevention education.

Middle Way House envisions a community where individuals live free from violence and the threat of violence; a community characterized by equality across the gender spectrum and social and economic justice; a community where everyone's contribution is honored and individual and group differences are valued; a community where everyone is adequately fed, housed, educated and employed; a community that provides opportunities for meaningful participation, personal growth, and creative expression.

Curriculum Overview

Core BHR sessions address gender stereotypes, power and control behaviors, affirmative consent, boundaries, and bystander intervention. Our objective is for participants to leave with the shared goal of preventing violence in the future and in possession of the skills to do just that.

Assumptions

Youth deserve:

- ✓ access to accurate and age-appropriate information pertaining to relationship safety
- ✓ affirmation, respect, and celebration of their unique identities, including gender expression and gender identity
- ✓ peer relationships based in respect, trust and support, honesty and accountability, self-confidence and personal growth, shared power, communication, negotiation and fairness, and non-threatening behavior (Domestic Abuse Intervention Project, 2017)
- ✓ autonomy over their bodies and personal spaces
- ✓ emotional, physical, and online boundaries that are respected
- ✓ tools to support and advocate for peers experiencing unhealthy relationships
- ✓ skills to intervene in unhealthy relationships

Learning Objectives

1. General
 - 1.1. Students will identify resources and services provided by Middle Way House.
2. Gender Stereotypes
 - 2.1. Students will define the concepts of gender and stereotypes.
 - 2.2. Students will recognize the connection between rigid stereotypes and gender-based violence.
3. Power & Control Behaviors
 - 3.1. Students will recognize power and control-based behaviors in peer relationships.
 - 3.2. Students will define dating violence, stalking and human trafficking.
4. Affirmative Consent
 - 4.1. Students will define sexual violence.
 - 4.2. Students will recognize myths that perpetuate sexual violence.
 - 4.3. Students will recognize core components of affirmative consent.
 - 4.4. Students will understand the impact of laws pertaining to sexual activity and communication.
5. Boundaries
 - 5.1. Students will recognize equity-based behaviors in peer-relationships.
 - 5.2. Students will identify and communicate boundaries to peers.
 - 5.3. Students will know strategies for navigating boundary conflicts.
6. Bystander Intervention
 - 6.1. Students will know strategies for peer survivor support and advocacy.
 - 6.2. Students will know strategies for bystander intervention.

Our Prevention Team

Sam Harrell, MSW (they/them) – Prevention Programs Coordinator

Sam coordinates Middle Way House’s prevention programming and is the lead facilitator of the *Building Healthy Relationships* program. Sam has a BSW and MSW from Indiana University. Their experience in LGBTQ+ youth services, disability services, and child welfare informs their curriculum development. Sam supervises undergraduate and graduate Indiana University School of Social Work students at Middle Way House.

Chiara Logan (she/her) – Elementary Prevention Specialist

Chiara helps design, facilitate, and evaluate elementary prevention programming (pilot programs will begin fall of 2018). Chiara also assists with the *Building Healthy Relationships* curriculum. She is studying gender studies and sociology at Indiana University and plans to pursue a graduate education in neonatology.

Peg Smith, MEd (she/her) – Volunteer Prevention Specialist

Peg helps design, facilitate, and evaluate prevention programming, with an emphasis on elementary and afterschool program design. Peg also volunteers as an On-Scene-Advocate for the *Building Healthy Relationships* program. She holds a Master’s in Educational Counseling and is a retired teacher.

Austin Williams (he/him) & Madeleine Winter (she/her) – Prevention Interns

Austin and Madeleine are seniors at the Indiana University School of Social Work interning with Middle Way House’s Prevention Department. Throughout the school year, they serve as On-Scene-Advocates and co-facilitators of the *Building Healthy Relationships* program.

Crisis Intervention Services Volunteers – On Scene Advocates (OSAs)

Middle Way House volunteers trained in On Scene Advocacy through our Crisis Intervention Services Department provide support to program facilitators delivering *Building Healthy Relationships*. Students may step into the hallway at any point to speak with an OSA. OSAs can provide active listening, resource and youth services information, and accompaniment to the school’s social work and/or counseling office.

How to Use this Guide

Middle Way House Staff

You can think of this curriculum guide as a master document containing information, lesson plans, activities, and handouts necessary to conduct *Building Healthy Relationships* for the 2018-2019 school year. Curriculum adaptations are possible but cannot compromise learning objectives or subject areas. The *Facilitator Resources* section is filled with useful information about best practices, policies, and procedures. Devote ample time to read through these resources and reach out to the Prevention Program Coordinator with any questions.

Prior to facilitating *Building Healthy Relationships*:

- communicate with school administrators and teachers about the content of the curriculum, including the time and technology required to deliver it
- stock notecards, large paper, markers, handouts, and any other supplies
- coordinate volunteers, interns, and on-scene-advocates (ensuring appropriate training and background checks are completed)

Educators and Families

We're happy you're reading the *Building Healthy Relationships 2018-2019 Curriculum Guide*. You can think of this guide as a master document, containing information, lesson plans, activities, and handouts that Middle Way House may use when facilitating programs with your student(s). Please note that specific activities and lessons are chosen by Middle Way House staff based on the school and classroom context (e.g. grade, prior programming, number of program days). The *Educator Resources* and *Family Resources* sections are filled with additional information to help you continue exploring healthy relationships with your student(s).

Rationale

The BHR curriculum has evolved from almost three decades of delivery in schools and youth-serving agencies. Originally developed and delivered part-time by our Crisis Intervention Specialists, BHR would later inspire the creation of a Prevention Department. In 2013 and 2014, Cierra Olivia Thomas-Williams, who solidified BHR's five subject areas, won the State Preventionist of the Year award. In 2017, Sam Harrell transitioned into the role of Prevention Program Coordinator. After a year of observing their predecessor, Myke Luurtsema, Harrell organized the curriculum into a usable facilitation guide.

The BHR curriculum is considered evidence-informed practice (EIP). Its development and frequent revisions respond to research evidence, youth diversity, facilitator wisdom, and learning theory (Dodd & Savage, 2016). BHR facilitators embrace the theory of Diffusion of Innovation which articulates the strength in adapting to unique circumstances when replicating programs. BHR considers five characteristics of innovations that affect diffusion: relative advantage (is our current curriculum better than it was before?), compatibility (does the curriculum fit the intended youth audience?), complexity (is the curriculum easy to use for facilitators and volunteers?), trialability (can other staff or area providers try out the curriculum

before adopting it?), and observability (are the results of the curriculum visible and measurable?) (Oldenburg & Glanz, 2008).

Evidence Informing this Curriculum

Problem & Prevalence

In this curriculum, we will define teen dating violence as “the pattern of behaviors used to exert power and control over a dating partner.” Behaviors may include physical, emotional, sexual, financial, and/or verbal abuse.

We will define sexual violence as “any type of non-consensual sexual contact or behavior.” Behaviors may include sexual harassment, sexual assault, and rape.

Dating and sexual violence represent public health crises. According to the Center for Disease Control and Prevention (2006), 1.5 million U.S. high school students experience physical abuse from a dating partner each year. Approximately 1 in 4 girls and 1 in 6 boys will experience sexual violence before age 18 (NSVRC, 2015). Transgender youth face a disproportionately high risk of sexual violence victimization (James et al., 2016).

Prevention education hopes to empower and equip students with information and skills needed to prevent violence. 7-12th grade is a critical time for intervention as students often develop violent behaviors between the ages of 12 and 18 (Rosado, 2000). In our experience, more information helps students find the language and resources to advocate for themselves and their friends.

Risk & Protective Factors

This curriculum addresses both sexual violence and teen dating violence because of their shared risk and protective factors. The CDCP’s 2014 report, *Connecting the Dots*, demonstrated shared evidence-based risk factors for perpetration of multiple forms of violence. Shared risk factors between teen dating violence and sexual violence included: cultural norms that support aggression towards others, harmful norms around masculinity and femininity, and a lack of non-violence social problem-solving skills (Wilkins, Tsao, Hertz, Davis, & Klevens, 2014).

Theoretical Approach

Following the lead of the CDCP, BHR has slowly shifted the focus of its prevention efforts to preventing perpetration, rather than solely promoting individual safety (Degue et al., 2012b). Using the social-ecological model, BHR addresses risk and protective factors for dating and sexual violence at the individual, relationship, community, and cultural/societal levels (DeGue, 2012a).

Methods of Engagement

BHR engages students in multiple ways, including discussions, role plays, surveys, gallery walks, team-based learning, and case scenarios. Multiple forms of engagement in sexual violence prevention programs have been associated with more positive outcomes (DeGue et al., 2014). Peer-to-peer interaction and activities are prioritized over the reading of statistics, as awareness-raising statistics have not demonstrated effects on student attitudes (Schewe, 2002). As recommended by the CDCP (2014), BHR provides information and engagement over multiple sessions to maximize the potential for attitude and behavior change.

Curriculum Subjects

Subject	Research
Gender Stereotypes	Hyper-masculinity and belief in strict gender roles is one of many risk factors for intimate partner violence perpetration (Tharp et al., 2013; Vagi et al., 2013). BHR gives students space to explore gender schemas, sources of gender stereotyped information, and interpersonal responses to nonnormative gender representation. Recognizing that the safety, attendance, and academic success of LGBTQ+ students relies on culturally competent practices, BHR uses gender-inclusive language (Greytak, Kosciw, & Diaz, 2009). A gender-inclusive design to violence prevention does not mean gender neutrality when describing gender-based violence. Reed, Raj, Miller, & Silverman (2010) urge practitioners to acknowledge that intimate partner violence is a gender-based issue, with women and girls overwhelmingly victim to it.
Power & Control Behaviors	Using social norms theory, we can posit that relationship behaviors are informed by students' perceptions of their peers' attitudes and behaviors (Miller et al., 2012). If we know that students are both influenced by peers and turn to peers when faced with relationship conflict (Liz Claiborne Inc., 2005), investing in peer education is vital. By equipping students with information to help them identify unhealthy behaviors (Domestic Abuse Intervention Project, 2017), BHR invests in violence prevention that has potential to continue beyond the classroom.
Affirmative Consent	<p>Addressing sexual communication and consent protects against sexual violence by increasing awareness of perpetration risk (Basile et al., 2016). A survey of 217 straight male college students found that students who did not understand sexual consent were more likely to self-report recent sexually aggressive behavior (Warren, Swan, & Allen, 2015). Therefore, BHR explores consent principles through examples, discussions, and scenarios.</p> <p>In a meta-analysis of 37 studies, Suarez & Gadalla (2010) found racism to be positively associated with rate-myth acceptance. When teaching about sexual violence and affirmative consent, BHR facilitators return to the subjects of power and control and population-specific vulnerabilities.</p>
Boundaries	In our experience, students often have language for setting boundaries but are ill-equipped to navigate boundary conflicts. Activities that allow students to practice and reinforce non-violent behavior and conflict resolution skills are considered important components of effective sexual violence prevention programs (Basile et al., 2016).
Bystander Intervention	Overwhelmingly, students turn to their friends, not adults and local professionals, for credible advice and information about relationships (Noonan & Charles, 2009). This tells us that investment in skills that promote peer-to-peer communication is invaluable in violence prevention

work. Effective programs help students think through what kind of immediate intervention is both safe and effective (Black, Tolman, Callahan, Saunders, & Weisz, 2008). Bystander intervention scenarios in the BHR middle school curriculum focus on a range of unhealthy behaviors that encourage students to think about how violence develops over time. This strategy is supported by research that says the prevention of “low-level” abuse (e.g. name-calling, humiliation) may be effective in preventing more serious forms of interpersonal violence (Noonan & Charles, 2009).

Principles of Effective Prevention Programming

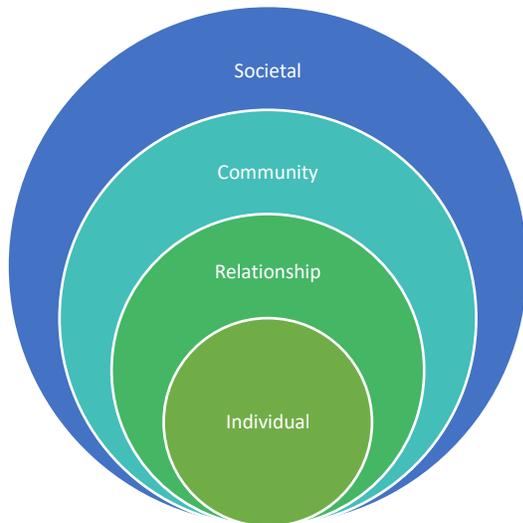
Below is an outline of the nine principles associated with effective prevention programs as identified by Nation, et al. (2003). Following each principle is commentary on the BHR curriculum.

Principle	Application
Comprehensive	Prevention programs should utilize multiple interventions in multiple settings (Nation et al., 2003). The BHR curriculum combines interventions focused on resource information, awareness, skill development, and skill practice. BHR addresses risk and protective factors for multiple social-ecological settings, include school and community norms. BHR staff provide prevention 101 trainings to social service providers, college students, and community groups upon request.
Varied Teaching Method	Prevention programs should use a varied teaching method with an emphasis on interactive and skill-based activities (Nation et al., 2003). BHR uses a combination of small and large group discussions, lectures, group writing activities, games, role plays, and case studies to engage students.
Sufficient Dosage	Prevention programs should expose students to sufficient dosage of programming (Nation et al., 2003). Dosage can include the duration of the total program, as well as the length, quantity, and spacing of individual sessions. Follow-up activity or sessions are generally recommended. Over three decades, BHR has worked with schools to occupy 4-5 hours of class time across 3-5 consecutive days. While consecutive day spacing is not preferable, it is conducive to most existing syllabi. Staff can provide additional sessions if class time allows. BHR has not historically provided follow-up materials or visits but intends to explore this option further.
Theory Driven	Prevention programs should use theory-drive interventions based in research (Nation et al., 2003). BHR uses the social-ecological theory to identify risk and protective factors that influence violence across four factors: individual, relationship, community, and society (Dahlberg & Krug, 2002).

Positive Relationships	Prevention programs should promote strong, positive relationships (Nation et al., 2003). BHR enhances peer relationships by helping students develop skills in peer-advocacy, positive norm change, and bystander intervention. Additionally, BHR promotes social connectedness as a protective factor against dating and sexual violence.
Appropriately Timed Interventions	Prevention programs should occur at a time in a student's life when they will have maximum impact (Nation et al., 2003). Violent behaviors typically develop between the ages of 12 and 18 (Rosado, 2000). In response, BHR has historically been delivered at the 7 th and 10 th grade year. In 2018, Middle Way House will launch an elementary-focused social-emotional learning curriculum intended to build protective factors early.
Socio-culturally Relevant	Prevention programs should be relevant to community norms, cultural beliefs, and practices (Nation et al., 2003). Participants should be included in the planning and implementation of programs. BHR utilizes a variety of resources to maximize socio-cultural relevancy, such as student feedback cards, undergraduate social work intern perspectives, and best practice research for working with marginalized communities. Historically, high school and college interns have assisted with program delivery to enhance youth relevancy. BHR staff are currently working on a strategic plan to increase representation of people of color in program facilitation.
Outcome Evaluation	Prevention programs should have outcome evaluation measures in place and not rely too heavily on anecdotal evidence (Nation et al., 2003). BHR uses anonymous student questions and feedback, as well as pre- and post-surveys to collect data. Middle Way House staff have only recently developed a standardized method for data collection and analysis. Staff are currently exploring local university resources to enhance the validity and accuracy of data collection and analysis.
Well-Trained Staff	Prevention programs should be staffed by competent providers with strong training, support and supervision. BHR is coordinated and primarily facilitated by an MSW with experience working with LGBTQ+ youth, youth with disabilities, youth in child welfare settings, and youth with disabilities. The coordinator supervises a team of part-time staff and undergraduate social work interns.

Social-Ecological Model

BHR follows the social-ecological model (SEM) used by the Center for Disease Control and Prevention to guide program development (Dahlberg & Krug, 2002). This model recognizes four distinct and interconnected levels: individual, relationship, community, and society. Together, these levels construct a comprehensive image of risk and protective factors for experiencing and perpetrating violence. BHR uses the SEM to help illustrate how change at one level (e.g. individual) can influence other levels (e.g. communities).



THE SOCIAL-ECOLOGICAL MODEL: A FRAMEWORK FOR PREVENTION." (2018). CENTER FOR DISEASE CONTROL & PREVENTION. RETRIEVED FROM [HTTPS://WWW.CDC.GOV/VIOLENCEPREVENTION/OVERVIEW/SOCIAL-ECOLOGICALMODEL.HTML](https://www.cdc.gov/violenceprevention/overview/social-ecologicalmodel.html)

At the individual level of the social-ecological model, BHR engages students in activities and discussions exploring how biological and personal histories influence individual attitudes, beliefs, and behaviors.

At the relationship level, BHR helps students examine close relationships and build skills in conflict resolution and communication.

At the community level, BHR encourages students to explore how school and neighborhood climates impact social relationships and behavior norms.

At the societal level, BHR asks students to reflect on how economic and social inequalities promote violence and what is needed to increase equity.

House Keeping

Name Tags

Invite students to write their names and gender pronouns (optional) in large, clear, dark print on the folding name-signs on their desks. To explain gender pronouns, provide examples (she/her/hers, they/them/theirs, he/him/his, etc.).

Cultural Competency Notes for Facilitators:

- ✓ If a student does not provide their pronouns, use they/them pronouns or use their name in place of pronouns.
- ✓ Do not pre-write nametags, even if names are provided by the teacher. Allowing students to write their own nametags makes space for them to use the name that best affirms their identity.
- ✓ If school staff pre-write nametags, invite students to correct you during or after class if they prefer a different name.
- ✓ If you are unsure how to pronounce a student's name, ask them (e.g. "Can you tell me how to pronounce your name?"). Repeat the name and ask if you've said it correctly. Do not insinuate that their name is difficult or burdensome. If you're worried you'll forget a pronunciation, write down a note with symbolism that you'll recognize.

Anonymous Questions

On Day One, direct participants' attention to the index cards on their desks. Let participants know that at the end of each day, they'll be invited to write down an anonymous question about MWH or the material covered. Assure them that all questions will be answered at the next session. If they would like to speak with a school counselor or social worker about their question or disclosure, invite them to put their name on the index card. This will prompt MWH to connect them with the appropriate school staff.

Notes for Facilitators on Collecting Questions:

- ✓ Use an opaque box or container to collect questions
- ✓ Allow students to directly deposit questions, rather than staff collecting them
- ✓ Do not read or browse the questions in front of students
- ✓ Between class periods, move questions to an envelope labeled with the day and class period

Notes for Facilitators on Answering Questions (Following text from: Shroeder, Goldfarb, & Gelperin, 2015)

- ✓ It's okay to not know the answer to a question. Be honest and commit to finding an answer or more information for the student. Admitting that we do not have all the answers models the *no one knows everything, but together we know a lot* (Anti-Oppressive Resource & Training Alliance, 2014). You can invite students to share what they might know.
- ✓ If handwriting is not legible, read what you can and then invite the anonymous person to re-write the question
- ✓ Google confusing words to check for pop cultural or internet references

- ✓ Use your tone and body language to normalize questions and affirm students as learners. Avoid nonverbal cues that imply judgement or disapproval.
- ✓ Express gratitude for students' trust in asking questions
- ✓ When answering a personal question (e.g. "What do I do if..."), use third-person language (e.g. "Someone who...")
- ✓ Use gender-neutral and orientation-neutral language
- ✓ Prioritize accurate information over comfort

Program Values

Review the following program values with participants. Write them on the board. Explain that we use these values to create a safe learning environment. Invite participants to add values. After the first day, ask participants to recall them.

Your Voice. We care about what you have to say and therefore need people to speak one at a time. If you tend to speak a lot, make space for others by listening more this week. If you tend to listen a lot, we hope you'll consider speaking more.

Your Experiences. Sometimes people laugh at sad or violent things because they are nervous, uncomfortable, or unfamiliar. We are going to ask that we don't laugh at sad or violent things this week. If you do, we may ask you to step out to gather your thoughts so that you can reenter the room in a more respectful manner.

Confidentiality. We will not share your personal stories and experiences unless you tell us that a minor, older adult, or person with a disability is experiencing abuse, or that you intend to hurt yourself or others. This is because we are mandatory reporters of abuse and neglect. We ask that you also respect your classmates' confidentiality this week.

Curiosity. If you disagree with something that is said this week, or you feel frustrated or confused by a topic, please ask questions! Likely, someone else is thinking the same thing. We all learn more when we act with curiosity.

