

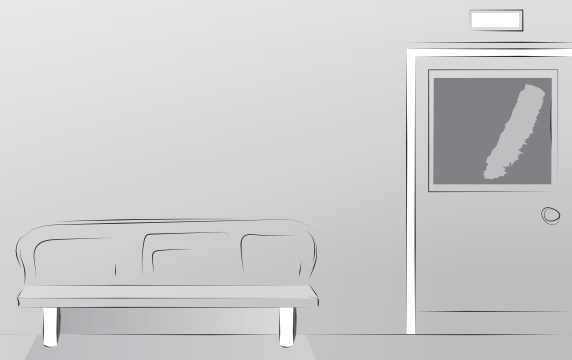
Healthy Relationships Toolkit

Empowering Teens to Build Safe & Supportive Relationships

HEALTHY RELATIONSHIPS TOOLKIT for 6TH GRADERS

Facilitator Guide





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Introduction

Healthy Relationships Toolkit: Background

The Healthy Relationships Toolkit for 6th Graders is a universal, classroom-based program designed to promote healthy, safe relationships and prevent violence in adolescence. This program encourages students to think critically about the qualities and behaviors that contribute to healthy, safe relationships and those that contribute to unhealthy and/or unsafe relationships. During the pre-teen and teen years, it is critical for youth to begin to learn the skills needed—such as effectively managing feelings and using healthy communication—to create and foster healthy relationships.

With this guide in hand, you can bring this program to life! The Facilitator Guide is specifically designed for use by trained Healthy Relationships Toolkit (HeaRT) youth facilitators to guide you in delivering the program to students.

This guide contains the following components:

- Healthy Relationships Toolkit: Background
- Program Delivery: Nuts & Bolts
- Program Delivery: Tips for Facilitators
- Session Content
- References

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

HeaRT: Empowering Teens to Build Safe & Supportive Relationships is an evidence-based, comprehensive model to prevent violence in adolescence, developed and evaluated by the Centers for Disease Control and Prevention (CDC). You can find more information on CDC’s HeaRT website <https://vetoviolence.cdc.gov/apps/heart>.

Program Delivery: Nuts & Bolts

Session Content

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

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

HeaRT for 6th Graders uses a mixture of information sharing, review, discussion, role-plays, and paired and group exercises using both verbal and visual (e.g., easel paper) techniques. You are encouraged to rephrase messages and questions in several different ways to communicate intended messages.

The key objectives of each session are outlined below.

Session 1: Healthy Relationships

- Provide students with an understanding of the purpose and goals of HeaRT for 6th Graders.
- Establish a comfortable, non-threatening learning and sharing environment that will encourage continued participation.
- Provide students with school and community resources (trusted adults) that students can access if they have questions or concerns about any type of relationship.
- Explore qualities of a healthy friendship.
- Connect qualities of a healthy friendship to that of a healthy dating relationship.

Session 2: Understanding Feelings

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

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

- Continue to promote students' emotional literacy, including the ability to identify, understand, and respond to emotions/feelings in a healthy and safe way.
 - » Establish the link between physical clues, strong feelings, and unclear thinking.
 - » Discuss potential consequences of letting feelings take control.
 - » Emphasize that it is never okay to use violence, regardless of how strong feelings may be.
 - » Discuss and practice the four steps to staying in control of feelings.
 - » Discuss and practice four ways to calm down.

Session 4: Healthy Communication

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

Session 5: Unhealthy & Unsafe Relationships

- Increase students' awareness of unhealthy relationship behaviors.
- Educate students about teen dating violence, including providing definitions and facts about physical, sexual, and emotional violence, as well as stalking. Also discuss how these behaviors can be experienced online and through technology.
- Discuss when unhealthy behaviors ("yellow light behaviors") cross the line and become unsafe ("red light behaviors").
- Emphasize that unsafe ("red light") behaviors include behaviors that fall within the category of teen dating violence and require seeking help from a trusted adult.

Session 6: Staying Safe in Relationships

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

Session 7: HeaRT Rewind

- Students present or perform their interpretation of RESPECT ME Rights.
- Complete any unfinished session activity from previous sessions.
- Discuss the topics written down in the Parking Lot.

Fidelity

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

Facilitation Schedule

HeaRT for 6th Graders contains seven sessions. Sessions last 50 minutes each and they can be conducted as often as once per day or as infrequently as once every other week. This will allow sufficient time between sessions for students to absorb and reflect on the content. If class periods are less than 50 minutes, you will need additional sessions to cover all of the program content. As outlined in the program, it is important to complete each session in sequential order as lessons build on knowledge and skills developed and learned in previous sessions. Sessions should not be skipped. If a student misses a session, you should speak with this student prior to the next session in order to get them “caught up” and to review the relevant handouts in the youth handbook.