Self-Care. We will always give you a heads-up before discussing a potentially sensitive topic so that you can decide if you feel comfortable participating. We ask that you do the same for others. Remember, this curriculum is optional and you can step out at any time. You do not need to raise your hand. An advocate will come out to see if you'd like to talk. If you don't want to talk, that is okay.



Middle School Curriculum

Gender Stereotypes

Target Grades

6th – 8th

Suggested Time

60-90 minutes

Materials

- Name tags
- Markers
- Index cards
- Anonymous question box
- Youth resource guides
- Crisis line cards

Before Starting

- ✓ Arrange chairs in a semi-circle
- ✓ Put an index card and name tag on each desk

On the Board

Write text written in green on the board.

Overview

The *Building Healthy Relationships* curriculum begins with an introduction to Middle Way House services, along with program norms and expectations. Next, we use a group activity to explore how gender stereotypes inform relationship behavior. Finally, we facilitate a discussion about how gender stereotypes create the foundation for gender-based violence.

Objectives

1. Students will identify resources and services provided by Middle Way House.
2. Students will define the concepts of gender and stereotypes.
3. Students will recognize the connection between rigid stereotypes and gender-based violence.

Procedure

Part One: Introduction to Middle Way House

Introduce yourself and any additional staff/interns/volunteers. Help students create name tags. Explain that the index cards will be used at the end of class.



Ask students what they know about Middle Way House. Add to their response by relaying the following information:

“Middle Way House, Inc. is a non-profit organization committed to opposing gender-based violence. We provide free services to people of all genders affected by sexual assault, domestic violence, and human trafficking. Middle Way House services include:

- ✓ An emergency shelter for adults and their children who need a safe place to stay because of violence that is occurring.
- ✓ A sexual violence resource center with trained advocates that meet people who have experienced sexual violence at the hospital and on scene (if the perpetrator has been arrested). Advocates are also available for phone support. This service is available 24/7.
- ✓ A 24/7 help and crisis line for people to receive support, ask questions and receive resources regarding domestic violence, sexual violence, and trafficking. It is free, anonymous, and confidential (with limits).
- ✓ The Rise is transitional housing for adults and children who have experienced domestic violence. It is a 28-unit building where families can reside for up to two years. Families have access to childcare, youth programming, and casework.
- ✓ Free legal advocacy. Legal advocates can also accompany survivors

National Health

Education Standards

(American Cancer Society (ACA), 2007)

- 2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.
- 2.8.3 Describe how peers influence healthy and unhealthy behaviors.
- 2.8.4 Analyze how the school and community can affect personal health practices and behaviors.
- 2.8.5 Analyze how messages from media influence health behaviors.
- 2.8.6 Analyze the influence of technology on personal and family health.
- 2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.
- 3.8.5 Locate valid and reliable health products and services.

to court.

- ✓ Facilitated peer support groups for adult survivors of domestic violence, sexual violence, and incest.
- ✓ Coordination with a teen sexual assault survivor support group through the Bloomington Center for Connection.
- ✓ Education and prevention programs like the one we are presenting today.”

Part Two: Program Overview & Values

“This program is called *Building Healthy Relationships*. We’ll go through it in five parts, building skills to prevent domestic and sexual violence. We’ll explore gender stereotypes, power and control behaviors, affirmative consent, boundaries, and bystander intervention.”

Introduce students to program values (**voice**, **experience**, **confidentiality**, **curiosity**, and **self-care**). Explain that we’ll return to these at the beginning of each lesson.

Part Three: Defining Gender & Stereotypes

Explain that you’re going to tell students a riddle. Give each student a post-it note. Ask them to write down their best answer. If they’ve heard it before, ask them to put a star on their post-it and not share the answer. Ask students not to blurt out their answer.

A father and son are in a horrible car crash that kills the dad. The son is rushed to the hospital. Just as he’s about to go under the knife, the surgeon says, “Wait! I can’t operate—that boy is my son!” Explain.



Invite students who have not previously heard the riddle to share their **answers** with the class. Explain the following:

“Studies have revealed only 14-15% of students are able to consider the surgeon may be a mother (Barlow, 2014). While answers such as ‘gay father’ or ‘adoptive parent’ help expand traditional notions of gender roles and family norms, women are the least likely to be considered.

What makes this riddle so difficult? **Gender schemas**, which are generalizations that help us explain our complex world and do not reflect our personal values or life experiences. This means that regardless of our personal beliefs or experiences, when asked to think on our feet, we are likely to rely on stereotypes we’ve learned growing up.

We are going to start off this week off by discussing how gender roles build invisible patterns in our relationships.”



Ask students how they define gender. Validate responses and acknowledge we’re all working with the best information we have. Add to students’ answers with the following:

Indiana Academic Standards for Health & Wellness

(Indiana Department of Education (IDOE), 2017)

- 8.1.3 Analyze how the environment impacts personal health.
- 8.2.1 Examine how the family influences the health of adolescents.
- 8.2.2 Analyze how the school and community can affect personal health practices and behaviors.
- 8.2.3 Analyze how messages from the media influence health behaviors.
- 8.2.4 Describe how peers can influence healthy and unhealthy behaviors.
- 8.2.5 Describe the influence of culture on health beliefs, practices, and behaviors.
- 8.2.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.
- 8.3.5 Locate valid and reliable health products and services that enhance health.
- 8.8.4 Identify agencies, organizations, or others who advocate for the health issue.

“Gender is unique to each individual and is determined by how they self-identify on or off a spectrum from masculinity to femininity. Gender varies across time, culture, and space. Fifty years ago, people had different expectations for gender than they do now. If we traveled across the world, gender would look very different than it looks here in the U.S.”

Ask students how they define stereotype. Validate responses and acknowledge we’re all working with the best information we have. Add to students’ answers with the following:

“A **stereotype** is a widely-held belief about a person, place, or thing. It is not necessarily true.”

Part Four: Gender Box Activity (Kivel, 1998)

Divide the class into groups of 4-5 participants each and ask them to find a piece of paper and pick a scribe. **Draw a box on the board with the words “Act like a Man” above it.**

Tell the class that the teams are going to race. When you say go, each team will write down as many words or ideas that they associate with the phrase “Act like a Man.” This might include expectations, feelings, appearances, characteristics, etc. Each team must have *at least* ten items written down. Remind students that this exercise seeks to look at stereotypes, not at individual behavior. Encourage students to brainstorm with nonjudgement, rather than argument or debate.

When students are done, ask the teams to total how many ideas they came up with. Announce the winning team. Ask each team to share **3-5 ideas** (depending on class size) and write them in the box. Use asterisks to acknowledge repeat ideas. Repeat this activity with a **second box, labeled “Act like a Lady.”**

Discussion Questions

1. *What themes do we see in each of these boxes?*

Help the class to identify themes of power and control, or lack of power and control. Consider asking: *Which box has more power? Why?*

2. *Raise your hand if you know someone who tries to fit into these boxes all the time.*

“Even people that don’t buy into these boxes still have to interact with peers that care about the rules of the box and judge themselves accordingly. The characteristics in the box aren’t inherently bad. However, the pressure we put on people to fit a certain mold is often unachievable or impossible to maintain.”

3. *What happens to people who don’t always act inside these boxes?*

“The more invested you are in the box, the more of yourself you have to

Additional Resources

Middle Way House
resources at
middlewayhouse.org

Anti-Oppressive
Facilitation Tools at
aorta.coop

CDC Risk & Protective
Factors for Sexual
Violence: Gender Roles at
cdc.gov/violenceprevention

LGBTQ+ Issues in
Education at
glsen.org/research

Examples of Changing Gender Norms

Cheerleading originated in the 1800s as an all-male sport (Grindstaff & West, 2006).

Before the 14th century, men in the West wore unshaped garments and tunics. It wasn't until the 19th century that trousers became standard male attire (Victoria & Albert Museum, n.d.).

Pink was once considered a boy's color: bold, dramatic, and fierce (Frassanito & Pettorini, 2008).

In the early 1940s, the University of Pennsylvania hired the world's first computer programmers: six women (Gürer, 2002).

sacrifice to stay in it because of the strictness of the rules. People that deviate from these boxes often experience bullying and violence.”

4. *People who act outside these boxes are often called words associated with being feminine or gay (e.g. girly, sissy, gay). When we use words like “girly” or “gay” as insults, what does that communicate about girls or gay people?*

“By using sexist and homophobic insults, we reinforce the harmful idea that women and LGBTQ people are disposable. Populations that are widely thought of as inferior are much more likely to experience bullying and violence. Stereotypes form the foundation for bullying; stereotypes create a system of power and privilege.”

5. *How do these boxes contribute to violence?*

“If we grow up believing that a group of people are weaker or inferior to us, we are likely to think it is okay to take power away from them. Later this week, we'll discuss the different ways people try to take power from others. The important lesson here is that we aren't born thinking it's okay to hurt others. We grow up with messages that tell us, directly or indirectly, that violence against certain groups, such as women, is okay.”

6. *You all didn't create these stereotypes, but you did learn them. Growing up, where do we learn messages about gender?*

Write answers on the board. “It is okay to want to fit inside these boxes, but it is never okay to make someone else feel pressured to or make them feel bad for not wanting to. It is difficult to stand up for people outside these boxes. We'll give you tools this week to make standing up for others a little less scary.”

Variation: Birthday Cards

Using a collection of 15-20 pairs of gendered birthday cards for babies or young children, distribute one “boy” card and one “girl” card to each group. Ask groups to discuss the differences between the messages on each card, including the expectations they set for “boys” and “girls.”

For each card, have the group write a statement that they believe the card is trying to communicate. Draw a binary gender box on the board and call on students to fill in the boxes with these statements. Identify themes.

See processing questions from the “Gender Box” activity and relay the same critical lessons.

Part Five: Write Anonymous Questions

Invite students to write anonymous questions about anything brought up in the lesson today. Assure students that all questions will be answered the following day, with inappropriate questions reworded. Instruct every student to write *something* on their notecard, even if it's gibberish, to preserve anonymity. Ask students to drop their questions in the Anonymous Question Box on their way out of class.

Power & Control Behaviors

Target Grades

6th – 8th

Suggested Time

60-90 minutes

Materials

- Name tags
- Markers
- Index cards
- Anonymous question box
- Youth resource guides
- Crisis line cards
- Activity signs
- Activity cards

Before Starting

- ✓ Arrange chairs in a semi-circle
- ✓ Put an index card and name tag on each desk
- ✓ Arrange tables or desks in a row for activity facilitation
- ✓ Draw outline of the Power & Control wheel on the board

On the Board

Write text written in green on the board.

Overview

This session begins with an introduction to the concepts of relationships and power. Next, we use a group activity to explore behaviors in peer relationships. Using the *Power & Control Wheel*, we begin to identify power and control behaviors as unhealthy. Finally, we build a working definition of domestic violence, stalking and human trafficking.

Objectives

1. Students will recognize power and control-based behaviors in peer relationships.
2. Students will define dating violence, stalking and human trafficking.

Procedure

Part One: Values & Anonymous Questions



Ask students to recall the program values (**voice**, **experience**, **confidentiality**, **curiosity**, and **self-care**). Answer anonymous questions (see *House Keeping*).

Part Two: Introduction to Relationships & Power

Discussion Questions

1. *A relationship is the way in which two or more people are connected. What are some examples of different types of relationships?*

Platonic, romantic, dating, familial, school, sports, professional, etc.

2. *Can it be healthy to have unequal power in a relationship?*

“Yes. Examples include parent-child or student-teacher. This does not mean that parents, teachers, or other authority figures are allowed to make you feel scared or unsafe. In a peer relationship, like a friendship or dating relationship, the power should be equal.”

3. *In peer relationships, what are some reasons someone might have more power?*

Gender, age, race, size, popularity, language, information, ability, immigration status, etc.

Part Three: Spectrum of Behaviors Activity

“We’re going to try an activity that explores how we feel about different

National Health Education Standards (ACA, 2007)

- 2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.
- 5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
- 5.8.5 Predict the potential short-term impact of each alternative on self and others.
- 5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.

relationship behaviors. There are no right or wrong answers.”

Arrange the *Unhealthy*, *Harmless*, *It Depends* and *Healthy* signs (see *Activity Materials*) in a diamond formation on the floor or a tabletop surface (with plenty of space between them) to create a spectrum. Pass out the activity cards (see *Activity Materials*) to participants (2-5 per student). Ask participants to place their cards next to the sign that most accurately describes the behavior on their card. Once all cards are placed, ask students to identify at least two cards whose *placement* they disagree with and take them to their seat. Discuss these cards by using the following prompts:

1. Does anyone want to add to what [student] said?
2. Does anyone think the card belongs in a different place?
3. What could make this card healthy/unhealthy?

Variation: Human Thermometer

For more difficult cards, have students form a *human thermometer*, moving towards the side of the room that corresponds with the card they believe best matches the behavior.

Part Four: Power & Control Wheel

Direct the class’s attention to the **Power & Control Wheel** on the board (verbal/emotional abuse, using social status, intimidation, minimize/deny/blame, threats, sexual coercion, isolation, peer pressure (Domestic Abuse Intervention Project, 2017)). As you fill in each section, explain the behavior and ask students to raise their hand if they believe their card fits that description.

Discussion Questions

1. *Raise your hand if you’ve ever done anything on the Power & Control wheel to a friend or family member?*

“It is important that we recognize when we have used unhealthy behaviors in relationships. If we can recognize these patterns within ourselves, we can work to replace them with healthy behaviors. We can also help other people do the same.”

Variation: Poster Board Wheel

Using large poster board, cut eight pie pieces and label each piece with a section of the Power & Control Wheel. Divide the class into eight groups, giving each group a pie piece. Ask the groups to write examples on the poster board with markers. After 3-5 minutes, have groups switch pie pieces. Repeat this process until all groups have contributed to each piece. Once the brainstorm section is complete, tape the pieces together and gather students in a circle around it. Review and add to the examples that were shared.

Part Five: Domestic Violence, Stalking & Human Trafficking

Offer the following definitions to students:

1. **Dating violence:** a pattern of behaviors [see wheel] used to exert power and control over a dating partner. Unhealthy behaviors may be used

Indiana Academic Standards for Health & Wellness (IDOE, 2017)

- 8.1.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
- 8.1.7 Describe the benefits of and barriers to practicing a variety of healthy behaviors.
- 8.2.4 Describe how peers can influence healthy and unhealthy behaviors.

Additional Resources

[Relationship quizzes](http://breakthecycle.org/quizzes) at breakthecycle.org/quizzes

[Signs of relationships abuse](http://loveisrespect.org) at loveisrespect.org

[Handouts and short videos](http://joinonelove.org) from joinonelove.org

[Teen Power & Control Wheel](http://www.ncdsv.org) at <http://www.ncdsv.org>

through force or power, threatened or actual (Krug, E.G. et al., 2002). Behaviors may include physical, emotional, sexual, financial, and/or verbal abuse.

2. **Stalking**: a pattern of repeated and unwanted attention, harassment, contact, or any other course of conduct directed at a specific person that would cause a reasonable person to feel fear (National Center for Victims of Crime, 2012). Stalking can include:
 - a) Making threats against someone, or that person's family or friends
 - b) Non-consensual communication, such as repeated phone calls, emails, text messages, and unwanted gifts
 - c) Repeated physical or visual closeness, like waiting for someone to arrive at certain locations, following someone, or watching someone from a distance
 - d) Any other behavior used to contact, harass, track, or threaten someone
3. **Human trafficking**: forcing someone to move from one place to another for exploitative purposes, typically concerning labor or sex (Lepore & Guinosso, 2014). "Force" can include pressure, threats, and deception. Things to know:
 - a) A person can be trafficked by anyone, including family, friends, intimate partners, employers, and co-workers.
 - b) Trafficking exists in our community.

"It is important for us to know for ourselves, and communicate with friends and loved ones, that violence is not only physical. And people do not need to wait until violence becomes physical to ask for help. Middle Way House will assist people experiencing any form of violence on the Power & Control Wheel. We hope this program will prepare you to listen to and support friends and loved ones experiencing all forms of violence.

No one deserves violence. You deserve to feel safe."



Invite students to ask questions about the definitions.

Part Six: Write Anonymous Questions

Invite students to write anonymous questions about anything brought up in the lesson today. Assure students that all questions will be answered the following day, with inappropriate questions reworded. Instruct every student to write *something* on their notecard, even if it's gibberish, to preserve anonymity. Ask students to drop their questions in the Anonymous Question Box on their way out of class.

Part Seven: Content Warning

Let students know that tomorrow we'll be discussing affirmative consent, which include definitions of sexual violence. Remind students that programming is optional and they can speak with an On Scene Advocate at any time.

Affirmative Consent

Target Grades

6th – 8th

Suggested Time

60-90 minutes

Materials

- Name tags
- Markers
- Index cards
- Anonymous question box
- Youth resource guides
- Crisis line cards

Before Starting

- ✓ Arrange chairs in a semi-circle
- ✓ Put an index card and name tag on each desk
- ✓ Draw the Power & Control v. Equality chart on the board

On the Board

Write text written in green on the board.

Overview

This session begins with defining sexual violence terms so that students can identify individuals who may want assistance. Next, we'll review information about state and federal laws concerning sexual activity and communication. We'll then provide an overview of equality-based behaviors. Last, we'll explore core concepts of affirmative consent.

Objectives

1. Students will define sexual violence.
2. Students will recognize myths that perpetuate sexual violence.
3. Students will recognize core components of affirmative consent.
4. Students will understand the impact of laws pertaining to sexual activity and communication.

Procedure

Part One: Values & Anonymous Questions

 Ask students to recall the program values (*voice, experience, confidentiality, curiosity, and self-care*). Answer anonymous questions (see *House Keeping*).

Part Two: Defining Sexual Violence

“Today, we'll learn about what sexual violence is and how the law responds to it. We'll then look at equality-based behaviors, with a focus on affirmative consent and positive communication.”

Define the following terms:

sexual violence: any type of non-consensual sexual contact or behavior

sexual harassment: a form of sexual violence that includes any unwanted and unwelcome sexual comments, gestures, jokes, questions, written materials, rumors, emails, social media posts, texts, or name calling regarding someone's sexuality.

rape: any non-consensual penetration (to go inside) of any bodily orifice (anus, mouth, vagina) by any body part or object

“*Sexual violence is never your fault*. It is a choice someone else makes to take power away and there is nothing you can do to deserve it.”

National Health Education Standards
(ACA, 2007)

- 1.8.5. Describe ways to reduce or prevent injuries and other adolescent health problems.
- 1.8.9. Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.
- 2.8.6. Analyze the influence of technology on personal and family health.
- 2.8.9. Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 4.8.1. Apply effective verbal and nonverbal communication skills to enhance health.
- 4.8.4. Demonstrate how to ask for assistance to enhance the health of self and others.
- 5.8.1. Identify circumstances that can help or hinder healthy decision making.
- 5.8.3. Distinguish when individual or collaborative decision making is appropriate.

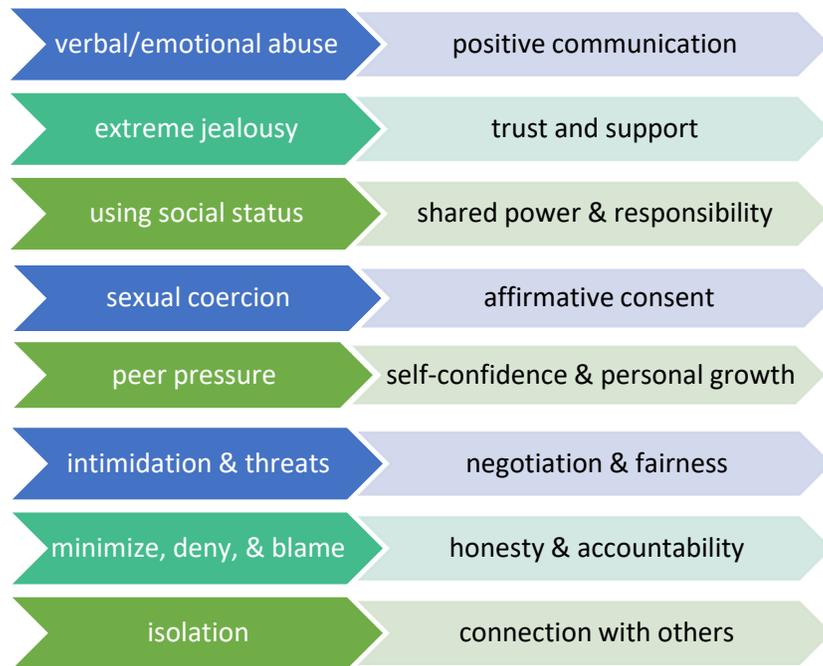
Part Three: State & Federal Laws

Provide students with an overview of the **age of consent** law, the **Romeo & Juliet** law, **sexting**, and **sextortion** (see *Facilitator Resources*).

“Not all harmful behaviors are illegal. This means that we should make decisions based on a combination of our personal values, family values, and the law. Legality is not an excuse for harmful behavior.”

Part Four: Equality-Based Behaviors

Draw the **chart** below. Talk through the equality-based behaviors and explain that today we’ll focus on affirmative consent and positive communication (**circle**). Review the definition of sexual violence (re: absence of consent).



Part Five: Consent F.R.I.E.S.

Ask students: *What does consent mean?* Validate responses and add the following definition, if not provided:

“Consent is a process where two individuals with equal power mutually agree to something.

Consent is an important skill in all interactions, from borrowing someone’s hoodie to holding someone’s hand. Today, when we talk about consent, we’re going to focus on romantic and sexual relationships. We are not here to say if you should be in romantic relationships or having sex. We are here to provide information and discussion that promotes equality and nonviolence.”

Indiana Academic Standards for Health & Wellness (IDOE, 2017)

- 8.1.4 Describe ways to reduce or prevent adolescent health problems and injuries.
- 8.1.8 Examine the severity of injury and/or illness if engaging in unhealthy behaviors.
- 8.2.6 Analyze the influence of technology on personal and family health.
- 8.2.9 Describe how some health risk behaviors can increase the likelihood of engaging in additional unhealthy behaviors.
- 8.4.1 Apply effective verbal and nonverbal communication skills to enhance health.
- 8.4.2 Demonstrate active listening and response skills to enhance health.
- 8.4.3 Demonstrate healthy ways to express needs, wants, and feelings.
- 8.4.4 Practice ways to communicate care, consideration, and respect for self and others.
- 8.4.9 Examine the impact of communication on relationships.

On the board, draw fries and the Planned Parenthood (n.d.) acronym **F.R.I.E.S.** vertically down the board. Fill in the words of the acronym as they are explained. Provide examples for each word. See explanations below.

Freely-Given: Consent must be freely given. This means someone understands that they can tell you “no” and you will respond respectfully. If you use threats, bribes, guilt, or pressure to get someone to say “yes,” you do not have consent.

Reversible: We always have the right to change our mind. The other person can stop an activity at any time.

Informed: We can only consent to something if we have all the facts. If you withhold or lie about important information, your interaction isn’t consensual. Clear information helps us understand our risk and consequences. Important information includes: age, relevant laws, sobriety and awareness, contraceptives, relationship status, and values.

Enthusiastic: When it comes to sexual activity, someone should do stuff with you because they *want* to, not because you *expect* them to. If someone doesn’t seem enthusiastic (meaning happy, excited, or energized), stop and check in. Pay attention to their words, tone, and body language. Consent is affirmative, meaning we need to have a clear indication someone is enthusiastic *before* starting (rather than waiting for them to tell us “no” or “stop”).

Specific: You should communicate clearly about what activity you want to do. Consent is specific to thing, day, place, and person. For example: Just because someone holds hands with you doesn’t mean they want to kiss (thing); holds hands on a Friday doesn’t mean they want to hold hands on Monday (time); kisses you at the movies doesn’t mean they want to kiss at school (place); kisses the last person they dated doesn’t mean they want to kiss you (person).

Acknowledge that consent is not the social norm in our society, but using it is necessary to prevent sexual violence.

Part Six: Believing Survivors

“1 in 3 women, 1 in 6 men (Smith et al., 2017), and 1 in 2 transgender people (James et al., 2016) experience sexual violence. Although sexual violence is common, many people never tell someone when they are assaulted.”

Discussion Questions:

1. *When someone is assaulted, what are some reasons they might not want to tell someone?*

Reasons might include fear of not being believed, fear of upsetting family, fear of upsetting friends, fear of legal or child services intervention, fear of getting someone in trouble (94% of teens in Indiana are assaulted by someone they know (Snyder, 2000)), feeling

Additional Resources

More information on consent at:

loveisrespect.org
breakthecycle.org
teachconsent.org
scarleteen.com

responsible or guilty, fear of retaliation, fear of being blamed, etc.

2. *If a friend came to you and said they were sexually assaulted, how would you respond?*

I believe you. This is not your fault.

3. *Why are these words so important?*

“These words help validate a survivor’s experiences and may empower them to seek further help.”

“No one deserves sexual assault, and no one is asking for it. It does not matter how short your skirt is, how much alcohol you drink, how flirty you are, or what your job is. It doesn’t matter if someone cheated on you or if they dumped you. You can make a difference in a survivor’s life by reminding them that sexual assault is never their fault.”

Part Seven: Write Anonymous Questions

Invite students to write anonymous questions about anything brought up in the lesson today. Assure students that all questions will be answered the following day, with inappropriate questions reworded. Instruct every student to write *something* on their notecard, even if it’s gibberish, to preserve anonymity. Ask students to drop their questions in the Anonymous Question Box on their way out of class.

Boundaries

Target Grades

6th – 8th

Suggested Time

60-90 minutes

Materials

- Name tags
- Markers
- Index cards
- Anonymous question box
- Youth resource guides
- Crisis line cards
- Consent scenarios
- Boundary inventories
- Boundary signs

Before Starting

- ✓ Arrange chairs in a semi-circle
- ✓ Put an index card and name tag on each desk
- ✓ Draw the Equality Wheel on the board

On the Board

Write text written in green on the board.

Overview

This session begins with defining boundaries. We then explore the intersection of consent and boundaries with an activity that builds skills in feeling-identification and interpersonal communication. Next, we reflect on our personal boundaries and identify diversity in boundaries among classmates. Finally, we discuss how to navigate boundary conflicts.

Objectives

1. Students will recognize equity-based behaviors in peer-relationships.
2. Students will identify and communicate boundaries to peers.
3. Students will know strategies for navigating boundary conflicts.

Procedure

Part One: Values & Anonymous Questions



Ask students to recall the program values (*voice, experience, confidentiality, curiosity, and self-care*). Answer anonymous questions (see *House Keeping*).

Part Two: Understanding Boundaries

Direct students' attention to the *Equality Wheel* on the board. Explain the following:

"Yesterday, we focused on affirmative consent and positive communication. Today, we'll focus on honesty & accountability and negotiation & fairness (*circle*).



In a healthy relationship, these skills can be used to communicate about boundaries. *What are boundaries?*"

Boundaries: rules or limits that a person creates to identify safe and permissible ways for other people to behave towards them.

"A key part of a healthy relationship is feeling comfortable and safe communicating boundaries. This includes asking about someone's boundaries, telling someone about your boundaries, and respecting boundaries.

Healthy relationships allow for boundaries to be communicated comfortably. If they tell you that your needs are stupid, get angry with you or go against what you're comfortable with, you may be experiencing abuse."

National Health Education Standards (ACA, 2007)

- 4.8.1. Apply effective verbal and nonverbal communication skills to enhance health.
- 4.8.3. Demonstrate effective conflict management or resolution strategies.
- 5.8.2. Determine when health-related situations require the application of a thoughtful decision-making process.
- 5.8.3. distinguish when individual or collaborative decision making is appropriate.
- 7.8.1. Explain the importance of assuming responsibility for personal health behaviors.

 Discuss the benefits of talking with friends and partners about boundaries. As a class, brainstorm examples of the following boundary categories:

Emotional: relationships goals, saying “I love you,” spending time apart

Physical: all types of intimacy, from hugs to sex

Digital: passwords, texting and phone calls, sexting

Part Three: Consent Scenarios

Prepare students to recall information explored yesterday about affirmative consent. Break students into groups of 3-5 and pass out consent scenarios (see *Activity Materials*). On the board, write the following prompts and ask students to discuss them in small groups:

1. How does this make you feel?
2. What do you think they're trying to communicate?
3. How would you respond (words/tone/body language)?

With students staying in groups, direct their attention to the front of the room. Ask groups to report their responses to the large group and write **themes** on the board. Once all groups have shared, ask students to return to the semi-circle seating arrangement, and process the following prompts as a large-group:

1. It can be difficult to respond with kindness and care when we're feeling a lot of heavy emotions. How can we respond well when we're feeling [words the class offered]?
2. If we don't remember a situation the same as a friend, are we still responsible if they feel hurt?

Part Four: Boundary Inventoryⁱⁱ

Pass out a Boundaries Inventory worksheet (see *Activity Materials*) to each student. Show students how to complete the worksheet and tell them *not* to write their names on them. This is an anonymous activity. Provide students with the following directions:

1. Please complete every question. You'll need to have a completed inventory to move on to the next part of the activity.
2. If you feel ambivalent about a statement, or that it doesn't apply to you, select the middle option.
3. Once you're finished, turn your worksheet over.

When everyone is done, ask students to crumple their worksheets into a ball. Draw an X on the board and ask students to throw their balls at the X on the count of three. Then ask them to stand up and find one. They should not announce if they've picked up their own.

Create a spectrum by taping *Yes*, *No*, and *Depends* signs (see *Activity Materials*) across the room. Read the statements aloud and ask students to

Indiana Academic Standards for Health & Wellness (IDOE, 2017)

- 8.4.1 Apply effective verbal and nonverbal communication skills to enhance health.
- 8.4.2 Demonstrate active listening and response skills to enhance health.
- 8.4.3 Demonstrate healthy ways to express needs, wants, and feelings.
- 8.4.4 Practice ways to communicate care, consideration, and respect for self and others.
- 8.4.7 Implement healthy strategies to prevent and manage conflict.
- 8.4.8 Formulate strategies for overcoming health-related communication barriers.
- 8.4.9 Examine the impact of communication on relationships.

Additional Resources

Information and resources at futureswithoutviolence.org

Information about digital boundaries at thatsnotcool.com

Teen Equality Wheel at <http://www.ncdsv.org>

walk to the side of the room corresponding with the answer on their sheet.

Once students have distributed themselves accordingly, use the following prompts:

1. Notice the _____ distribution of folks across the room. What does this tell us about this boundary?
2. Does anyone want to share their personal feelings about this boundary?
3. Does anyone want to add to what they said? Feel differently?

Bring students back together in a semi-circle. Use the following prompt:

1. *How did it feel to represent a boundary you did not necessarily agree with? (Relate student responses to the feeling of being pressured or coerced when your boundaries aren't respected).*

“Recognizing your own boundaries is one thing, but to make certain that you have consent, it’s equally important to know what your partner’s boundaries are, and that takes communication. What if you have different boundaries? Let’s look at that now.”

1. *Imagine two people have been talking for several months and dating for several weeks. They really, really like each other. They just discovered they 100% disagree about sex. One person feels super ready and the other incredibly opposed. What should they do?*

Discuss with students that although *compromise* is typically understood as a healthy relationship characteristic, it is not healthy to pressure a partner to change a boundary that compromises their safety, comfort, or health.

Part Five: Write Anonymous Questions

Invite students to write anonymous questions about anything brought up in the lesson today. Assure students that all questions will be answered the following day, with inappropriate questions reworded. Instruct every student to write *something* on their notecard, even if it’s gibberish, to preserve anonymity. Ask students to drop their questions in the Anonymous Question Box on their way out of class.

Bystander Intervention

Target Grades

6th – 8th

Suggested Time

60-90 minutes

Materials

- Name tags
- Markers
- Index cards
- Anonymous question box
- Youth resource guides
- Crisis line cards
- Scenario cards

Before Starting

- ✓ Arrange chairs in a semi-circle
- ✓ Put an index card and name tag on each desk

On the Board

Write text written in green on the board.

Overview

This session will begin with a discussion about how bystander intervention prevents violence from escalating. We'll discuss reasons why it's hard to help others and learn strategies that make intervention easier. We'll wrap up by practicing these strategies in small groups.

Objectives

1. Students will know strategies for peer survivor support and advocacy.
2. Students will know strategies for bystander intervention.

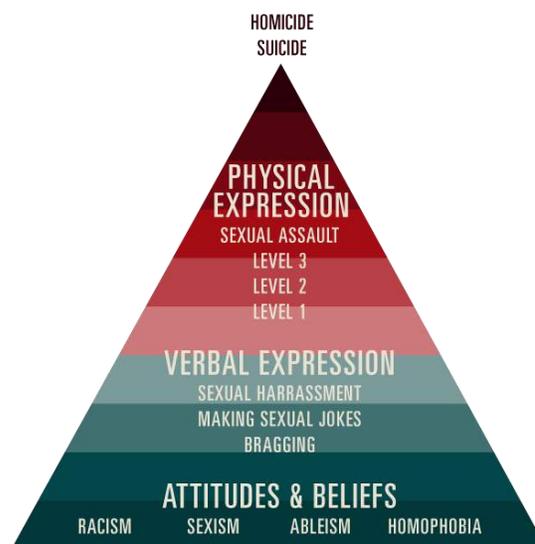
Procedure

Part One: Values & Anonymous Questions

Ask students to recall the program values (*voice, experience, confidentiality, curiosity, and self-care*). Answer anonymous questions (see *House Keeping*)

Part Two: Pyramid of Violence (CCASA, 2018; Noonan & Charles, 2009)

Draw the *Pyramid of Violence* on the board:



“This week, we’ve identified unhealthy behaviors and explored strategies for building healthier ones. We’ll end by asking *how can we interrupt unhealthy behaviors when we see them?* It’s important to understand that serious forms of violence are not random. They typically occur after a series of smaller, unhealthy behaviors over time. If we can interrupt those behaviors, like dehumanizing jokes and sexual harassment, we can help prevent other forms of harm.”

National Health Education Standards (ACA, 2007)

- 4.8.1. Apply effective verbal and nonverbal communication skills to enhance health.
- 4.8.3. Demonstrate effective conflict management or resolution strategies.
- 8.8.2. Demonstrate how to influence and support others to make positive health choices.

Indiana Academic Standards for Health & Wellness (IDOE, 2017)

- 8.4.2 Demonstrate active listening and response skills to enhance health.
- 8.4.4 Practice ways to communicate care, consideration, and respect for self and others.
- 8.4.6 Demonstrate how to ask for assistance to enhance the health of self and others.
- 8.4.7 Implement healthy strategies to prevent and manage conflict.
- 8.8.7 Use communication techniques to persuade the individual or group to support or act on the health or safety issue.

Part Three: Why We Don't Help

Discussion Questions:

1. *Raise your hand if you've ever seen someone being bullied or harassed, and you didn't speak up. Why don't we always get involved when we see these things happening?*

Responses may include:

1. **Diffusion of Responsibility:** Someone else will surely step in!
2. **Intimidation:** If I say anything, they'll turn on me next.
3. **Social pressure:** I don't like what they're doing, but they're still my friend.
4. **Privacy:** I'd say something, but they (the bully) and I aren't really friends.
5. **Social anxiety:** I care, but I'm not willing to stand out for this.
6. **Lost:** I just don't know what to do to make it stop.
7. **Failure:** I want to help, but what if it doesn't work? What if it makes things worse?

2. *Was there a time when you did respond? Why did you do it? What happened?*

Part Four: Bystander Intervention

"Bystander intervention makes personal issues community issues, demonstrates support for survivors, and makes healthy behaviors normal and unhealthy behaviors unacceptable. To help make bystander intervention easier, we'll introduce you to three helpful strategies:

3 Ds of Bystander Actionⁱⁱⁱ (Banyard, Plante, & Moynihan, 2005)

1. **Distraction:** Interrupt the situation without directly confronting the offender. Drop a textbook, change the subject, spill a drink, call attention to something in a different room. A distraction can help the person causing harm to know that others are watching. It can also delay further violence until the target can get away.
2. **Direct action:** If safe, directly intervene in the moment to stop an action or prevent it from escalating. Be direct. Identify the problem and demand that the behavior stops. Use "I" statements to demonstrate that violence against one person is violence against the entire community.
 - Divide:** You can combine a distraction and direct-action technique by asking either person to use the bathroom with you or go get a drink with you to separate them from the person that they are talking with.
3. **Delegation:** Seek help from another individual, ideally a trusted adult. Communicate clearly about the situation and ensure that someone will

Additional Resources

Burger King Bullying Jr. video at no-bully.org/burger-king

Bystander Scenarios at nomore.org

Bystander Intervention Resources at www.nsvrc.org

The Bystander Effect at www.loveisrespect.org

Supporting Research at www.cdc.gov

take direct action.

Part Five: Bystander Intervention Scenarios

Divide participants into groups of 4-5. Give each group a bystander scenario (see *Activity Materials*). Give content warnings for scenarios referencing sexual violence and suicide. Instruct students that they cannot use violence as a response. Encourage them to utilize one tactic unsuccessfully, and then try another. Activity options include:

1. Have them read the scenario and complete the 5 Core Questions worksheet (see *Activity Materials*) as a team. After some time, invite groups to share their answers.
2. Have them read the scenario, practice a role play, and then invite groups to perform their scenarios.



Ask the class: *What bystander strategies were used? What went well? What could be better? What was realistic? Why or why not?*

Part Five: Distribute Crisis Cards & Solicit Feedback

Pass out a crisis card to each student. Invite students to answer one or both of the following questions on their notecards:

1. What is one thing you found helpful this week?
2. What is one thing we did not cover that would have been helpful this week?

Answers to any final anonymous questions will be emailed to the teacher to distribute to students. Ask students to drop their feedback in the Anonymous Question Box on their way out of class.

ⁱ Learn more about youth trafficking and resources for survivors at the Indiana Trafficking Victims Assistance Program (ITVAP): <http://www.indysb.org/itvap>

ⁱⁱ Activity adapted from an excellent lesson plan in: Schroeder, E., Goldfarb, E. S., & Gelperin, N. (2015). Rights, respect, responsibility: A K-12 curriculum. *Advocates for Youth*. Retrieved from <http://www.advocatesforyouth.org/3rs-curriculum>

ⁱⁱⁱ For simplicity, Banyard, Plante, & Moynihan (2005)'s four bystander intervention strategies are shortened to three for this lesson, with *delay* being taught within *distract*.



High School Curriculum

Gender Stereotypes

Target Grades

9th – 12th

Suggested Time

60-90 minutes

Materials

- Name tags
- Markers
- Index cards
- Anonymous question box
- Youth resource guides
- Crisis line cards
- Large paper, pre-written
- Circle stickers (green and blue)

Before Starting

- ✓ Arrange chairs in a semi-circle
- ✓ Put an index card and name tag on each desk

On the Board

Write text written in green on the board.

National Health Education Standards (ACA, 2007)

- 2.12.2. Analyze how the culture supports and challenges health beliefs, practices and behaviors.
- 2.12.3. Analyze how peers influence healthy and unhealthy

Overview

The *Building Healthy Relationships* curriculum begins with an introduction to Middle Way House services, along with program norms and expectations. Next, we use a group activity to explore how gender stereotypes inform relationship behavior. Finally, we facilitate a discussion about how gender stereotypes create the foundation for gender-based violence.

Objectives

1. Students will identify resources and services provided by Middle Way House.
2. Students will define the concepts of gender and stereotypes.
3. Students will recognize the connection between rigid stereotypes and gender-based violence.

Procedure

Part One: Introduction to Middle Way House

Introduce yourself and any additional staff/interns/volunteers. Help students create name tags. Explain that the index cards will be used at the end of class.



Ask students what they know about Middle Way House. Add to their response by relaying the following information:

“Middle Way House, Inc. is a non-profit organization committed to opposing gender-based violence. We provide free services to people of all genders affected by sexual assault, domestic violence, and human trafficking. Middle Way House services include:

- ✓ An emergency shelter for adults and their children who need a safe place to stay because of violence that is occurring.
- ✓ A sexual violence resource center with trained advocates that meet people who have experienced sexual violence at the hospital and on scene (if the perpetrator has been arrested). Advocates are also available for phone support. This service is available 24/7.
- ✓ A 24/7 help and crisis line for people to receive support, ask questions and receive resources regarding domestic violence, sexual violence, and trafficking. It is free, anonymous, and confidential (with limits).
- ✓ The Rise is transitional housing for adults and children who have experienced domestic violence. It is a 28-unit building where families can reside for up to two years. Families have access to childcare, youth programming, and casework.
- ✓ Free legal advocacy. Legal advocates can also accompany survivors

- behaviors.
- ☐ 2.12.4. Evaluate how the school and community can impact personal health practice and behaviors.
- ☐ 2.12.5. Evaluate the effect of media on personal and family health.
- ☐ 2.12.7. Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
- ☐ 2.12.8. Analyze the influence of personal values and beliefs on individual health practices and behaviors.

- to court.
- ✓ Facilitated peer support groups for adult survivors of domestic violence, sexual violence, and incest.
- ✓ Coordination with a teen sexual assault survivor support group through the Bloomington Center for Connection.
- ✓ Education and prevention programs like the one we are presenting today.”

Part Two: Program Overview & Values

“This program is called *Building Healthy Relationships*. We’ll go through it in five parts, building skills to prevent domestic and sexual violence. We’ll explore gender stereotypes, power and control behaviors, affirmative consent, boundaries, and bystander intervention.”