Session Preparation

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

Purpose of Session: This section includes a summary of the purpose of the session, or the key goals to achieve.

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

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

Session Overview: This section has the time allotments for each part within the session.



Easel paper

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

Question of the Day

Each session begins with a question of the day. You may post these questions on easel paper/the board/slide prior to class. The purpose is twofold: 1) to immediately engage students as they enter the classroom and to help minimize disruptions; and 2) to serve as either icebreakers (e.g., Session 1) or prompt students to start thinking about the session content (e.g., Session 6). Students can write their responses on scrap paper or you can pose the question verbally to the class and have students volunteer to share their responses to the class.

Scripts

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

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

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

Icons

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



The estimated time allotted for a portion of the session.



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



Students are referred to a page in their youth handbooks.



For some activities, we offer suggested adaptations you can make if you are hosting a session virtually instead of in-person.

Materials Common to Every Session

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

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

Program Delivery: Tips for Facilitators

Listed below are some tips that can contribute to the successful delivery of HeaRT for 6th Graders.

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

Although this program does not require that a lot of information be read to students word-for-word, the topics, activities, and messages embedded in the materials throughout the manual are important and must be understood and stressed by you. Review the RESPECT ME Rights presented in Session 6—these represent some key themes and messages of HeaRT for 6th Graders.

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

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

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

Your state may have mandated reporter laws which require people who work with youth in their profession to alert the police or appropriate authorities if there is suspected abuse. The laws vary state to state in terms of who is a mandated reporter and what type of abuse is reportable. For more information about mandated reporting and safety monitoring, review your state's laws (See: <https://www.childwelfare.gov/resources/mandatory-reporting-child-abuse-and-neglect/>), talk to your HeaRT Coach, or review Appendix B of the Coaches Playbook. If a student is in immediate danger, always call 911.

3. Frequently review training materials on effective classroom management.

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

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

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

4. Keep your training materials with you during facilitation.

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

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

We understand that students probably will not provide all of the “possible responses” listed in the guide. Your task is to figure out how to solicit the desired answer from the students and how to respond when students provide answers that are not desirable. If students are responding in a serious and legitimate manner, but not providing the answer you are soliciting, it is often helpful to praise the effort but indicate that the answer was not what you were looking for. For example, you might say, “Great attempt, but I was looking for something...” or “Well, that’s not entirely correct, but you are getting there.”

6. Confidentiality of students cannot be assured.

Although we would like to make sure that the information provided by students during facilitation of this program remains confidential and private, we cannot assure this in a group, classroom setting. You can keep confidentiality and privacy to the degree that students choose not to share with others. If there is reason to believe that a student has been experiencing abuse, your state may have mandatory reporter laws that require you to report to the appropriate authorities. Clearly communicate this risk to students participating in the program.

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

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

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

- Refer to the group agreements during the discussion, stressing the importance of getting through the material for each session. Be sure to acknowledge the positive aspects of the discussion (e.g., “This is a great discussion”) and then state that you need to move on (e.g., “I am sorry to do this but we have to move on”).
- Ask someone to volunteer to be the group’s time keeper.
- Develop a “Parking Lot” list. You step in to limit discussion and ask the students if they want to put the topic/issue on the “Parking Lot” list (e.g., on a sheet of easel paper labeled “Parking Lot” and attached to the wall). If there is time at the end of the session, the students can go back to the Parking Lot and agree to discuss the topics/issues listed.
 - » Have post-it notes and pens available for students if you choose this option.
 - » If possible, add a session on the end to make up for lost time if you need to cut short sessions.
 - » Students also have a “My Parking Lot” page at the end of their handbook where they can write down topics they want to talk more about later.
- Each session ends with a recap of the current session and a preview of the next session. Only provide a recap of the current session if you do not have time for both recap and preview.

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

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

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

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

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

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

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

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

12. Relax and have fun!

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



Adaptation Guidance for Virtual Implementation

Virtual learning is increasingly common. It can save money, time, and make it easier for participants to attend. Your community may find it helpful or necessary to implement one or more of the HeaRT youth and parent programs in a virtual classroom rather than in person. The following guidance is provided to help you adapt the in-person programs for virtual implementation.