Introduce students to program values (*voice, experience, confidentiality, curiosity, and self-care*). Explain that we’ll return to these at the beginning of each lesson.

Part Three: Gender Norms Gallery Walk¹

Post the large pieces of paper around the room. Each paper should have two columns (see diagram below), each with a statement from following list:

Indiana Academic Standards for Health & Wellness (IDOE, 2017)

- ☐ 12.1.3 Analyze how environment and personal health are interrelated.
- ☐ 12.2.1 Analyze how the family influences the health or individuals across the lifespan.
- ☐ 12.2.2 Evaluate how the school and community can impact personal health practice and behaviors.
- ☐ 12.2.3 Evaluate the effect of media on health behaviors.
- ☐ 12.2.4 Analyze how peers can influence healthy and unhealthy behaviors.
- ☐ 12.2.5 Analyze how

Example statement...	
Agree	Disagree

- Women are more dramatic.*
- Men are more confident.*
- Women are more sensitive.*
- Men are more competitive.*
- Women are more needy.*
- Men are less communicative.*
- Women are more naive.*
- Men are more aggressive.*

Have students walk around the room with a sheet of blue circle stickers. For each statement, ask them to place a blue sticker in the column that represents what **most** of their peers would agree with.

Next, pass out an anonymous survey (*see Activity Materials*) with the same statements. Ask students to complete the survey based on their *personal* beliefs. Once completed, ask students to crumple their survey into a ball. Draw an X on the board and ask students to throw their balls at the X on the count of three. Then ask them to stand up and find one. They should not announce if they’ve picked up their own.

Pass out green sticker sheets and ask students to walk around the room marking the columns according to the survey they’ve picked up.

culture supports and challenges health beliefs, practices and behaviors.

- 12.2.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
- 12.2.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.
- 12.3.5 Access valid and reliable health products and services that enhance health.
- 12.8.4 Identify and familiarize self with agencies, organizations, and others who advocate for and against the health issue.

Additional Resources

Middle Way House resources at middlewayhouse.org

Anti-Oppressive Facilitation Tools at aorta.coop

CDC Risk & Protective Factors for Sexual Violence: Gender Roles at cdc.gov/violenceprevention

LGBTQ+ Issues in Education at glsen.org/research

Ask students how they define gender. Validate all responses and acknowledge we're all working with the best information we have. Add to students' answers with the following:

"Gender is unique to each individual and is determined by how they self-identify on or off a spectrum from masculinity to femininity. Gender varies across time, culture, and space. Fifty years ago, people had different expectations for gender than they do now. If we traveled across the world, gender would look very different than it looks here in the U.S."

Large Group or Triad Questions

1. *This activity explored social norms around gendered traits. The blue stickers tell us what you all thought most of your peers believed, or the perceived social norm. The green stickers tell us what you actually believed, or the actual social norm. How big of a difference was there between the green and blue stickers? Did this surprise you? What can we learn?*
2. *For this activity, we used stereotypes about men and women. When we buy into these stereotypes, who gets erased?*
3. *This week, we're talking about how to build healthy relationships and prevent violence. What do these stereotypes have to do with dating and sexual violence?*

"Later this week, we'll discuss the different ways people try to take power from others. The important lesson here, is that we aren't born wanting to hurt others. Instead, we grow up with messages that tell us, directly or indirectly, that violence against certain groups, such as women, is okay. If we don't question and resist these stereotypes and assumptions, we risk using violence in our relationships."

Alternate Activity: Gender & Advertising

For an alternative activity exploring gender stereotypes and product marketing, see *Additional Activities*.

Part Four: Write Anonymous Questions

Invite students to write anonymous questions about anything brought up in the lesson today. Assure students that all questions will be answered the following day, with inappropriate questions reworded. Instruct every student to write *something* on their notecard, even if it's gibberish, to preserve anonymity. Ask students to drop their questions in the Anonymous Question Box on their way out of class.

Power & Control Behaviors

Target Grades

9th – 12th

Suggested Time

90-120 minutes

Materials

- Name tags
- Markers
- Index cards
- Anonymous question box
- Youth resource guides
- Crisis line cards
- Activity signs
- Activity cards

Before Starting

- ✓ Arrange chairs in a semi-circle
- ✓ Put an index card and name tag on each desk
- ✓ Arrange tables or desks in a row for activity facilitation
- ✓ Draw outline of the **Power & Control wheel** on the board
- ✓ Video link

On the Board

Write text written in green on the board.

Overview

This session begins with an exploration of power and relationships. Next, we use a group activity to explore behaviors in peer relationships. Using the *Power & Control Wheel*, we begin to identify power and control behaviors as unhealthy. Together, we'll build a working definition of domestic violence, stalking and human trafficking. Last, we'll explore the cycle of violence and why some people stay in unhealthy relationships.

Objectives

1. Students will recognize power and control-based behaviors in peer relationships.
2. Students will define dating violence, stalking and human trafficking.

Procedure

Part One: Values & Anonymous Questions

 Ask students to recall the program values (**voice**, **experience**, **confidentiality**, **curiosity**, and **self-care**). Answer anonymous questions (see *House Keeping*).

Part Two: Introduction to Relationships & Power

Discussion Questions

1. *One way to define power is by the ability to influence or control behaviors or events. What gives people power in our society?*
2. *How does power affect relationships?*

Part Three: Spectrum of Behaviors Activity

“We’re going to try an activity that explores how we feel about different relationship behaviors. There are no right or wrong answers.”

Arrange the *Unhealthy*, *Harmless*, *It Depends* and *Healthy* signs (see *Activity Materials*) in a diamond formation on the floor or a tabletop surface (with plenty of space between them) to create a spectrum. Pass out the activity cards (see *Activity Materials*) to participants (2-5 per student). Ask participants to place their cards next to the sign that most accurately describes the behavior on their card. Once all cards are placed, ask students to identify at least two cards whose *placement* they disagree with and take them to their seat. Discuss these cards by using the following prompts:

1. Does anyone want to add to what [student] said?
2. Does anyone think the card belongs in a different place?
3. What could make this card healthy/unhealthy?

National Health Education Standards (ACA, 2007)

- 2.12.7. Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
- 5.12.4. Generate alternatives to health-related issues or problems.
- 5.12.5. Predict the potential short and long-term impact of each alternative on self and others.
- 5.12.6. Defend the healthy choice when making decisions.

Variation: Human Thermometer

For more difficult cards, have students form a *human thermometer*, moving towards the side of the room that corresponds with the card they believe best matches the behavior.

Part Four: Power & Control Wheel

Direct the class's attention to the **Power & Control Wheel** on the board (verbal/emotional abuse, using social status, intimidation, minimize /deny /blame, threats, sexual coercion, isolation, peer pressure) (Domestic Abuse Intervention Project, 2017). As you fill in each section, explain the behavior and ask students to raise their hand if they believe their card fits that description.

Discussion Questions

1. *Raise your hand if you've ever done anything on the Power & Control wheel to a friend or family member?*

"It is important that we recognize when we have used unhealthy behaviors in relationships. If we can recognize these patterns within ourselves, we can work to replace them with healthy behaviors. We can also help other people do the same."

Part Five: Domestic Violence, Stalking & Human Trafficking

Offer the following definitions to students:

1. **Dating violence**: a pattern of behaviors [see wheel] used to exert power and control over a dating partner. Unhealthy behaviors may be used through force or power, threatened or actual (Krug, E.G. et al., 2002). Behaviors may include physical, emotional, sexual, financial, and/or verbal abuse.
2. **Stalking**: a pattern of repeated and unwanted attention, harassment, contact, or any other course of conduct directed at a specific person that would cause a reasonable person to feel fear (National Center for Victims of Crime, 2012). Stalking can include:
 - a) Making threats against someone, or that person's family or friends
 - b) Non-consensual communication, such as repeated phone calls, emails, text messages, and unwanted gifts
 - c) Repeated physical or visual closeness, like waiting for an someone to arrive at certain locations, following someone, or watching someone from a distance
 - d) Any other behavior used to contact, harass, track, or threaten someone
1. **Human trafficking**ⁱⁱ: forcing someone to move from one place to another for exploitative purposes, typically concerning labor or sex (Lepore & Guinosso, 2014). "Force" can include pressure, threats, and deception. Things to know:
 - a) A person can be trafficked by anyone, including family, friends,

Indiana Academic Standards for Health & Wellness (IDOE, 2017)

- 12.1.8 Analyze the severity of injury and/or illness if engaging in unhealthy behaviors.
- 12.1.9 Analyze personal susceptibility to injury, illness or death if engaging in unhealthy behaviors.
- 12.2.4 Analyze how peers can influence healthy and unhealthy behaviors.

- intimate partners, employers, and co-workers.
- b) Trafficking exists in our community.

“It is important for us to know for ourselves, and communicate with friends and loved ones, that violence is not only physical. And people do not need to wait until violence becomes physical to ask for help. Middle Way House will assist people experiencing any form of violence on the Power & Control Wheel. We hope this program will prepare you to listen to and support friends and loved ones experiencing all forms of violence.

No one deserves violence. You deserve to feel safe.”

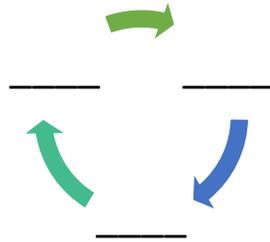


Invite students to ask questions about the definitions.

Part Six: Cycle of Violence (Walker, 1979)

“We’re going to watch a short film. This film shows physical aggression and yelling. There is no skin-to-skin violence. As always, feel free to step out at any time.”

Screen the short film, *Love Labyrinth*ⁱⁱⁱ (joinonlove.org/act/love-labyrinth/).



Draw a **three-part cycle** on the board. “This film showed a process called ‘the cycle of violence’. This cycle happens in three stages. Based on the film, ask: *What might these three stages be?*” Adjust as needed and explain the cycle. Ask: *For each stage, what examples can you identify from the Love Labyrinth film?*

Tension Building Phase: You may feel like you’re walking on eggshells. Your partner may be quick to anger or pick fights. You might question what you say or do around them, hoping to avoid a fight. Your partner might show small signs of jealousy or control.

Crisis/Explosion: Your partner chooses to take power and control away through the use of physical, emotional, verbal, sexual, online, and/or financial violence, threatened or actual.

Honeymoon Phase: Your partner may apologize for their actions and/or promise they won’t happen again. They may blame you, others, mental health, trauma, and/or substances for their violence. They may pretend no harm occurred. They may promise to change. They may offer gifts as distraction. They may be extra affectionate and nostalgic.

This cycle looks different for different people. It can occur throughout years, months, or a single day. It may be hard to recognize when you’re in it.

Additional Resources

Relationship quizzes at breakthecycle.org/quizzes

Signs of relationships abuse at loveisrespect.org

Handouts and short videos from joinonelove.org

Teen Power & Control Wheel at <http://www.ncdsv.org>

Part Seven: Why People Stay

 The 'cycle of violence' is one of many reasons why people in abusive relationships may not leave. We might see friends and loved ones return to an abusive relationship over and over again. *What are other reasons why a teen or young adult would return to an abusive relationship?* Write **answers** on the board.

Answers may include: fear, normalizing abuse, fear of being outed, embarrassment, love, family pressure, social pressure, religion/culture, pregnancy, fear of adults not believing them, distrust in police, language and immigration barriers, peer pressure, finances, housing, disability, feeling of deserving abuse.

“Sometimes when we are close to someone, it’s hard to remember that they are the expert of their own life. We never know what battle someone else is fighting. If we blame them for not walking away, they may be more likely to blame themselves. This can make them more susceptible to harm. Only **33% of teens** will tell someone if they are in an abusive relationship, and most of those teens will tell a friend, not an adult (Liz Claiborne Inc., 2005). This means it’s important that we offer our friends support and options, rather than judgements and ultimatums.

The bottom line is: everyone deserves to feel safe, valued, and cared for. No one deserves abuse.”

Part Eight: Write Anonymous Questions

Invite students to write anonymous questions about anything brought up in the lesson today. Assure students that all questions will be answered the following day, with inappropriate questions reworded. Instruct every student to write *something* on their notecard, even if it’s gibberish, to preserve anonymity. Ask students to drop their questions in the Anonymous Question Box on their way out of class.

Part Nine: Content Warning

Let students know that tomorrow we’ll be discussing affirmative consent, which include definitions of sexual violence. Remind students that programming is optional and they can speak with an On Scene Advocate at any time.

Affirmative Consent

Target Grades

9th – 12th

Suggested Time

60-90 minutes

Materials

- Name tags
- Markers
- Index cards
- Anonymous question box
- Youth resource guides
- Crisis line cards

Before Starting

- ✓ Arrange chairs in a semi-circle
- ✓ Put an index card and name tag on each desk
- ✓ Draw the Power & Control v. Equality chart on the board

On the Board

Write text written in green on the board.

Overview

This session begins with defining sexual violence terms so that students can identify individuals who may want assistance. Next, we'll review information about state and federal laws concerning sexual activity and communication. We'll then provide an overview of equality-based behaviors. Last, we'll explore core concepts of affirmative consent and victim-blaming.

Objectives

1. Students will define sexual violence.
2. Students will recognize myths that perpetuate sexual violence.
3. Students will recognize core components of affirmative consent.
4. Students will understand the impact of laws pertaining to sexual activity and communication.

Procedure

Part One: Values & Anonymous Questions

 Ask students to recall the program values (*voice, experience, confidentiality, curiosity, and self-care*). Answer anonymous questions (see *House Keeping*).

Part Two: Defining Sexual Violence

“Today, we'll learn about what sexual violence is and how the law responds to it. We'll then look at equality-based behaviors, with a focus on affirmative consent and positive communication.”

Define the following terms:

sexual violence: any type of non-consensual sexual contact or behavior

sexual harassment: a form of sexual violence that includes any unwanted and unwelcome sexual comments, gestures, jokes, questions, written materials, rumors, emails, social media posts, texts, or name calling regarding someone's sexuality.

rape: any non-consensual penetration (to go inside) of any bodily orifice (anus, mouth, vagina) by any body part or object

“*Sexual violence is never your fault*. It is a choice someone else makes to take power away and there is nothing you can do to deserve it.”

National Health Education Standards (ACA, 2007)

- 1.12.5. Propose ways to reduce or prevent injuries and health problems
- 1.12.9. Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.
- 2.12.6. Evaluate the impact of technology on personal, family and community health.
- 2.12.9. Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 4.12.1. utilize skills for communicating effectively with family, peers, and others to enhance health.
- 4.12.4. Demonstrate how to ask for and offer assistance to enhance the health of self and others.
- 5.12.1. Examine barriers that can hinder healthy decision making.
- 5.12.3. Justify when individual or collaborative decision making is appropriate.

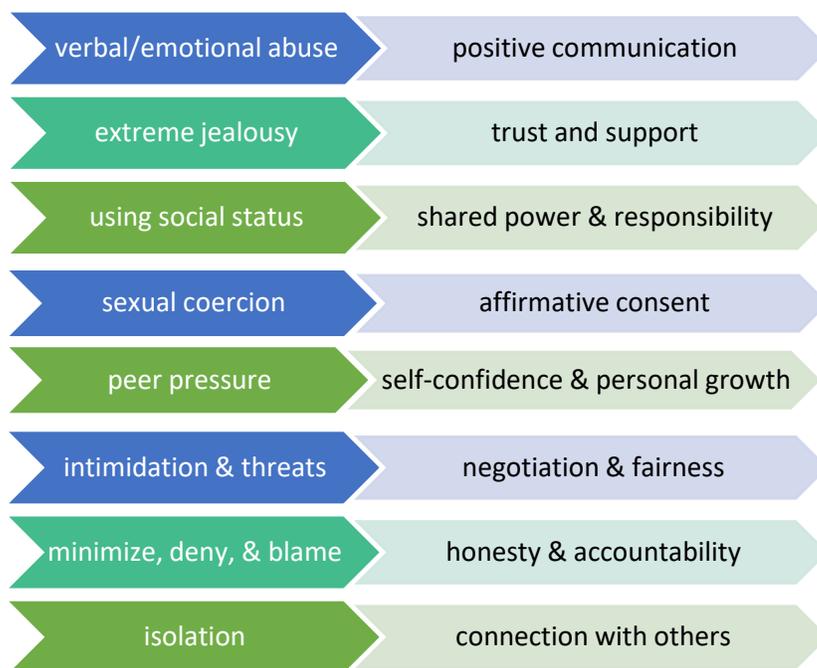
Part Three: State & Federal Laws

Provide students with an overview of the **age of consent** law, the **Romeo & Juliet** law, **sexting**, and **sextortion** (see *Facilitator Resources*).

“Not all harmful behaviors are illegal. This means that we should make decisions based on a combination of our personal values, family values, and the law. Legality is not an excuse for harmful behavior.”

Part Four: Equality-Based Behaviors

Draw the **chart** below. Talk through the equality-based behaviors and explain that today we'll focus on affirmative consent and positive communication (**circle**). Review the definition of sexual violence (re: absence of consent).



Part Five: Consent F.R.I.E.S.

Ask students: *What does consent mean?* Validate responses and add the following definition, if not provided:

“Consent is a process where two individuals with equal power mutually agree to something.

Consent is an important skill in all interactions, from borrowing someone’s hoodie to holding someone’s hand. Today, when we talk about consent, we’re going to focus on romantic and sexual relationships. We are not here to say if you should be in romantic relationships or having sex. We are here to provide information and discussion that promotes equality and nonviolence.”

Indiana Academic Standards for Health & Wellness (IDOE, 2017)

- 12.1.4 Propose ways to reduce or prevent injuries and health problems.
- 12.1.8 Analyze the severity of injury and/or illness if engaging in unhealthy behaviors.
- 12.2.6 Evaluate the impact of technology on personal, family and community health.
- 12.2.9 Analyze how some health risk behaviors can increase the likelihood of engaging in additional unhealthy behaviors.
- 12.4.1 Apply effective verbal (assertiveness) and nonverbal communication skills in real-life health situations.
- 12.4.2 Employ active listening and response skills to enhance health.
- 12.4.3 Demonstrate healthy ways to express needs, wants and feelings.
- 12.4.4 Demonstrate ways to communicate care, consideration, and respect of self and others.
- 12.4.9 Analyze how interpersonal communication impacts and is impacted by relationships.

On the board, draw fries and the Planned Parenthood (n.d.) acronym **F.R.I.E.S.** vertically down the board. Fill in the words of the acronym as they are explained. Provide examples for each word. See explanations below.

Freely-Given: Consent must be freely given. This means someone understands that they can tell you “no” and you will respond respectfully. If you use threats, bribes, guilt, or pressure to get someone to say “yes,” you do not have consent.

Reversible: We always have the right to change our mind. The other person can stop an activity at any time.

Informed: We can only consent to something if we have all the facts. If you withhold or lie about important information, your interaction isn’t consensual. Clear information helps us understand our risk and consequences. Important information includes: age, relevant laws, sobriety and awareness, contraceptives, relationship status, and values.

Enthusiastic: When it comes to sexual activity, someone should do stuff with you because they *want* to, not because you *expect* them to. If someone doesn’t seem enthusiastic (meaning happy, excited, or energized), stop and check in. Pay attention to their words, tone, and body language. Consent is affirmative, meaning we need to have a clear indication someone is enthusiastic *before* starting (rather than waiting for them to tell us “no” or “stop”).

Specific: You should communicate clearly about what activity you want to do. Consent is specific to thing, day, place, and person. For example: Just because someone holds hands with you doesn’t mean they want to kiss (thing); holds hands on a Friday doesn’t mean they want to hold hands on Monday (time); kisses you at the movies doesn’t mean they want to kiss at school (place); kisses the last person they dated doesn’t mean they want to kiss you (person).

Acknowledge that consent is not the social norm in our society, but using it is necessary to prevent sexual violence.

Part Six: Victim-Blaming

Draw **two columns** on the board labeled **True** and **False**.

“For this next activity, we’re going to try to get an impression of what people in the room know and understand about sexual violence. I am going to ask you to put your head down and then I’m going to read a sentence. I’ll then ask you to raise your hand if you think it is true or false. We’ll then raise our heads and discuss.”

Go through the list of true/false statements (see *Activity Materials*). For each one, write the number of students who raised their hand under the respective column. Use the following prompts:

1. *What makes this statement seem true? False?*

Additional Resources

More information on consent at:

loveisrespect.org
breakthecycle.org
teachconsent.org
scarleteen.com

2. *Does anyone want to add anything? A new perspective?*

Part Seven: Believing Survivors

Discussion Questions

1. *If a friend came to you and said they were sexually assaulted, how would you respond?*

“I believe you. This is not your fault.”

2. *Why are these words so important?*

“These words help validate a survivor’s experiences and may empower them to seek further help.”

“No one deserves sexual assault, and no one is asking for it. It does not matter how short your skirt is, how much alcohol you drink, how flirty you are, or what your job is. It doesn’t matter if someone cheated on you or if they dumped you. You can make a difference in a survivor’s life by reminding them that sexual assault is never their fault.”

Part Eight: Write Anonymous Questions

Invite students to write anonymous questions about anything brought up in the lesson today. Assure students that all questions will be answered the following day, with inappropriate questions reworded. Instruct every student to write *something* on their notecard, even if it’s gibberish, to preserve anonymity. Ask students to drop their questions in the Anonymous Question Box on their way out of class.

Boundaries

Target Grades

9th – 12th

Suggested Time

60-90 minutes

Materials

- Name tags
- Markers
- Index cards
- Anonymous question box
- Youth resource guides
- Crisis line cards
- Consent scenarios
- Boundary inventories
- Boundary signs

Before Starting

- ✓ Arrange chairs in a semi-circle
- ✓ Put an index card and name tag on each desk
- ✓ Draw the Equality Wheel on the board

On the Board

Write text written in green on the board.

Overview

This session begins with defining boundaries. We then explore the intersection of consent and boundaries with an activity that builds skills in feeling-identification and interpersonal communication. Next, we reflect on our personal boundaries and identify diversity in boundaries among classmates. Finally, we discuss how to navigate boundary conflicts.

Objectives

1. Students will recognize equity-based behaviors in peer-relationships.
2. Students will identify and communicate boundaries to peers.
3. Students will know strategies for navigating boundary conflicts.

Procedure

Part One: Values & Anonymous Questions



Ask students to recall the program values (*voice, experience, confidentiality, curiosity, and self-care*). Answer anonymous questions (see *House Keeping*).

Part Two: Understanding Boundaries

Direct students' attention to the *Equality Wheel* on the board. Explain the following:

"Yesterday, we focused on affirmative consent and positive communication. Today, we'll focus on honesty & accountability and negotiation & fairness (*circle*).

In a healthy relationship, these skills can be used to communicate about boundaries. Boundaries are rules or limits that a person creates to identify safe and permissible ways for other people to behave towards them. Examples of boundaries include emotional (words that feel okay), physical (touches that feel okay), and digital (information sharing that feels okay).

A key part of a healthy relationship is feeling comfortable and safe communicating boundaries. This includes asking about someone's boundaries, telling someone about your boundaries, and respecting boundaries.

Healthy relationships allow for boundaries to be communicated comfortably. If they tell you that your needs are stupid, get angry with you or go against what you're comfortable with, you may be experiencing abuse."

**National Health
Education Standards**
(ACA, 2007)

- 4.12.1. Utilize skills for communicating effectively with family, peers, and others to enhance health.
- 4.12.2. Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
- 4.12.3. Demonstrate strategies to prevent, manage or resolve interpersonal conflicts without harming self or others.
- 5.12.2. Determine the value of applying a thoughtful decision making process in health related situations.
- 5.12.3. Justify when individual or collaborative decision making is appropriate.
- 7.12.1. Analyze the role of individual responsibility in enhancing health.



Discuss the benefits of talking with friends and partners about boundaries.

Part Three: Consent Scenarios

Prepare students to recall information explored yesterday about affirmative consent. Break students into groups of 3-5 and pass out consent scenarios (see *Activity Materials* for scenario slips). On the board, write the following prompts and ask students to discuss them in small groups:

1. How does this make you feel?
2. What do you think they're trying to communicate?
3. How would you respond (words/tone/body language)?

With students staying in groups, direct their attention to the front of the room. Ask groups to report their responses to the large group and write **themes** on the board. Once all groups have shared, ask students to return to the semi-circle seating arrangement, and process the following prompts as a large-group:

1. It can be difficult to respond with kindness and care when we're feeling a lot of heavy emotions. How can we respond well when we're feeling [words the class offered]?
2. If we don't remember a situation the same as a friend, are we still responsible if they feel hurt?

Part Four: Boundary Inventory (Schroeder, Goldfarb, & Gelperin, 2015)

Pass out a Boundaries Inventory worksheet (see *Activity Materials*) to each student. Show students how to complete the worksheet and tell them *not* to write their names on them. This is an anonymous activity. Provide students with the following directions:

1. Please complete every question. You'll need to have a completed inventory to move on to the next part of the activity.
2. If you feel ambivalent about a statement, or that it doesn't apply to you, select the middle option.
3. Once you're finished, turn your worksheet over.

When everyone is done, ask students to crumple their worksheets into a ball. Draw an X on the board and ask students to throw their balls at the X on the count of three. Then ask them to stand up and find one. They should not announce if they've picked up their own.

Create a spectrum by taping *Yes*, *No*, and *Depends* signs (see *Activity Materials*) across the room. Read the statements aloud and ask students to walk to the side of the room corresponding with the answer on their sheet.

Once students have distributed themselves accordingly, use the following prompts:

1. Notice the _____ distribution of folks across the room. What does this tell us about this boundary?

Indiana Academic Standards for Health & Wellness (IDOE, 2017)

- 12.4.1 Apply effective verbal (assertiveness) and nonverbal communication skills in real-life health situations.
- 12.4.2 Employ active listening and response skills to enhance health.
- 12.4.3 Demonstrate healthy ways to express needs, wants and feelings.
- 12.4.4 Demonstrate ways to communicate care, consideration, and respect of self and others.
- 12.4.7 Implement and evaluate strategies to prevent and manage conflict.
- 12.4.8 Implement strategies for overcoming health-related communication barriers.
- 12.4.9 Analyze how interpersonal communication impacts and is impacted by relationships.

Additional Resources

Information and resources at futureswithoutviolence.org

Information about digital boundaries at thatsnotcool.com

Teen Equality Wheel at <http://www.ncdsv.org>

2. Does anyone want to share their personal feelings about this boundary?
3. Does anyone want to add to what they said? Feel differently?

Bring students back together in a semi-circle. Use the following prompt:

1. *How did it feel to represent a boundary you did not necessarily agree with? (Relate student responses to the feeling of being pressured or coerced when your boundaries aren't respected).*

“Recognizing your own boundaries is one thing, but to make certain that you have consent, it’s equally important to know what your partner’s boundaries are, and that takes communication. What if you have different boundaries? Let’s look at that now.”

1. *Imagine two people have been talking for several months and dating for several weeks. They really, really like each other. They just discovered they 100% disagree about sex. One person feels super ready and the other incredibly opposed. What should they do?*

Discuss with students that although *compromise* is typically understood as a healthy relationship characteristic, it is not healthy to pressure a partner to change a boundary that compromises their safety, comfort, or health.

Part Five: Write Anonymous Questions

Invite students to write anonymous questions about anything brought up in the lesson today. Assure students that all questions will be answered the following day, with inappropriate questions reworded. Instruct every student to write *something* on their notecard, even if it’s gibberish, to preserve anonymity. Ask students to drop their questions in the Anonymous Question Box on their way out of class.

Bystander Intervention

Target Grades

9th – 12th

Suggested Time

60-90 minutes

Materials

- Name tags
- Markers
- Index cards
- Anonymous question box
- Youth resource guides
- Crisis line cards
- Strategy cards
- Scenario cards

Before Starting

- ✓ Arrange chairs in a semi-circle
- ✓ Put an index card and name tag on each desk

On the Board

Write text written in green on the board.

Overview

This session will begin with an activity exploring strategies for supporting friends who might be in unhealthy relationships. Then, we'll look at the other side: helping friends who are being abusive build healthier behaviors.

Objectives

1. Students will know strategies for peer survivor support and advocacy.
2. Students will know strategies for bystander intervention.

Procedure

Part One: Values & Anonymous Questions

 Ask students to recall the program values (*voice, experience, confidentiality, curiosity, and self-care*). Answer anonymous questions (see *House Keeping*).

Part Two: Strategies for Helping a Friend in an Abusive Relationship^{iv}

“This week, we've identified unhealthy behaviors and explored strategies for building healthier ones. We'll end by asking: *How can we help a friend in an unhealthy relationship?* and *How can we support our friends in having healthy relationships?*”

[Following text from Treas, Shaw, & Prier (2017)]

Watching a friend or family member go through an abusive relationship can be scary. It may seem difficult to figure out how to help them. Even if your friend is experiencing the serious effects of dating abuse, they may have a very different point of view than you. While only the person experiencing the abuse can make the choice to end a relationship, a caring friend can still provide essential support to help a friend stay safe.

Provide an overview of the 9 strategies for helping a friend below:

Only do what you can. Wanting to be there for someone you care for is important, but first realizing your limitations is essential. It's critical to listen openly, provide support, and ask questions, but ultimately, your friend or family member must make decisions for themselves regarding their relationship. You can't save them, nor does it help to insist they abide by your wishes. Doing so may push them away, and they may stop confiding in you as a result. You can be most supportive by being there for them, even if their situation does not change. However, this can be exhausting and frustrating, so if you need to step away for a bit, or establish boundaries, it is okay to do so. You have to take

National Health Education Standards (ACA, 2007)

- 4.12.1. utilize skills for communicating effectively with family, peers, and others to enhance health.
- 4.12.3. Demonstrate strategies to prevent, manage or resolve interpersonal conflicts without harming self or others.
- 8.12.2. Demonstrate how to influence and support others to make positive health choices.

care of yourself to be able to take care of them.

Share your worry with them. If this is the first attempt at talking about the abuse with your friend or family member, make sure you are talking at a time that is safe for your friend. Make sure they aren't stressed about who might hear you or see you talking. Give your friend concrete examples about times you were worried for them, and share examples based on the power & control wheel. Remember, the abuser isn't always abusive, and there can be periods of time when your friend feels love and happiness.

Establish trust and prove to be trustworthy. Let them know you are there to help them and understand that what they are going through may be difficult and confusing. Assure them that you will not share what they reveal to you with others unless you get their permission to do so. Stand by this, and do not break their confidence. However, with that said, if they are in serious danger or threaten to harm themselves, you may need to involve others and seek additional help.

Listen more than you speak. Your friend may feel overwhelmed when you first start talking about these issues. It is important to not bombard them with questions, but instead ask open, helping questions. Let your friend or family member decide how much to share. It may take more than one conversation with you for them to share what is truly going on in their life, and it may take a while for them to trust that they can safely talk to you.

Focus on your friend. It can be easy to want to attack the actions of the abusive partner, but that may not be helpful. Your friend likely cares for their partner and just wants the abuse to stop. Point out the abusive or unhealthy behaviors without attacking their partner. If your friend decides to stay with their partner, don't criticize their decision, but rather let them know that, no matter what, you will always be there for them.

Create a safety plan. Whether or not your friend leaves their abusive partner, creating a safety plan with them may help them feel more empowered. A safety plan is basically a plan for them to stay safe for when things get bad with their partner. It allows a person to have power when they feel powerless otherwise. It is also important to keep in mind that your friend is most vulnerable upon leaving the abuser, and in many abusive relationships, the abuse tends to escalate when they try to end the relationship.

Extend an invitation. Abuse often manifests itself through isolation. Because of this, when a person is considering leaving an abusive partner, it is important for them to know that they have relationships outside of their abusive one. Invite them to safe activities and events with other friends and family and include them in regular life.

Continue to offer support. Whether or not your friend decides to end their relationship, they need support. If they decide to stay with them, they may worry about what you think of them and whether you will be disappointed. Assure them that this is not the case and that you will be there whenever they need you. It may take a long time for them to leave, or the partner may try to make their life hard after they leave.

Indiana Academic Standards for Health & Wellness (IDOE, 2017)

- 12.4.2 Employ active listening and response skills to enhance health.
- 12.4.3 Demonstrate healthy ways to express needs, wants and feelings.
- 12.4.4 Demonstrate ways to communicate care, consideration, and respect of self and others.
- 12.4.6 Demonstrate how to ask for and offer assistance to enhance the health of self and others.
- 12.4.7 Implement and evaluate strategies to prevent and manage conflict.
- 12.8.6 Take a clear health-enhancing stand.
- 12.8.7 Use communication techniques to persuade the individual or group to support or act on the health or safety issue.

Provide connections to resources. Work to connect your friend to resources that can help them through this period of life. Look for support groups and resources in your area. Sometimes the best assistance is to say, 'I believe you,' or 'I am here for you,' or 'It's not your fault.' Refrain from judgement and be supportive.

 Divide students into 4-8 groups, depending on class size. Give each group 1-2 strategy cards (see *Activity Materials*). Next, pass out a scenario card (see *Activity Materials*) and ask a volunteer to read it aloud. Ask groups to discuss the following questions:

1. Would you use this strategy in this scenario? Why or why not?
2. If yes, what would this strategy look like?
3. What are the challenges and benefits of this strategy when applied to this scenario?

Give groups 3-7 minutes to discuss. Ask for a group representative to report back key ideas to the class. **Write ideas on the board.** Rotate strategy cards so each group has 1-2 new cards. Pass out a new scenario card and repeat.

Part Three: Strategies for Talking with a Friend about Abusive Behavior^v

[Following texts from the Wisconsin State Coalition Against Domestic Violence (WSCADV) (n.d.)]

"It can be hard to admit or even recognize when someone we care about is being abusive. When we do start to see it, some of us want to vote them off the island and some of us want to stick our head in the sand. But what if we want to continue to be in community with folks who have done harm? We're going to discuss some strategies for navigating that conversation.

Address behavior privately. This doesn't mean you should not interrupt abusive behavior when you see it. Rather, don't choose to have this conversation at a coffee shop with four other friends. A successful conversation will allow space for trust and vulnerability, which is much easier in private.

Be direct but loving as you challenge their actions, words, or violence. Being vague or indirect will likely increase anxiety and distrust. Maintain a tone and body language that shows care and compassion.

Focus on the behavior. Before the conversation, take time to reflect on the behaviors that you've done that you most regret. Remind yourself that your mistakes do not define you. They only have power if you refuse to acknowledge them (Creative Interventions, 2012). With this perspective in mind, refrain from characterizing your friend as a "bad" or "abusive" person. Instead, focus on the harm of their behaviors.

Talk about how the behavior impacts you. One effect of abusive behavior is individualizing a community problem. As we've learned this week, abusive behavior does not start inside of us. Rather, abusive behavior is a product of messages and rewards we've received around power and control. Do not focus on how the behavior impacts the survivor. That impact is their story to tell. Focus on how the behavior impacts you. Help remind your friend that they live in a community and a community's health is made up of the health of all

Additional Resources

[Bystander Scenarios](http://nomore.org) at
nomore.org

[Bystander Intervention Resources](http://www.nsvrc.org) at
www.nsvrc.org

[The Bystander Effect](http://www.loveisrespect.org) at
www.loveisrespect.org

[Supporting Research](http://www.cdc.gov) at
www.cdc.gov

relationships.

Review some sample scripts:

- Hey, I'm worried about you... Is everything ok?
- When you do these things, I feel...
- Sometimes I've noticed...
- Things don't seem right in your relationship. What's going on?

Tips: Give observations, ask questions, listen actively, and stay connected. Be specific. Share concrete examples. Avoid “you always” or “you never” statements. Consider talking while you are engaged in an activity; this helps to break eye contact and makes the conversation less intense. If your friend becomes too defensive or frustrated, take a break. If your friend becomes angry or escalated, end the conversation and give their partner a heads-up. Remember, you can love someone who does bad things.

Things to remember: Taking care of yourself is important. You don't have to give all of yourself. You can't make someone change, but you can hold up a mirror and support them. Get help! You don't have to do it alone. Talk to your trusted people and reach out to experts.



Prompt students to return to their small groups. Give each group 1-2 strategy cards (see *Activity Materials*). Using the scenarios and instructions from the previous activity, add the scenario additions (see *Activity Materials*) and explore conversations with a friend who is *causing harm*.

Part Five: Distribute Crisis Cards & Solicit Feedback

Pass out a crisis card to each student. Invite students to answer one or both of the following questions on their notecards:

1. What is one thing you found helpful this week?
2. What is one thing we did not cover that would have been helpful this week?

Answers to any final anonymous questions will be emailed to the teacher to distribute to students. Ask students to drop their feedback in the Anonymous Question Box on their way out of class.

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- ⁱ You can read more about the applying social norms theory to gender-based violence prevention at: Orchowski, L. M., Malone, S., Berkowitz, A., & Pearlman, D. (2015). Applying social norms theory to the prevention of gender based violence in middle schools: Theory, research and practice. [PowerPoint presentation]. *2015 National Sexual Assault Conference*. Los Angeles, CA. Retrieved from <http://www.calcasa.org/events/nsac/2015-national-sexual-assault-conference/workshop-materials/>
- ⁱⁱ Learn more about youth trafficking and resources for survivors at the Indiana Trafficking Victims Assistance Program (ITVAP): <http://www.indysb.org/itvap>
- ⁱⁱⁱ You can access a discussion guide for Love Labyrinth at <https://www.joinonelove.org/act-category/discussion-guide/>
- ^{iv} Introduction and strategy descriptions from: Treas, E., Shaw, G., & Prier, S. (2017). Take a stand for healthy relationships: A teen dating violence prevention program. *National Coalition Against Domestic Violence*. www.teens4healthyrelationships.org
- ^v Introduction and strategies titles from: Wisconsin State Coalition Against Domestic Violence (WSCADV). (n.d.). *How's your relationship? Conversations with someone about their abusive behavior*. [behavior cards] Retrieved from: <http://wscadv.org/wp-content/uploads/2015/06/Hows-Your-Relationship-Abusive-Behavior-Cards.pdf>



Activity Materials

UNHEALTHY

IT DEPENDS...

HEALTHY

My partner gets jealous of my friends
and thinks they are flirting with me

My partner trusts me to hang out with
friends of different genders

My partner tells me they need to know
where I am at all times

I feel jealous sometimes

My partner is supportive

Me and my partner hang out together,
but also have our own separate hobbies

When my family or other friends want to
spend time with me, my partner tells me
that they are too controlling

Repeatedly trying to hug a friend, even
though they resist

My partner asked me to quit my clubs
and hobbies to spend more times with
them

Sometimes my partner and I get bored
with one another

My partner tells me I'm ugly, and that
I'm lucky to have them

My partner and I share responsibilities

My partner and I talk about problems in
our relationship, but usually only
whenever there is an issue

My partner is honest

My partner is always accusing me of
things

My partner hugs and kisses me often
when we're in public

My partner throws things when they are
angry

My partner makes fun of me sometimes,
but they say they're just teasing

My partner tells me if I don't have sex
with them, they will spread rumors about
me

My partner gets upset if I don't return
phone calls right away

My partner threatens to send private
pictures of me to friends when we argue

My partner says we need to hang out
every day

My partner threatens to hurt themselves if I
leave them

My partner and I communicate about
our feelings

My partner complains often

My partner hugs me without asking first

My partner breaks up with me

A friend asks me to go out on a date
over and over

My partner apologizes when they make
a mistake

- My partner always tells me “I can’t live without you.”
- My partner tells me not to hang out with people they don’t like
- My partner posts pictures of me online without asking
- My partner makes fun of my taste in music
- I don’t respond immediately to most text messages or phone calls from my partner
- I said “no” when a friend asked me out on a date
- My partner asked before holding hands in public for the first time
- My partner cancels a date to study for a test
- My partner and I often have strong disagreements
- My partner cheats on me
- My partner often threatens to hurt themselves if I leave them
- My partner and I sometimes yell during arguments
- My partner tells me I’m lucky to be in a relationship at all
- My partner wants to be with me every time I go out with friends
- My partner praises me for how smart I am
- My partner tells a joke that puts down LGBTQIA+ people
- My partner insists on knowing where I am all the time
- My partner tries to convince me that I’m misremembering events when we argue
- My partner never compliments my intelligence or skills
- My partner continually asks me to stay out later than my parents have asked
- My partner often accuses me of cheating after I spend time with friends
- My partner constantly makes fun of my friends
- My partner wants to change the way I look
- My partner asks me my opinion on important issues and values my input
- My partner goes to a concert with me even though they don’t love the band that’s playing
- My partner always seems to wait until I am in public to make fun of the way I look, and they say I should lighten up
- My partner pulls me aside at lunch and accuses me of flirting

My partner wants a detailed account of my day, or they become frustrated

My partner always plans all the dates without consulting me first

My partner is really mean to their pets

My partner calls me after school to see how I'm doing

I often apologize to others when my partner treats me badly

My partner encourages me to do things that they know are important to me

I tell my partner that I've lost interest in dating them and they accept my feelings with disappointment, but grace

My partner is helping me with my homework and keeps asking me if I am "really that stupid"

My partner threatens to "out" me as gay if I don't let them copy my homework

I find it hard to tell my partner that I'm sorry or that I'm wrong

I *really listen* to my partner's viewpoints and feelings

My partner sometimes throws things when they're angry

When I feel really angry with my partner I take a walk to cool down

My partner always interrupts me when I'm talking

My partner smashes or breaks things when they're upset

I am afraid to say anything that would upset my partner. They are so easily angered.