Although the potential impact of virtual implementation on program effectiveness is unknown, the adaptations suggested here were designed to maintain essential elements of the program without compromising fidelity or efficacy. These adaptations primarily provide alternate options for delivery of the original content. To learn more about adapting evidence-based programs, see: <https://vetoviolence.cdc.gov/apps/adaptation-guidance/>.

Tech Tips

There are many video conferencing platforms that can be used for virtual program implementation, and many people are now more familiar with their use after the shift of many workplaces and schools to online instruction. Popular platforms include Zoom, Google Classroom, Microsoft Teams, GoToMeeting, and WebEx. Each platform has different features that can be useful when implementing HeaRT for Parents programs online. Here we highlight some features that might be available in your video conferencing software and other tips for implementing online.

Screen Share allows participants to see your screen and is usually the best way to share slides, images, or videos. Participants will see everything that you see.

Polls are useful for engaging participants in discussions and the material. Instead of asking participants to raise their hands, consider doing a quick poll and then seeing the results pop up on the screen for discussion.

Breakout rooms are available in some programs and allow you to divide the class into small groups for discussions or work on activities together.

With youth, you may want to have extra facilitators on hand to supervise each of the small groups.

Videos can be helpful ways to break up program content and engage participants. This may be especially useful for online implementation, which can be challenging to attend to continuously for some participants. HeaRT for Parents programs include video content in some sessions as part of the core content; all are available for viewing through YouTube. Facilitators may choose to supplement the sessions with additional short, appropriate video clips, like funny cat videos, to keep the group's attention and lighten the mood. Showing videos through video conferencing platforms can pose some technical challenges to be aware of. For example, when a video is displayed on the host's screen and shared, users may experience buffering or sound transmission issues. One solution can be posting a link to the video in the chat and allowing muted users to open and view the video on their own screen before returning to the group session.

Whiteboards are screens that allow the host and/or participants to type, draw, or insert images on the screen for everyone to see. They can be used in place of slides or a real-life whiteboard in a classroom to convey program content. They can also be used as a fun way for participants to share ideas and answers to discussion questions.

Chat boxes are screens that allow the host and/or participants to type, draw, or insert images on the screen for everyone to see. They can be used in place of slides or a real-life whiteboard in a classroom to convey program content. They can also be used as a fun way for participants to share ideas and answers to discussion questions.

General Program Adaptations

Virtual Implementation Tips

Below are some general tips for implementing online that can be applied across multiple sessions and programs. These specific options may or may not be available on your video conferencing platform; they are provided here as example approaches to adapt in-person activities for online use.

Question of the Day & Icebreakers

Instead of using easel paper for Questions of the Day and Icebreaker discussions, have a PowerPoint slide with questions/icebreakers and try using the whiteboard, chat box, or poll functions.

Parking Lot

Create a blank PowerPoint slide or Word document titled “Parking Lot” in a separate file. When issues arise that need to be “parked”, pull up this slide or document on Screen Share and allow the participants to watch you add the item to this list. When there is extra time at the end of a session, pull this file up and let the group decide which item(s) to revisit with more discussion. This is also a good place to document questions that you cannot address during the session (e.g., you need to look up the answer or consult with your Coach). It will prompt you to return with a response during the next meeting.

Group Agreements/Ground Rules

During the first session when creating Group Agreements, type the agreed-upon “rules” into a blank PowerPoint slide. After the first session, you can add some formatting or fun graphics. You can then pull this slide up as a quick reminder at the beginning of each session or just leave it shared on your screen while you wait for all of the participants to arrive so everyone will have a chance to review it.

Handouts

Handouts and other print materials can be shared with participants in print form by mail before the program starts, by email for self-printing, and/or the facilitator can share their screen during the session to show the handout and ask participants to use a notebook to record their answers or responses. Some handouts can also be replaced with PowerPoint slides that provide the prompts for discussion or self-reflection.

Prizes

Some program sessions suggest providing participants with small prizes to incentivize participation or as rewards for completing activities. Instead of physical prizes, consider using the clapping feature (available on Zoom), awarding ‘points’ that can be exchanged for extra credit or a special privilege at the end of the program, or choosing a “HeaRT MVP of the Day”

to highlight at the end of every session for their contributions that day.

Easel Paper

Easel paper is used regularly for in-person implementation. Instead, discussion or activity prompts can be displayed on a PowerPoint slide (see below) or using the whiteboard feature. In place of writing participants responses on easel paper to record them, consider having participants type them on to a whiteboard while you read them aloud to the group as they appear. You can then ask participants to elaborate on a few of the most relevant or interesting responses, making it easier to control the time spent on the activity (e.g., “I see that Alicia wrote this response. Would you mind telling us more about that, Alicia?”).

PowerPoint slides

A set of editable PowerPoint slides are provided to make it easier to prepare to present some content using slides and the screen share feature in place of a chalkboard, easel paper, or physical whiteboard. HeaRT Coaches may wish to edit and prepare the final slides for use by facilitators to increase consistency and tailor the content to the desired mode of delivery for each session or activity.

Plan Ahead to Be Prepared

Adapting to virtual implementation will require some extra planning before each session, as the specific guidance provided in the facilitator handbooks will not always apply. Be sure to spend some time looking through each session to be sure you know how participants will access or view materials and prompts, how they will respond and share, and whether activities will need to be modified.



Suggested adaptations for selected activities are included throughout the facilitator handbook indicated by the virtual implementation icon.

Session 1: Healthy Relationships

Purpose of Session

1. Provide students with an understanding of the purpose and goals of HeaRT for 6th Graders.
2. Establish a comfortable, non-threatening learning and sharing environment that will encourage continued participation.
3. Provide students with school and community resources (trusted adults) that students can access if they have questions or concerns about any type of relationship.
4. Explore qualities of a healthy friendship.
5. Connect qualities of a healthy friendship to that of a healthy dating relationship.

Key Messages

1. The purpose of HeaRT for 6th Graders is to explore ways to have healthy and safe relationships with others (including peers, friends, and dating partners).
2. Healthy relationship skills with friends and others will help youth have healthy and happy relationships with the people they date, now and in the future.
3. If students have a question or concern about any type of relationship, they should talk to the facilitator or one of their “go-to” trusted adults.
4. There are some “ingredients” (qualities) that we look for in all types of relationships, like healthy communication and trust.
5. Youth do not have to be currently dating someone or have ever dated someone to think about how they want to be treated by a dating partner (such as a boyfriend or girlfriend). In fact, it is useful and important for youth to think about these things before they get involved with someone.

Materials

- List of school and community resources
- 4 pieces of easel paper with one of the following written at the top of each:
 - » “If you could travel to anywhere in the world, where would you go?” (or any other “light” ice-breaker question).
 - » “Group Agreements”
 - » “Ingredients of a Healthy Friendship: What Are Some Ways Good Friends Treat Each Other?”
 - » “Healthy Dating Recipe” (with measuring cup, modeled after page 3 in the youth handbook)

Session Overview

Today’s session will cover the following topic areas:

Part 1: Question of the Day & Icebreaker (5 minutes).....	12
Part 2: Introduction to the Healthy Relationships Toolkit (5 minutes)	12
Part 3: Group Agreements & Expectations (5 minutes)	13
Part 4: Go-To Trusted Adults (10 minutes).....	14
Part 5: Healthy Friendships (12 minutes).....	15
Part 6: Healthy Dating Relationships (8 minutes).....	17
Part 7: Respecting All Relationships (5 minutes).....	18
Part 8: Session Recap (2 minutes).....	18



Part 1: Question of the Day & Icebreaker

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



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

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



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

3. Explain that before you start, you want to introduce yourself and learn a little more about each student. (This introduction may vary, depending on your level of familiarity with the students.)



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

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

Part 2: Introduction to the Healthy Relationships Toolkit



1. Introduce HearT for 6th Graders.

SAY: The purpose of this program—the Healthy Relationships Toolkit—is to explore ways to have healthy and safe relationships with others. We are going to talk about healthy ways to handle disagreements, manage stressful situations, and communicate with our family members, friends, and dating partners. Sometimes we will have class discussions, and at other times you are going to be working in small groups, drawing, writing songs, or acting.

Throughout this program we are going to be talking about all types of relationships, including relationships you have with your friends, peers, and people you date. Healthy relationship skills with friends, peers, and others will help us have healthy and fun relationships with the people we date, now or in the future.

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

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

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

Part 3: Group Agreements & Expectations

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



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

Activity

2. Post easel paper prepared with the heading “Group Agreements” at the top.
3. Introduce the concept of group agreements and ask students to suggest rules.

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

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

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



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

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4. Introduce two **required rules**, needed due to the sensitive nature of the material discussed in HeaRT for 6th Graders.
 - (1) **Respect the privacy of others** (confidentiality)
 - (2) The “**no name rule**.”

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

Most of the time, I am going to keep private what everyone in the room says, and I ask that you do the same. But, there are a few types of situations that will require me to talk to another adult or your parent(s). If I learn that someone is hurting you, you are hurting someone else, or you are hurting yourself, then I am required by law to talk to someone else about it. I need to make sure everyone stays safe.