I value my partner's opinion, even when it's different from my own

My partner hasn't spoken to me in a week because of a disagreement we had

I feel forced into apologizing just to make my partner happy

My partner often blames others when things don't go their way

My partner tells me I should not wear my favorite shirt

My partner leaves little notes on my locker just saying "hi"

My partner always lets me know when my outfit isn't on point

My partner shoves me sometimes when they're frustrated

My partner has all the passwords to my social media accounts

You're with a new friend at the park and you're flirting with each other. You grab their hand. They pull back, get a little quiet and look away.

Answer these questions for your partner:

1. How does this make you feel?
 2. What do you think they're trying to communicate?
 3. How would you respond (words/tone/body language)?
-

You're at the movies with a date and you ask them if they want to hold hands. They tell you their hands are really sweaty.

Answer these questions for your partner:

1. How does this make you feel?
 2. What do you think they're trying to communicate?
 3. How would you respond (words/tone/body language)?
-

You and a friend went on a first date at the movies last night and kissed. This morning, your date texts you to say they felt really uncomfortable, and that it should have been clear they did not want to kiss. You try to remember signs that they didn't want to, but you were so nervous that it's all a blur.

Answer these questions for your partner:

1. How does this make you feel?
2. What harm are they trying to communicate?
3. How would you respond (words/tone/body language)?

Boundaries Inventory

INSTRUCTIONS: Please indicate whether you agree or disagree with the following statements by circling the appropriate response below. Please do NOT put your name on this worksheet.

1. If I am dating someone, I want to hold hands to show people we're together.

Yes Depends No

2. If I am dating someone, I want them to message me daily.

Yes Depends No

3. When I see someone I know, we usually greet each other with a hug.

Yes Depends No

4. If I am dating someone, physical stuff like holding hands and kissing, is a must.

Yes Depends No

5. If I am dating someone, I would expect us to share our passwords with each other.

Yes Depends No

6. I like talking about my crushes with friends.

Yes Depends No

Text adapted from advocatesforyouth.org.

YES

DEEP ENDS

NO

You're sitting at lunch with four friends. You overhear one friend tell a joke that makes fun of gay people. You look across the table and notice someone else looking uncomfortable. One person laughs, and the other friend doesn't seem to have heard.

Circle the strategies you'll use: Distract Direct Delegate

You're walking downtown and notice a person grab another person's arm, shake them, and get in their face. You can't hear or see much, but you feel concerned. A lot of people are walking by, but no one seems to be noticing.

Circle the strategies you'll use: Distract Direct Delegate

You're hanging out with a group of friends. A friend makes a joke about their partner's clothing being too tight. Someone makes a weird face and your friend quickly says, "I'm just kidding!"

Circle the strategies you'll use: Distract Direct Delegate

You're in class and several people get a notification at the same time. Someone who was recently broken up with is now sharing a sexual photo of their ex. People are whispering.

Circle the strategies you'll use: Distract Direct Delegate

You're at a party and one of your friends is flirting with someone they just met. You can tell the other person is not interested, but your friend will not leave them alone.

Circle the strategies you'll use: Distract Direct Delegate

You are going home from school and you see someone on a bench at the bus stop reading a book, being watched by someone nearby. You see that the stares are making the person feel uncomfortable.

Circle the strategies you'll use: Distract Direct Delegate

INSTRUCTIONS: Please indicate whether you personally agree or disagree with the following statements by circling a response below. Please do NOT put your name on this worksheet.

Women are more dramatic. agree disagree

Men are more confident. agree disagree

Women are more sensitive. agree disagree

Men are more competitive. agree disagree

Women are more needy. agree disagree

Men are less communicative. agree disagree

Women are more naïve. agree disagree

Men are more aggressive. agree disagree

- My partner gets jealous of my friends and thinks they are flirting with me
- My partner trusts me to hang out with friends of different genders
- My partner tells me they need to know where I am at all times
- I feel jealous sometimes
- My partner is supportive
- Me and my partner hang out together, but also have our own separate hobbies
- When my family or other friends want to spend time with me, my partner tells me that they are too controlling
- My partner asked me to quit my clubs and hobbies to spend more times with them
- Sometimes my partner and I get bored with one another
- My partner tells me I'm ugly, and that I'm lucky to have them
- My partner and I share responsibilities
- My partner is honest
- My partner is always accusing me of things
- My partner hugs and kisses me often when we're in public
- My partner throws things when they are angry
- My partner makes fun of me sometimes, but they say they're just teasing
- My partner tells me if I don't have sex with them, they will spread rumors about me
- My partner gets upset if I don't return phone calls right away
- My partner says we need to hang out every day
- My partner threatens to hurt themselves if I leave them
- My partner and I communicate about our feelings
- My partner complains often
- My partner hugs me without asking first
- I broke up with my partner.
- A friend asked me to go on a date over and over
- My partner apologizes when they make a mistake
- My partner always tells me they couldn't live without me
- My partner tells me not to hang out with people they don't like
- My partner supports me when I have a bad day
- My partner posts pictures of me without asking

- | | |
|--|--|
| My partner makes fun of my taste in music | My partner never compliments my intelligence or skills |
| I usually don't immediately respond to my partner's texts or calls | My partner continually asks me to stay out later than my parents have asked |
| I told my friend "no" when they ask me on a date | My partner often accuses me of cheating after I spend time with friends |
| My partner asks me before holding hands in public for the first time | My partner constantly makes fun of my friends |
| My partner cancelled our date to study for a test | My partner wants to change the way I look |
| My partner and I often disagree strongly | My partner asks me my opinion on important issues and values my input |
| My partner cheats on me | My partner goes to a concert with me even though they don't love the band that's playing |
| My partner and I often yell when we argue with each other | My partner always seems to wait until I am in public to make fun of the way I look, and they say I should lighten up |
| My partner tells me I'm lucky to be in a relationship at all | My partner always plans all the dates without consulting me first |
| My partner wants to be with me every time I go out with friends | My partner is really mean to their pets |
| My partner praises me for how smart I am | My partner calls me after school to see how I'm doing |
| My partner tells a joke that puts down LGBTQIA+ people | I apologize to others when my partner treats me badly |
| My partner insists on knowing where I am all the time | My partner encourages me to do things that they know are important to me |
| My partner tries to convince me that I'm misremembering events when we argue | |
| Talking about your crush with a friend | |

I tell my partner that I've lost interest in dating them and they accept my feelings with disappointment, but grace

My partner is helping me with my homework and keeps asking me if I am "really that stupid"

My partner threatens to "out" me as gay if I don't let them copy my homework

I find it hard to tell my partner that I'm sorry or that I'm wrong

I *really listen* to my partner's viewpoints and feelings

I am arguing with my partner and I get so mad that I punch a wall

When I feel really angry with my partner I take a walk to cool down

My partner always interrupts me when I'm talking

My partner smashes or breaks things when they're upset

I am afraid to say anything that would upset my partner; they are so easily angered.

I value my partner's opinion, even when it's different from my own

My partner hasn't spoken to me in a week because of a disagreement we had

I feel forced into apologizing just to make my partner happy

My partner often blames others when things don't go their way

My partner repeatedly asks me to send nudes

My partner suggests they should come along when I hang out with friends

I don't delete a picture of my partner when they ask me to

My partner tells me I should not wear my favorite shirt

My partner leaves little notes on my locker just saying "hi"

My partner has all the passwords to my social media accounts

True/False Statements

Sexual assault is a rare crime. (false)

“1 in 3 women, 1 in 6 men (Smith, et al., 2017), and 1 in 2 transgender people (James et al., 2016) experience sexual violence. Although sexual violence is common, many people never tell someone when they are assaulted. This might make it seem like sexual assault is rare.”

⚙️ Why it matters: “If we interrupt jokes and disparaging comments about sexual assault, our friends who have been or will be assaulted will know we take their experiences seriously and they can reach out to us for support.”

Most rapes are committed by someone the survivor knew, such as a friend or dating partner. (true)

“Often, we focus a lot of our personal safety information towards stranger danger. While this is important, it misses the majority of sexual assaults. 94% of teens in Indiana who are assaulted, are assaulted by someone they know (Synder, 2000). Sometimes survivors of sexual violence don’t feel like what happened to them is ‘real’ if they were hurt by someone they knew or trusted. As friends, we can reassure them that no one, under any circumstances, deserves violence. Sometimes we might be close to the person who committed assault. While this is challenging, it should not prevent us from believing and supporting the survivor.”

⚙️ Why it matters: “If we understand that people are most likely to assault people they know, we’ll be more likely to interrupt violent behavior among friends.”

Attractive female college students have the highest risk of experiencing sexual assault. (false)

“Two components of this sentence are based on misconceptions about sexual assault. First, we know that attractiveness is subjective, meaning that what is attractive to one person is different for another. People of all aesthetics, body types, and clothing styles experience sexual assault. Second, women between the ages of 18-22 who are not in college report rape and sexual assault to police at higher rates than women in college (Langton & Sinozich, 2014). So who does experience a high risk of sexual assault? Women ages 16-24 (Langton & Sinozich, 2014), people with disabilities (Shapiro, 2018), bisexual women (Walters, Chen, & Breiding, 2013), Native American women (Rosay, 2016), and transgender women (James et al., 2016) all experience high risk. *What do each of these groups have in common?* A lack of societal power and control.”
Reference Power & Control wheel.

⚙️ Why it matters: “If we understand that inequity increase sexual violence, we’ll advocate for the equal rights and treatment of our peers. If we understand that attractiveness does not cause sexual violence, we’ll interrupt victim-blaming when we hear it.”

If the person didn’t fight back, then it wasn’t actually rape. (false)

Many people do not fight back when they are raped. Our brains are wired to respond to danger in three ways: fight, flight, or freeze (Campbell, 2012). You may remember this survival mechanism from your middle school science class. These hormonal responses helped our prehistoric ancestors survive. This means that when we’re experiencing trauma, our brains will choose to fight the danger until we’re safe, run from the danger, or freeze until the danger passes. Our brains decide to fight, run, or freeze before the front part of our brains, which processes information, has time to think about the situation and select a course of action.

Research suggests that as many as fifty percent of rape survivors experience tonic immobility during sexual assault, a type of freezing where a survivor’s muscles are temporarily paralyzed (Campbell, 2012). You’ve probably frozen before. Have you ever been in bed at night, when everyone’s asleep, and you hear a noise that scares you? Now, you’ve probably thought in the past that if you ever heard a suspicious noise, you’d get up, investigate it, and check on your loved ones. But instead, it’s 3:00am, you’re in your bed, and you’re frozen

still, wondering how you're going to do anything when you're too frightened to move. This is a 'freeze' response. You can't control it. It's not your fault. Your body knows you are scared and it's trying to protect you.

Other reasons people might not fight back may include: intoxication, being asleep, confusion, fear of escalation, fear of exposure, and fear of weapons (only about 12% of rapes involve a weapon (Truman, 2011))."

⚙️ Why it matters: "If we let our friends know we'll believe them, regardless of how they responded to the assault, they'll be more likely to believe themselves and seek help."

Most rape reports are actually false accusations. (false)

"We hear of 'false reports' in many national news stories. It's scary to think about someone spending decades in jail for being falsely accused of rape. But how likely is it that someone who commits rape will go to jail? Less than 2% of rapes result in jail time (RAINN, n.d.). Let's look at the statistical likelihood of a false rape accusation.

Data on sexual assault is limited, in part because so few people report rape, and police departments document rape reports differently. It is estimated that only 36% of rapes are reported to police (Rennison, 2002). Limited research finds that 2-8% of reported rapes are classified in some way as a "false report" (Lonsway, Archambault, & Lisak, 2009). There is no standard definition for false allegations across police departments, and some police departments may classify reports as false for insufficient evidence for prosecution, not cooperating with investigators, and inconsistencies in the victim statement (National Sexual Violence Resource Center (NSVRC), 2012).

Some reports are considered 'false', meaning that the law enforcement agency's investigation proved the assault never occurred. Others are considered 'baseless', meaning that while the report was truthful, it did not meet the criteria of the legal definition (NSVRC, 2012).

Many survivors recant, meaning they 'take back' their report of sexual assault.

Why would a survivor recant their statement or not want to report an assault altogether?

Survivors may not want to report an assault or may recant their statement for many reasons, including: struggling to remember details, worry about how reporting will affect their loved ones, assuming that a case can't be charged without a sexual assault forensic exam, fear of retaliation, fear of not being 'believed,' fear of the perpetrator going to jail, assumption that the legal process will not be helpful (NSVRC, 2012).

Many people who were sexually assaulted as children or teenagers never told a friend, adult, or crisis center because they were afraid no one would believe them. Oftentimes, one person doubting a survivor's experience can prevent them from ever asking for help again.

Another reason people say survivors lie is to get "attention." Let's talk about that for a moment.

What kind of attention does someone get in our society when they say they were assaulted? What if their assaulter is popular? Wealthy? An athlete? A trusted and respected adult?

⚙️ Why it matters: "If we let our friends know we believe survivors, they'll be more likely to reach out to us for support."

You are at a party and you see your crush. You start flirting with them and put your arm around them. They back, get a little quiet and look away.

Answer these questions for your partner:

1. How does this make you feel?
 2. What do you think they're trying to communicate?
 3. How would you respond (words/tone/body language)?
-

You ask your crush if they want to make out, and they shrug.

Answer these questions for your partner:

1. How does this make you feel?
 2. What do you think they're trying to communicate?
 3. How would you respond (words/tone/body language)?
-

You made out with your partner last night. This morning, they text you to say they felt really uncomfortable, and that it should have been clear they did not want to make out. You try to remember signs that they weren't into it, but you can't quite recall any details.

Answer these questions for your partner:

1. How does this make you feel?
2. What harm are they trying to communicate?
3. How would you respond (words/tone/body language)?

Only do what you can.

Wanting to be there for someone you care for is important, but first realizing your limitations is essential. It's critical to listen openly, provide support, and ask questions, but ultimately, your friend or family member must make decisions for themselves regarding their relationship. You can't save them, nor does it help to insist they abide by your wishes. Doing so may push them away, and they may stop confiding in you as a result. You can be most supportive by being there for them, even if their situation does not change. However, this can be exhausting and frustrating, so if you need to step away for a bit, or establish boundaries, it is okay to do so. You have to take care of yourself to be able to take care of them.

Share your worry with them.

If this is the first attempt at talking about the abuse with your friend or family member, make sure you are talking at a time that is safe for your friend. Make sure they aren't stressed about who might hear you or see you talking. Give your friend concrete examples about times you were worried for them, and share examples based on the power & control wheel. Remember, the abuser isn't always abusive, and there can be periods of time when your friend feels love and happiness.

Establish trust and prove to be trustworthy.

Let them know you are there to help them and understand that what they are going through may be difficult and confusing. Assure them that you will not share what they reveal to you with others unless you get their permission to do so. Stand by this, and do not break their confidence. However, with that said, if they are in serious danger or threaten to harm themselves, you may need to involve others and seek additional help.

Listen more than you speak.

Your friend may feel overwhelmed when you first start talking about these issues. It is important to not bombard them with questions, but instead ask open, helping questions. Let your friend or family member decide how much to share. It may take more than one conversation with you for them to share what is truly going on in their life, and it may take a while for them to trust that they can safely talk to you.

Focus on your friend.

It can be easy to want to attack the actions of the abusive partner, but that may not be helpful. Your friend likely cares for their partner and just wants the abuse to stop. Point out the abusive or unhealthy behaviors without attacking their partner. If your friend decides to stay with their partner, don't criticize their decision, but rather let them know that, no matter what, you will always be there for them.

Create a safety plan.

Whether or not your friend leaves their abusive partner, creating a safety plan with them may help them feel more empowered. A safety plan is basically a plan for them to stay safe for when things get bad with their partner. It allows a person to have power when they feel powerless otherwise. It is also important to keep in mind that your friend is most vulnerable upon leaving the abuser, and in many abusive relationships, the abuse tends to escalate when they try to end the relationship.

Extend an invitation.

Abuse often manifests itself through isolation. Because of this, when a person is considering leaving an abusive partner, it is important for them to know that they have relationships outside of their abusive one. Invite them to safe activities and events with other friends and family and include them in regular life.

Continue to offer support.

Whether or not your friend decides to end their relationship, they need support. If they decide to stay with them, they may worry about what you think of them and whether you will be disappointed. Assure them that this is not the case and that you will be there whenever they need you. It may take a long time for them to leave, or the partner may try to make their life hard after they leave.

Provide connections to resources.

Work to connect your friend to resources that can help them through this period of life. Look for support groups and resources in your area. Sometimes the best assistance is to say, 'I believe you,' or 'I am here for you,' or 'It's not your fault.' Refrain from judgement and be supportive.

Address behavior privately.

This doesn't mean you should not interrupt abusive behavior when you see it. Rather, don't choose to have this conversation at a coffee shop with four other friends. A successful conversation will allow space for trust and vulnerability, which is much easier in private.

Be direct but loving as you challenge their actions, words, or violence.

Being vague or indirect will likely increase anxiety and distrust. Maintain a tone and body language that shows care and compassion.

Focus on the behavior.

Before the conversation, take time to reflect on the behaviors that you've done that you most regret. Remind yourself that your mistakes do not define you. They only have power if you refuse to acknowledge them. With this perspective in mind, refrain from characterizing your friend as a "bad" or "abusive" person. Instead, focus on the harm of their behaviors.

Talk about how the behavior impacts you.

One effect of abusive behavior is individualizing a community problem. As we've learned this week, abusive behavior does not start inside of us. Rather, abusive behavior is a product of messages and rewards we've received around power and control. Do not focus on how the behavior impacts the survivor. That impact is their story to tell. Focus on how the behavior impacts you. Help remind your friend that they live in a community and a community's health is made up of the health of all relationships.

Scenario Card 1: Anna used to hang out with you and your friends every single day after school and on the weekends. The six of you have been best friends since elementary school. Last year, Anna started dating Sky. They loved being together and everyone talked about how lucky she was. At first, Sky would hang out too. They wanted to get to know the friends Anna cared about so much. As time progressed though, the two of them just seemed to not have as much time for the group as they used to. Sky was always planning sweet solo dates with Anna, and weekends would be spent with Sky's family, who were awesome. Before you knew it, you weren't hanging out with Anna at all. When you would see her, it was hard to find stuff to talk about since you hadn't hung out in so long. Now Anna wants to talk to you.

Anna: Gosh, I feel like it has been forever since we have talked! I miss you.

You: I miss you too!!! We are all going to the pool this weekend if you wanna come!

Anna: Um, yeah maybe. I think we have plans with Sky's family but I will check with Sky and maybe they'll let me go for an hour or so.

You: Check with Sky?

Anna: You know what I mean. Sky likes to know what I am doing because they worry about me. Plus, I am sure they would hate me going to the pool when it's this crowded. Sky can get really jealous.

You: Yeah, I remember them freaking out on Chris last year when he wanted to borrow your notes from Mr. Cline's class.

Anna: That was bad. Really bad. I haven't talked to Chris since that happened. The truth is I feel like I haven't talked to anyone in forever.

Scenario Card 2: Alex is dating the most popular person in school, Bailey. Bailey plays soccer and is on the honor roll. From everyone else's perspective, Alex is lucky to be with them. You and Alex have run cross country together since freshman year and you are pretty close. Today after practice, Alex started talking about breaking it off with Bailey.

Alex: I know that everyone thinks that Bailey is amazing.... But they can also be mean, like real mean.

You: No way. They're the best.

Alex: Yeah, I guess so. But they expect so much from me. I feel like 90% of the time I am walking on eggshells trying to make them happy, but it is never enough. I know I am so lucky that someone like that even looks at me, but it is just hard when they tell me how lucky I am all the time, and how no one else would put up with how dumb I am or how much I mess up. Last week, we were eating dinner at a restaurant and I dropped my plate. Bailey screamed at me so loud and called me an idiot, and the entire restaurant stopped talking and stared at us. This happens a lot and it just keeps getting worse.

Scenario Card 3: Today there was a huge scene in the lunchroom between your best friend, Taylor, and their partner, Jayden. Everyone saw it. You were all sitting together with some other friends when Jayden just freaked out. Taylor laughed at Sam's joke, then Jayden slammed their tray down, got up, shoved their chair, and walked away while muttering. Taylor looked shocked and really embarrassed. Later, you saw Jayden apologizing and telling Taylor that they were sorry and it would never happen again. Taylor and you are walking home and the situation comes up.

Taylor: Man, that was really embarrassing today.

You: You mean that situation with Jayden and Sam?

Taylor: Yeah. Sam drives Jayden crazy. Jayden thinks they're always trying to impress me. It makes Jayden so mad. They know they shouldn't take it out on me. Sometimes they just can't help it. It's like a switch is flipped on and they're so angry they can't see.

Scenario 1 Addendum: You're friends with Sky, not Anna. Sky wants to talk to you.

Sky: Hey! Can we talk? I'm worried about Anna.

You: Something going on?

Sky: She keeps asking to spend time with old friends and I just don't get it. Her family is never around and her friends were never really there for her. Half of them were just trying to date her. Besides, she loves spending time with my family.

Scenario 2 Addendum: You're friends with Bailey, not Alex. You want to talk to Bailey.

You: How are things going with Alex?

Bailey: Great! They're coming over after school.

You: ...

Bailey: What's wrong?

Scenario 3 Addendum: You're friends with both Taylor and Jayden. You approach Jayden.

You: What's your deal with Sam?

Jayden: I just wish they'd back off.

You: What do you mean?

Jayden: They're clearly into Taylor.

Handouts

Below are links to handouts accessible online that Middle Way House may use in educational presentations.

[Teen Equality Wheel](#)

[Teen Power & Control Wheel](#)

[Am I a Good Partner Quiz](#)

[Healthy Relationship Quiz](#)

[Healthy LGBTQ Relationships](#)

[Types of Abuse](#)

[Signs of Healthy & Unhealthy Relationships \(OneLove\)](#)

[Everyday Consent & Understanding Sexual Violence](#)

[Help a Friend](#)

[Safety Planning Guide for High School](#)

[How to Help a Friend \(OneLove\)](#)

[How to Help a Friend or Family Member \(NCADV\)](#)

[Affirmations for Accountability](#)

[Title IX: Know Your Rights](#)

Additional Activities

Gender Stereotype Activities

6th – 12th grade Activity 2: Gender & Marketing

Divide students into five groups. Give each group a hygiene item set (one item gendered feminine; the other masculine). Have students rotate products after 2-4 minutes.

Small Group Discussion Questions

1. *What has the company done to gender the product (think: shape, texture, font, packaging, logo, verbage, graphics, and names)?*
2. *What does each item communicate about its intended user?*
3. *Why is this product gendered?*



Come back to the larger group. Ask students to report back their ideas. Then process the following questions as a large group:

1. *Hygiene products did not used to be gendered. Why would companies go out of their way to create two versions of the same thing?*
2. *Statistically speaking, is a man more likely to buy a feminine-gendered product, or a woman more likely to buy a male-gendered product?*
3. *How does gender-based advertising reinforce stereotypes?*
4. *How early does that start?*

Large Group Discussion Questions

1. *What consequences do people face when they ignore the rules of gendered marketing?*
2. *Are the consequences different depending on one's gender?*
3. *What would it look like if we did things differently?*
4. *Why does it matter?*

Power & Control Activities

6th – 12th grade Activity 2: Red Flags Activity

Pass out red laminated cards. Read aloud a story about an unhealthy relationship. Instruct students to raise their cards when they hear a red flag for an abusive relationship. When cards are raised, stop, and invite students to discuss why. Look for agreements and disagreements. For accessibility, students can also make sounds, nod their heads, clap, etc. to indicate red flags.

Variation: For older students or students who have had previous lessons on identifying red flags, incorporate red, yellow, and green cards to discuss healthy behaviors, behaviors requiring cautions and communication, and personal thresholds for ending a relationships and/or seeking help.

6th – 12th grade Activity 4: In Their Shoes

Facilitate the *In Their Shoes* activity with one story as an entire class, or two stories in small groups. Afterwards, ask the class: Which decisions were hard? Which were easy? Which seemed realistic? What surprised you?

You can purchase *In Their Shoes: Teens and Dating Violence – Classroom Edition* from the Washington State Coalition against Domestic Violence (WSCADV) at <https://wscadv.myshopify.com/products/in-their-shoes-classroom-edition>.

9th – 12th grade Activity 5: Behind the Post

Screen the video *Behind the Post | Will + Zoe* (5:25) that juxtaposes an unhealthy relationship following the cycle of violence with positive, misleading social media posts. This activity is paired well with lessons on the *cycle of violence*, *stalking* and *digital abuse*.

You can access this video at <https://www.youtube.com/watch?v=gDX1fXzBdxw>. Content warning for verbal and physical aggression. You can watch shorter videos breaking down 10 signs of unhealthy relationships within the Will + Zoe story at <https://www.joinonelove.org/act/behind-the-post/>.

Tech Safety Activities

6th – 12th grade Activity 1: Healthy Communication in Messaging



Unlike more traditional forms of media, social media operates 24/7. What are the pros and cons of this? How does this affect your relationship to social media?

[Following activity from Schroeder, Goldfarb, & Gelperin (2015)]

We're going to analyze some social media messages to ask: *What they mean?* and *How do they make us feel?* Write the following on the board, one at a time

You: I like hanging out with you

You: I like hanging out with you

You: I like hanging out with you

Them: Thx!

Them: Thanks.

Them: 👍



What do we notice? If you were this person, how could you follow-up to see if your friend enjoyed hanging out with you?

Let's try a different scenario:

You: You really hurt my feelings today.



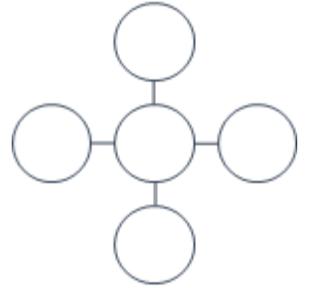
How does it feel to wait for a response? How does it feel when they appear, disappear, and reappear again? What are some reasons why a person may not text another person back? What is a healthy response when you don't get a message back?

Application: Download the *Beth and Sam* worksheet at advocatesforyouth.org/3rs-curriculum. Have students work in pairs to rewrite the text conversations.

6th – 8th grade Activity 1: Social Media Boundaries

 What social media platforms do you use most? What does it look like to be a “good community member” on each of these platforms?

Let’s draw a map on the board. To start, who do we interact with online? What kinds of information are okay to share with each of those folks? What kinds are not okay to share?



Additional discussion questions:

1. Is it ever okay to share your passwords? Why or why not?
2. Is it okay to share pictures of yourself? Why or why not? (see *Facilitator Resources* for legal laws and policies)
3. Is it okay to share pictures of others? Why or why not?
4. How often should you contact someone? How much is too much?

Helpful terms:

- Online harassment: also referred to as “cyberbullying”, is the term used to describe the use of the internet to harass, threaten, or maliciously embarrass.
- Deception: deception as a deliberate act with the intent to mislead others while the recipients are not made aware or expect that such an act is taking place
- Stalking: (Indiana legal statute) knowing or intentional conduct with repeated acts that would cause reasonable person to feel terrorized, frightened or threatened and that actually causes such feelings.
- Hate speech: speech which attacks a person or group on the basis of attributes such as race, religion, ethnic origin, sexual orientation, disability, or gender.

Laws & Regulations

Age of Consent (RAINN, 2017)

13 or under: Cannot legally consent to sex.

14-15: Cannot legally consent to sex. Romeo & Juliet Law may apply.

16 or older: Can legally consent, with exceptions of positions of authority.

Romeo & Juliet Law (RAINN, 2017)

It is a defense to sexual misconduct with a minor (where the victim is at least 14 years of age but less than 16 years of age) if all the following apply:

- the person is not more than 4 years older than the victim;
- the relationship between the person and the victim was a dating relationship or an ongoing personal relationship;
- the crime:
 - was not committed by a person who is at least 21 years of age;
 - was not committed by using or threatening the use of deadly force;
 - was not committed while armed with a deadly weapon;
 - did not result in serious bodily injury;
 - was not facilitated by furnishing the victim, without the victim's knowledge, with a drug or a controlled substance or knowing that the victim was furnished with the drug or controlled substance without the victim's knowledge; and
 - was not committed by a person having a position of authority or substantial influence over the victim; and
- the person has not committed another sex offense against any other person.

Sexting Law (Steiner, n.d.)

In Indiana, it is illegal to photograph or disseminate images of someone younger than 18 engaged sexual conduct, and to possess sexual images of someone younger than 16. It is not illegal to possess pictures of yourself (although, take caution).

It is a defense to prosecution if the texted images are only of the sender or recipient, the parties are not more than four years apart in age, the parties are in a dating relationship, and the sexting was consensual (that is, not part of harassment or bullying). However, **this defense does not apply if either party sent the image (or images) to anyone else.**

Depending on the circumstances, sexting may also be a crime under federal law.

Statute of Limitations

The criminal statute of limitations, or length of time in which a survivor can pursue prosecution for sexual violence, depends on many factors including age and type of offense. For more detailed information, visit apps.rainn.org/policy/policy-crime-definitions.cfm?state=Indiana&group=7.

Indiana Lifeline Law (State of Indiana, 2018)

Indiana's Lifeline Law provides that a person is immune from arrest or prosecution for certain alcohol offenses if the arrest or prosecution is due to the person: (1) reporting a medical emergency; (2) being the victim of a sex offense; or (3) witnessing and reporting what the person believes to be a crime.

Within the State of Indiana, the Lifeline Law provides immunity for the crimes of public intoxication, minor in possession, minor in consumption, and similar laws, to persons who identify themselves to law enforcement while seeking medical assistance for a person suffering from an alcohol-related health emergency. In order to receive immunity, the reporting individual must demonstrate that they are acting in good faith by fulfilling the following expectations:

- Providing their full name and any other relevant information at the request of law enforcement officers.
- Remaining on the scene until law enforcement and emergency medical assistance dismiss.
- Cooperating with all authorities.

The Indiana Lifeline Law will not interfere with law enforcement procedures or limit the ability to prosecute for other criminal offenses such as providing alcohol to minors, operating vehicles while intoxicated, or the possession of a controlled substance.

For more on Indiana's Lifeline Law visit: www.IndianaLifeline.org

Evaluation Tools and Strategies

Anonymous Questions & Responses

Data Collection Process

1. For each class period, label an envelope with the school, grade, day, period, semester and year (e.g. EMS, 7, D2P6, Fall 2018).
2. Collect anonymous questions in their corresponding envelopes.
3. At the end of each day, enter the questions into the “Anonymous Questions” spreadsheet.
4. Once entered, you can use this spreadsheet to easily highlight and print your questions for the following day.
5. Immediately share any questions that pose a safety-risk with school staff. At the end of the week, share question themes with school staff.

Data Analysis

While Middle Way House has been answering anonymous questions for years, we have only recently been storing the data (school name not included). Our hope is to work with graduate student volunteers and interns on qualitative data analysis. We believe these anonymous questions hold a wealth of knowledge, including common student experiences, health needs, information access, and school and community climate.

Tips

- Do not begin to read, skim, or sort questions until all students have left the room.
- The following day answer all questions to assure students that there is no bad question.
- If a question is harmful to a marginalized group, explain what was harmful and address it as a teachable moment.
- Facilitators should not read harmful questions or responses verbatim. Rather, rephrase generally (e.g. Someone asked a question using language that could be hurtful to students of color.)

Pre- and Post-Surveys

BHR pre- and post-surveys are designed to assess the impact of the curriculum. Surveys are available both in paper format and online via SurveyMonkey. Online delivery is preferable for efficiency in data collection. Pre-Surveys should be provided to teachers at least five school days prior to the start of the program and completed before the program begins. Post-surveys should be completed within one week of the program ending. All paper surveys must be uploaded by Middle Way House staff and volunteers to SurveyMonkey for complete data analysis.

MWH Building Healthy Relationships: Pre-Survey

Date: _____ School: _____ Teacher: _____

Grade: _____ Have you seen Middle Way House present before? Y N

1. Name one resource that can help people in unhealthy relationships: _____

2. Describe one unhealthy relationship behavior: _____

3. Describe one healthy relationship behavior: _____

4. Define dating violence: _____

5. Define stalking: _____

6. Define sexual violence: _____

7. Define human trafficking: _____

8. Name at least two important parts of consent: _____

9. What is a helpful thing to say to a friend who tells you they've been sexually assaulted?

10. What is the age of consent in Indiana? (circle) 14 15 16 17 18

(see back page)

2018-2019 BUILDING HEALTHY RELATIONSHIPS FACILITATION GUIDE
MIDDLE WAY HOUSE, INC.

INSTRUCTIONS: For each statement, circle the number that best explains your ability, knowledge, and/or confidence. This survey is anonymous and helps us assess the impact of our program. You'll receive an identical survey at the end of the program.

	STRONGLY DISAGREE	DISAGREE	UNSURE	AGREE	STRONGLY AGREE
11. I can explain how gender stereotypes impact unhealthy relationships.	1	2	3	4	5
12. I feel confident communicating my boundaries.	1	2	3	4	5
13. I feel confident respecting others' boundaries.	1	2	3	4	5
14. I feel confident intervening when someone is being harmed.	1	2	3	4	5

15. One thing you'd like to learn this week:

DEMOGRAPHICS (optional):

Gender: _____ Race: _____ Ethnicity: _____

MWH Building Healthy Relationships: Post-Survey

Date: _____ School: _____ Teacher: _____

Grade: _____ Have you seen Middle Way House present before? Y N

1. Name one resource that can help people in unhealthy relationships: _____

2. Describe one unhealthy relationship behavior: _____

3. Describe one healthy relationship behavior: _____

4. Define dating violence: _____

5. Define stalking: _____

6. Define sexual violence: _____

7. Define human trafficking: _____

8. Name at least two important parts of consent: _____

9. What is a helpful thing to say to a friend who tells you they've been sexually assaulted?

10. What is the age of consent in Indiana? (circle) 14 15 16 17 18

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	STRONGLY DISAGREE	DISAGREE	UNSURE	AGREE	STRONGLY AGREE
12. I can explain how gender stereotypes impact unhealthy relationships. (Recall: gender box or gender norms activity)	1	2	3	4	5
13. I feel confident communicating my boundaries. (Recall: boundaries survey activity)	1	2	3	4	5
14. I feel confident respecting others' boundaries. (Recall: boundaries survey activity)	1	2	3	4	5
15. I feel confident intervening when someone is being harmed. (Recall 3 D's activity or helping a friend scenarios)	1	2	3	4	5

16. Feedback: _____

DEMOGRAPHICS (optional):

Gender: _____ Race: _____ Ethnicity: _____

Facilitation Resources

Modeling Skills

This curriculum introduces students to many skills they have not yet encountered. To help participants best learn these skills, model them throughout your delivery by:

- Being friendly, warm, relaxed and calm to engage participants
- Demonstrating good verbal and nonverbal communication skills to convey interest and enthusiasm with your words and body language
- Demonstrating positive regard, respect and non-judgment

Creating a Safe and Supportive Environment

Discussions and activities may touch upon participants' own experiences, memories, feelings and reactions to past or current events. It is important that facilitators work to make the environment as safe and supportive as possible. Facilitators are expected to:

- Review the ground rules at the beginning of each day
- Discuss the content ahead of each day and the potential for it to touch on distressing or personal experiences
- Moderate or stop any discussions that become harmful
- Provide time and space for one-on-one discussions after each session
- Listen without judgment
- Have information about other community services readily available

Utilizing Participatory Learning

Participants will have the opportunity to practice skills in a safe environment where they can receive feedback and learn from one another. Some participants may feel shy participating in interactive activities. Acknowledge that it takes courage to risk making mistakes in front of peers, and that mistakes are an important part of the learning process. Tips for encouraging participation include:

- Learn and use participants' names
- Limit lecture time by engaging participants in dialogue
- Acknowledge participants' existing knowledge and experiences with the material
- Give feedback in a sensitive way, asking, "What went well?" and "What could be better?"
- Be aware of quiet or shy participants
- Emphasize both speaking and listening as important participation skills

Time Management

Classroom size and the amount of time per session varies school to school. This requires facilitators to plan ahead for how they will move through activities. When creating a class outline, prioritize answering anonymous questions at the beginning of the session, and time to write anonymous questions at the end. When preparing activities, plan ahead for changes to group size and total class processing time. Make use of the Parking Lot method to “park” ideas in the corner of the whiteboard if they are off-topic or time is running short. Consider using Temperature Checks to assess class comprehension or readiness to switch topics/activities. Be aware of school activities that may interrupt sessions, including announcements, lunch breaks, independent reading, field trips, and introductory activities led by the classroom teacher.

Responding to Classroom Conflict

Much of this curriculum design is meant to create a learning environment that promotes compassion, cooperation, and growth. Although we are tackling new and complex topics with youth, we generally find low prevalence of classroom conflict when we’re facilitating. Outlined below are common reasons we see conflict occur and strategies we have found useful for de-escalation.

Experiences of Trauma

There is no correct way to respond to trauma. We should be prepared for a range of student responses to information about domestic and sexual violence, including humor, anger, sadness, numbness, and defiance. We want students to feel empowered to make decisions about their personal capacity to hear and discuss potentially triggering information.

Tools: If you detect distress from a student, remind them that it is okay to step out of the classroom. If the classroom culture indicates that social stigma would be tied to this decision, initiate a restroom break to allow a student to exit with less notice. Be aware of students who are exhibiting less observable trauma responses (e.g. freezing, head down). Ask an On Scene Advocate to check in and offer support.

Cognitive Dissonance

For many students, information about healthy relationships will create cognitive dissonance (inconsistent thoughts, beliefs, or attitudes, especially as relating to behavioral decisions and attitude change (Oxford Dictionaries Online, 2018)). Perhaps what is considered “healthy” in their home environment is inconsistent with what is considered “healthy” in this curriculum. Or maybe they identify their own behaviors on the Power & Control Wheel, inconsistent with their view of themselves and their values.

Tools: Take advantage of professional disclosure to show you can relate to learning this information for the first time. Expect students to experience confusion, frustration, and skepticism and validate those feelings. Healthy relationship information is counter to the dominant narrative in our society. Refrain from comments or judgements about students’ families or communities. Normalize everyone’s potential to do harm and model interpersonal accountability.

New Classroom Management Style

As a short-term, activity-based violence prevention program, *Building Healthy Relationships* may utilize a different approach to classroom management than the classroom teacher. This shift in classroom environment may result in confusion and conflict.

Tools: Begin each session with a review of the Program Values and refer back to them when conflict arises. Communicate with the lead teacher proactively, discussing how you will respond to classroom conflict during the program.

Peer – Peer Power Dynamics

Invisible social norms can create dynamics in a classroom that hinder safe communication, vulnerability, and creativity among students. Pay attention to social dynamics in the classroom. Does one student's voice silence others? Do students have meaningful conversations in small groups but feel uncomfortable reporting back to the larger class? Is the classroom norm individual work, as opposed to group dialogue?

Tools: Utilize equitable facilitation practices to increase participation and to make sharing ideas feel safe. Such practices include writing exercises, gallery walks, and 2-4-whole discussions. Rearrange small groups to avoid dominant voices silencing others. Introduce guidelines to regulate group discussions, such as *move up*, *move up* or *three-then-me*. Utilize a circle seating arrangement to redirect student focus on the group and encourage active listening.

Adult – Youth Power Dynamics

Adulthood can create many barriers for students engaging with the curriculum. Students may assume we do not honor them as experts of their own lives, or want to hear their experiences of issues facing youth. They may fear we will make assumptions about their experiences based on our own lives and patronize them. These feelings may result in dismissiveness and low engagement.

Tools: Listen more than you speak. Avoid making assumptions about students based on personal or media-depicted representations about youth. If you have questions about how something pertains to students lives, ask. Use a strengths-based approach with students, recognizing their resiliency, ingenuity, and skill.

Considerations for English Language Learners

Nine percent of students in U.S. public schools are English Language Learners (ELLs) (Gonzalez, 2014). Below are tips for supporting ELL students when teaching the curriculum (Gonzalez, 2014):

- Make it visual:** write instructions on the board, use pictures and diagrams, and demonstrate tasks
- Communicate with the ELL teacher:** if possible, contact the ELL teacher ahead of time for more specific ways to support the ELL student(s) you'll be teaching
- Avoid solo reading tasks:** use groups for scenario-based activities and ask a volunteer to read the text aloud for the group; allow students to help one another with surveys and worksheets
- Provide sentence frames for discussion:** such as "I agree with _____ because" or "in my experience, _____"
- Learn name pronunciations:** check in with the classroom teacher and the student about correct name pronunciations; write yourself a note, if needed

Considerations for Students with Disabilities

According to the National Center for Education Statistics (2018), thirteen percent of students in U.S. public schools have disabilities. Below are tips for supporting students with disabilities when teaching the curriculum (ADA Hospitality, n.d.):

- Visuals:** use at least 22-point dark font on a light background; describe meaningful graphics and charts
- Videos:** use closed captions when playing videos
- Interpreters:** if there is a sign language interpreter, wait for them before beginning the session, face the audience, speak at a normal rate
- Audio:** ensure one student speaks at a time
- Participation:** offer multiple ways students can respond to question prompts (e.g. raising hands, calling out, standing, nodding)
- Space:** ensure that alternative desk arrangements allow for navigation in a wheelchair

Considerations for LGBTQ+ Students

LGBTQ+ youth experience disproportionately high rates of dating violence (Dank, Lachman, Yahner, & Zweig, 2013). Below are tips for supporting LGBTQ+ students when teaching the curriculum:

- Use "partner" instead of girlfriend/boyfriend
- Use the gender-neutral pronoun "they/them" rather than "he/she" in activity scenarios
- Help students notice when they make assumptions about gender and sexuality in activity scenarios
- Share your own gender pronouns with students
- If you do not know a student's gender pronouns, refer to them with neutral pronouns

- Interrupt and educate if students make homophobic or transphobic jokes

Considerations for Students of Color

In the past few years, discourse surrounding racism, power, and white supremacy has soared into the mainstream and students are listening. When discussing issues of violence, it is critical that educators understand and acknowledge how students of color face different and extensive barriers to justice and healing.

Don't ignore race (Lee, 2012). Students of color experience disproportionately high rates of dating and sexual violence. A colorblind approach to violence prevention will only exacerbate such vulnerability. Consult literature and data on how white supremacy impacts responses to students of color who have both experienced and perpetrated dating and sexual violence.

Remember that communities of color are not monolithic (Lee, 2012). Check assumptions that generalize student of color experiences. Actively listen to students and use activities and discussions to learn more about student experiences. Foster and model empathy and willingness to engage with complexity.

Self-awareness is key (Lee, 2012). Reflect on your own comfortability discussing race. Students of all races are living with the impact of white supremacist systems. Do not underestimate their ability to critically engage with questions about equity and harm.

Address strong emotions (Teaching Tolerance, 2017). There is no correct response to systems of white supremacy. In discussions about race, students may experience many feelings, including passivity, sadness, anger, guilt, shame, or pain. Remain calm, monitor classroom tension, and refer to the *Teaching Tolerance Let's Talk: Discussing Race, Racism, and Other Difficult Topics with Students* guide.

Resources for Youth

MIDDLE WAY HOUSE (24/7)

812-336-0846 (anonymous) advocacy and resources for people affected by domestic violence, sexual violence, and/or human trafficking

LOVE IS RESPECT (24/7)

1-866-331-9474 or text “LOVE” to 22522 Talk-line for youth affected by dating or sexual violence

NATIONAL SUICIDE PREVENTION LIFELINE (24/7)

1-800-273-8255 Confidential support for people in distress, prevention and crisis resources for you or your loved ones, and best practices for professionals

TREVOR LINE (24/7)

1-866-488-7386 or text “Trevor” to 1-202-304-1200 Counselors to support LGBTQ+ youth in crisis, who are feeling suicidal, or who are in need of a safe and judgement-free place to talk

MCCSC TEXT-ABOUT-IT

1-812-200-0917 Text a local mental health professional (Monday - Friday 3pm-midnight)

NATIONAL CRISIS TEXTLINE (24/7)

Text “HOME” to 741741 Connect with a volunteer trained to bring you from a hot moment to a cool calm through active listening and collaborative problem solving

INDIANA CHILD ABUSE & NEGLECT HOTLINE

1-800-800-5556 Report suspected child abuse and neglect (you can remain anonymous)

NATIONAL SAFE PLACE (24/7)

Text “safe” and your current location to 44357 Receive a message with the closest Safe Place site and your phone number for the local youth agency; for immediate help, reply with “2chat” to text interactively with a trained counselor

NATIONAL RUNAWAY SAFELINE (24/7)

1-800-RUNAWAY or text 66008. Help for LGBT+ youth that are being bullied, thrown-out of their house, or just want to discuss their experiences

MCCSC SAFE SCHOOL HOTLINE

812-330-2494 Confidentially report unsafe conditions that could harm students, staff or the school (your name is never asked)

Mandatory Reporting

Information for On-Scene-Advocates

MWH begins each lesson reviewing ground rules, including the *limits of confidentiality*. If OSAs are informed of abuse or neglect, they must follow the protocol below:

1. Before the conversation with the student ends, remind them that you are mandated to report the abuse and/or neglect to the school counselor/social worker and the Department of Child Services.
2. Ask the student if they would like to accompany you when you speak with the counselor/social worker.
 - a. If the student says yes, briefly inform the teacher that you will be accompanying the student to the office.
 - b. If the student does not say yes, ask them if they have any questions about what reporting means and the potential outcomes. Review those as desired. If the student does not say yes, and the abuse/neglect disclosed does not pose an immediate threat, wait until the next break in classes to consult with the Lead MWH Facilitator. The Lead MWH Facilitator will accompany you to report to the school.
3. After the report is made to the school, the Lead MWH Facilitator will call-in a report to the Department of Child Services Hotline. They may ask you to be present in case any additional information is needed.
4. The OSA will indicate on the OSA DV/SV form whether or not a DCS report was made and will explain the decision.

Note: It is not the OSA's role to interview the student or investigate the claims. Assess for immediately safety and safety plan as appropriate with MWH resources. Your main objective is to provide active listening, support, and options.

State Definitions of Abuse (Indiana Department of Child Services, n.d.)

Physical or Mental Child Abuse

DCS considers physical or mental child abuse to be an act committed to a child by a parent, caregiver, or custodian, such as:

- An injury that appears non-accidental, suspicious, or does not agree with the explanation of how it has happened.
- An action that causes physical injury.
- Intentional cruel or unusual treatment which results in physical or mental suffering of a child.
- Excessive physical punishment.
- Evidence of drug manufacturing occurring on the property where the child resides.

Child Sexual Abuse

Alleged sexual abuse must be investigated regardless of whether the alleged perpetrator is in a caregiver role in relation to the victim. Sexual abuse occurs when any of the following acts are committed:

- Sexual contact with a child including sexual abuse, rape, deviate conduct, molestation, seduction, sexual misconduct, public indecency, prostitution, or incest
- Participating in an obscene performance
- Sexual exploitation of a child

Emotional Injury

Emotional injury is an observable, identifiable, and substantial impairment of a child's mental or psychological ability to function as a result of child abuse or neglect. Some examples of this type of child abuse include:

- verbal threats of death or serious injury
- telling a child things like they are stupid, no good, ugly, or that you hate them
- teaching a child harmful behaviors such as lying or stealing

Child Neglect

Neglect occurs when a parent or responsible caretaker fails to provide or delays these minimum requirements:

- adequate supervision
- medical care/attention
- clothing
- shelter
- education
- food

Other forms of neglect include the following:

- taking illegal drugs during pregnancy
- giving or allowing controlled substance to be given to a child
- exposing a child to dangerous living conditions, including illegal drugs and drug supplies
- exposing a child to domestic violence

Educator Resources

Sample Letter to Parents & Guardians: From Teacher

Dear Parent or Guardian:

We will be starting our unit on Building Healthy Relationships on [date] during [teacher]'s class. This is a five-session teaching unit and is part of our health curriculum on [topic]. Building Healthy Relationships is an interactive, evidence-informed curriculum designed to prevent domestic and sexual violence. This program is offered to area middle schools, high schools, and youth-serving organizations. 1,648 Monroe County junior and senior high school students received the curriculum in the 2017-2018 school year.

This unit will be facilitated by staff from Middle Way House, our local shelter and resource center for individuals affected by domestic violence, sexual violence, stalking and human trafficking. Students will explore gender roles and stereotypes, power and control behaviors, equity and boundaries, sexual assault and affirmative consent, and bystander intervention. You can read more about the curriculum at middlewayhouse.org.

Why Healthy Relationships? Dating and sexual violence represent public health crises. 1.5 million U.S. high school students experience physical abuse from a dating partner in a single year.¹ Approximately 1 in 4 girls and 1 in 6 boys will experience sexual violence before age 18.² Prevention education hopes to empower and equip students with information and skills needed to prevent violence. 7-12th grade is a critical time as students often develop violent behaviors between the ages of 12 and 18.³ In our experience, more information helps students find the language and resources to advocate for themselves and their friends. This is welcome, considering that one study found 67% of teens in an abusive relationship never told anyone about the abuse.⁴

Thank you for joining us in bringing important health information and local resources to our students. If you would like to review the materials, or do not want your student to participate in this unit, please contact [Teacher] at [phone] or [email].

Sincerely,

¹ Centers for Disease Control and Prevention. (2006). Physical dating violence among high school students—United States, 2003. *Morbidity and Mortality Weekly Report*, 55(19).

² National Sexual Violence Resource Center. (2015). *Understanding sexual violence: Tips for parents & caregivers of children*. Retrieved from <https://www.nsvrc.org/publications/nsvrc-publications-sexual-assault-awareness-month-fact-sheets/saam-2015-understanding>.

³ Rosado, L. (2000). The pathways to youth violence: How child maltreatment and other risk factors lead children to chronically aggressive behavior. *American Bar Association Juvenile Justice Center*. Retrieved from <http://www.modelsforchange.net/publications/178>

⁴ Liz Claiborne Inc. (2005). *Omnibuzz® topline findings: Teen relationship abuse research*. Retrieved from: <https://www.breakthecycle.org/sites/default/files/pdf/survey-lina-2005.pdf>

Sample Letter to Parents & Guardians: From MWH

Dear Parent or Guardian:

My name is Sam Harrell, Prevention Program Coordinator with Middle Way House, our local shelter and resource center for individuals affected by domestic violence, sexual violence, stalking, and human trafficking. We are excited to offer your student(s) a five-session program called *Building Healthy Relationships*, delivered to students across three counties for nearly three decades. 1,648 Monroe County junior and senior high school students received the curriculum in the 2017-2018 school year.

This program will take place in your student's health class, typically over 3-5 consecutive class days. The curriculum uses an interactive and evidence-informed design to prevent domestic and sexual violence. Students will explore gender roles and stereotypes, power and control behaviors, equity and boundaries, sexual assault and affirmative consent, and bystander intervention. You can read more about the curriculum at middlewayhouse.org.

Why Healthy Relationships? Dating and sexual violence represent public health crises. 1.5 million U.S. high school students experience physical abuse from a dating partner in a single year.⁵ Approximately 1 in 4 girls and 1 in 6 boys will experience sexual violence before age 18.⁶ Prevention education hopes to empower and equip students with information and skills needed to prevent violence. 7-12th grade is a critical time as students often develop violent behaviors between the ages of 12 and 18.⁷ In our experience, more information helps students find the language and resources to advocate for themselves and their friends. This is welcome, considering that one study found 67% of teens in an abusive relationship never told anyone about the abuse.⁸

Thank you for joining us in our mission to help individuals live free of violence. If you have any questions or comments about the curriculum, you can reach out to us at ppc@middlewayhouse.org or (812) 333-7404 ext 123. If you are experiencing violence and would like to speak with someone, you can contact our 24/7 free and anonymous crisis line at (812) 336-0846.

Warmly,

Sam Harrell, MSW
Prevention Program Coordinator
Middle Way House, Inc.

⁵ Centers for Disease Control and Prevention. (2006). Physical dating violence among high school students—United States, 2003. *Morbidity and Mortality Weekly Report*, 55(19).

⁶ National Sexual Violence Resource Center. (2015). *Understanding sexual violence: Tips for parents & caregivers of children*. Retrieved from <https://www.nsvrc.org/publications/nsvrc-publications-sexual-assault-awareness-month-fact-sheets/saam-2015-understanding>.

⁷ Rosado, L. (2000). The pathways to youth violence: How child maltreatment and other risk factors lead children to chronically aggressive behavior. *American Bar Association Juvenile Justice Center*. Retrieved from <http://www.modelsforchange.net/publications/178>

⁸ Liz Claiborne Inc. (2005). *Omnibuzz® topline findings: Teen relationship abuse research*. Retrieved from: <https://www.breakthecycle.org/sites/default/files/pdf/survey-lina-2005.pdf>

Tips for Trauma-Informed Classrooms

Below are excerpts from an excellent educator guide called *Creating Trauma-Informed Classrooms* written by the King County Sexual Assault Resource Center (2016) in Renton, Washington:

Supporting students who have experienced sexual assault

- **Support and believe the young person.** Survivors of sexual assault who are believed are much more likely to continue seeking help. If a student discloses sexual assault, thank them for telling you and state that you believe them.
- **Work with the student to understand their safety concerns.** Title IX protects the right of all students to receive an education free from sexual violence. Safety accommodations at school cannot over-burden the survivor or limit their access to educational or extracurricular opportunities. Survivors of sexual assault can often identify unsafe aspects of their environment that may not be easily seen by others. Ask the question: “How can I help make school feel safer for you?”
- **Have a system in place for students who need to miss class time.** A student who has experienced sexual assault or other trauma may need to be absent for a variety of reasons including: physical/mental health concerns, participation in the criminal justice process, or as part of their safety plan. Set clear expectations and develop ways for students to stay current on their school work; it can be helpful to create assignment packets that can be completed at home.
- **Understand the importance of confidentiality.** Many young people who have experienced sexual violence fear telling their peers, families, and communities about the assault. Confidentiality is important for a variety of reasons, including: threats of bullying and harassment, fears of not being believed, and safety concerns. Respect the right of students to tell their own story when they feel it is appropriate. Be clear about the limitations of confidentiality in your role as a mandated reporter and include information about other people you may be required to inform, including family members and other school staff. Assure the student that you will not discuss the matter with anyone who does not need to be directly involved.

Creating trauma-informed spaces for all students

- **Set clear expectations and boundaries.** Many survivors of sexual violence report feelings of betrayal after the assault. Educators can help to rebuild a survivor’s ability to trust by setting clear expectations, boundaries, and establishing predictable routines.
- **Be aware of potential triggers when assigning difficult content.** Give advanced notice of traumatic events that occur within class materials such as books, movies, or other media. Provide opportunities for alternative assignments for students who may be triggered by class content. Debrief as a class; provide further education on difficult topics such as sexual assault. Reach out to your local community sexual assault program if you would like support in having this conversation or suggestions on materials to use.
- **Provide resources that students can access independently.** Inform students who they can turn to for support within the school, such as a counselor, and offer to assist

them in getting connected with that person. If a young person is not ready to speak with school staff, they may be willing to seek outside help.

- **Encourage self-care.** Sexual assault and other traumatic experiences can be difficult topics to discuss for any student. Create space within your classroom for students to take meaningful breaks from the material. Work to create a classroom culture that normalizes self-care so as not to stigmatize students who do take breaks.
- **Leave the door open.** A student may not be ready to reach out for help in the moment, but it is important to let youth know that they can seek support at any time.

Heather's Law

BHR helps fulfill "Heather's Law," requiring Indiana schools to educate students on dating violence. The law is named after Heather Norris, a woman from Indianapolis who was murdered by her boyfriend in 2007 (The Indy Channel, 2010). Below is the text from "Heather's Law":

Dating violence educational materials (Ind. Code §§ 20-19-3, 2018)

Sec. 10. (a) The department, in collaboration with organizations that have expertise in dating violence, domestic violence, and sexual abuse, shall identify or develop:

- (1) model dating violence educational materials; and
- (2) a model for dating violence response policies and reporting.

Not later than July 1, 2011, the department shall make the models developed or identified under this section available to assist schools with the implementation of dating violence education programs in grades 6 through 12 and dating violence response policies.

(b) The model dating violence policy identified or developed under subsection (a) may include the following topics:

- (1) Warning signs of dating violence.
- (2) The basic principles of dating violence prevention.
- (3) Methods of parental education and outreach.

Family Resources

Supporting Teen Sexual Assault Survivors

Below are excerpts from an excellent handout called *Understanding Sexual Violence: Tips for Parents & Caregivers of Children* written by the National Sexual Violence Resource Center (NSVRC) (2015):

Your role in prevention

You can play a role in changing the attitudes and culture that promote sexual violence. Traditional gender roles, power imbalances, and victim-blaming all contribute to sexual violence. Be a part of the solution:

- Be a role model for respectful behavior to those around you.
- Talk with your children about healthy sexual development and personal boundaries.
- Intervene and speak up when you see inappropriate behavior. To better equip yourself in these situations, practice what you might say or do.
- Talk to someone from your local sexual assault center for more information. Invite them to speak in your schools, faith communities or workplaces.
- Learn more about sexual violence and share information with others.
- Know how to report suspected child abuse. Take action if you or someone you know suspects a child may be being abused.

How you can help

Parents and caregivers are uniquely positioned to assist children and teens experiencing sexual violence, as they often see the warning signs — sudden changes in behavior or mood, lower grades, social withdrawal — before others.

Children and teens may turn to you to discuss what is happening. All adults are responsible for keeping children safe and protecting them from harm.

If you suspect a child is being abused, you might contact the police, your local child protective services agency, and/or a local sexual violence program.

How to offer support

Survivors of sexual violence have experienced trauma, and each person reacts differently to trauma. Some disclose immediately, but many never talk about what happened to them, or wait years to talk about it.

When someone discloses sexual abuse, appreciate their resilience, strength, and bravery. Be mindful of your own response:

- Create a safe place for the child or teen to talk and share.** Allow them control over the environment as much as possible.
- Listen and allow them to share the information that they are comfortable sharing.** If a survivor wants to share with you, allow them to do so in their own way, words, and timeframe.

- **Believe them.** Survivors often struggle with disclosing abuse because they fear they won't be believed. It takes immense bravery for them to trust you and share the details of what happened.
- **Be open and honest about your responsibilities.** Children and teens have a right to be safe, valued and respected. Connect them with community resources or trained professionals to provide continued support.

Supporting Teen Domestic Violence Survivors

Below are excerpts (with pronouns changed) from an excellent handout called *10 Tips on Taking about Healthy Relationships with Teens* written by Futures without Violence (2015):

Tips for talking about healthy relationships with teens

- **Encourage open, honest, and thoughtful reflection.** Talk openly with young teens about healthy relationships. Allow them to articulate their values and expectations for healthy relationships.
- **Be sensitive and firm.** Parenting a young teen is not easy—especially when it comes to helping them navigate their way through relationships. To be effective, you will need to find the balance between being sensitive and firm. Try to adapt to the changes faced by your child. Be willing to talk openly and respect differences of opinion. And, realize that the decisions you make will sometimes be unpopular with your young teen.
- **Understand teen development.** Adolescence is all about experimentation. From mood swings to risk taking, “normal teenage behavior” can appear anything-but-normal. New research, however, reveals that brain development during these formative years play a significant role in young teen’s personality and actions. Knowing what’s “normal” is critical to helping you better understand and guide young people.
- **Understand the pressure and the risk teen’s face.** Preteens and young teens face new and increasing pressures about sex, substance abuse and dating. Time and time again, young teens express their desire to have parents/role models take the time to listen to them and help them think through the situations they face – be that person!
- **Take a clear stand.** Make sure young teens know how you feel about disrespect, use of abusive or inappropriate language, controlling behavior, or any forms of violence,
- **Make the most of “teachable moments”.** Use TV episodes, movies, music lyrics, news, community events or the experiences of friends to discuss healthy and unhealthy relationships.
- **Discuss how to be an ‘upstander’.** Teach teens how to stand-up for friends when they observe unhealthy treatment of their peers.
- **Accentuate the positive.** Conversations about relationships do not need to focus solely on risky behavior or negative consequences. Conversations should also address factors that promote healthy adolescent development and relationships.
- **Be an active participant in your young teen’s life.** Explore ways to know more about your young teen’s friends and interests. Find activities you can do together.
- **Be prepared to make mistakes.** You will make mistakes. Accept that you will make mistakes but continue to help teens make responsible choices while trying to maintain that delicate balance of being sensitive, but firm.

Additional Resources for Parents

Digital Abuse

https://s3.amazonaws.com/fwvcorp/wp-content/uploads/20160121110132/Digital-Dating-Abuse_Conversation-Starters.pdf

Respectful Relationships

<https://s3.amazonaws.com/fwvcorp/wp-content/uploads/20160121110136/Respectful-Relationships-Conversation-Starters.pdf>

How do you know if Your Teen is in an Unhealthy Relationship?

<https://s3.amazonaws.com/fwvcorp/wp-content/uploads/20160121110133/How-do-you-know-if-your-teen-is-in-an-unhealthy-relationship1.pdf>

Warning Signs of an Abusive Relationship

<https://s3.amazonaws.com/fwvcorp/wp-content/uploads/20160121110134/Know-the-Warning-Signs1.pdf>

Questions and Answers on Title IX and Sexual Violence

<https://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>

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