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



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

5. Consider adding the following group agreements if they are not generated by the class:
 - Arrive on time.
 - Participate in class discussion and activities. Emphasize that although discussion is very important, there may be times when you will have to limit the length of discussions so that you can cover all of the material.
 - Everyone deserves to be heard. Emphasize that this means not interrupting others when they are speaking.
 - Be respectful of everyone's identity and relationships. Emphasize that relationships come in many different types, including relationships between people of the same and different sex, and that we will be respectful and include everyone.
 - Stay on task. Emphasize the variety of activities in HeaRT for 6th Graders—sometimes students will be up on their feet, sometimes they will be working alone or in small groups. Let them know that you will let them know what to do if they or their group finishes a task early.
 - Ask questions.
 - Have fun!

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

Part 4: Go-to Trusted Adults

Activity

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



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

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

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

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

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



TIP! Remind students of these resources throughout the program.

Part 5: Healthy Friendships



1. Start a discussion on healthy relationships by first addressing what it means to be healthy/unhealthy. Only spend approximately one minute on the following question. The purpose is simply to get students thinking about healthy versus unhealthy things.

ASK: What are some healthy things for your mind or body? What are some things that are unhealthy?

(Provide examples from the discussion; e.g., healthy may be things like spending time with friends, laughing, eating food from each food group every day, having time to relax; and unhealthy may be things like smoking, staying up too late, skipping meals to lose weight, too much caffeine, a lot of stress. Point out that some things are fine in moderation—like candy—but too much can change it from healthy to unhealthy.)

In the same way, some things make a relationship more or less healthy. For now, we will focus on the ingredients of a healthy friendship.

Activity

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

Virtual Option - After giving students time to fill out their measuring cup, consider asking students to add their top 2 ingredients to a whiteboard prior to the group discussion. Save this list to add to a PowerPoint slide for review in later sessions.



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

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

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

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

ASK: Do good friends always agree?

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

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

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

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

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

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

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

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

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

Part 6: Healthy Dating Relationships



Activity

1. Post prepared easel paper with “Healthy Dating Recipe” at the top.
2. Instruct students to turn to page 3 in the youth handbook: Healthy Dating Recipe.
3. Explain the activity, Healthy Dating Recipe.



SAY: In this next activity, you are going to create your own recipe for a healthy dating relationship—the best relationship for you. You can use the ingredients or qualities we have listed out, or any others you want to add.

(Demonstrate by writing these ingredients on the prepared easel paper.)

Everyone’s dating recipe will look different. Although there are a lot of ingredients or qualities that go into a healthy relationship (friendship or dating relationship), some may be more important for you than for others.

You do not have to be currently dating someone or have ever dated someone to think about how you want to be treated in a dating relationship. In fact, it is useful and important to think about these things before we start dating!



TIP! Instead of having students fill out the measuring cup, consider instructing students to discuss the most important qualities to them.

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

ASK: Who is willing to share the two most important ingredients or qualities in their healthy dating relationship recipe? Ask if those qualities are also important to them in a friendship.

6. Summarize the activity.

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

Part 7: Respecting All Relationships



Overview of sexual orientation

SAY: I mentioned earlier there are many different types of relationships. Relationships can be serious—like having a boyfriend, girlfriend, or partner-- or casual—like hanging out. Relationships can also be between people of the same or different sex based on emotional and/or physical attraction. This emotional or physical attraction to others is referred to as sexual orientation.

People who are only attracted to people of a different sex (for example, boys who are only attracted to girls) are usually called “straight” or “heterosexual.” People who are only attracted to people of the same sex may refer to themselves as “gay” or “lesbian.” Other people are attracted to people of more than one sex and might consider themselves “bisexual” or “pansexual.” It’s common for kids your age to still be learning who you are attracted to, so you may not know which of these orientations applies to you yet. Sometimes we call this “questioning.” A person determines their own sexual orientation and it may change over time.

Part 8: Session Recap



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

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

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

Session 2: Understanding Feelings

Purpose of Session

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

Key Messages

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

Materials

- Cut Feelings Charades cards (Supplement 2.1)



TIP! Re-use charades cards with multiple classes. You can print them on index cards or laminate them.

- Bag or box for Feelings Charades cards
- 3 pieces of easel paper with the following written at the top of each:
 - » "Competition! On a piece of scrap paper, write down as many feelings that you can think of. For example: mad, sad."
 - » "Feelings"
 - » "Physical Clues" with 2 columns titled, "Angry Feelings" and "Calm Feelings"

Session Overview

Today's session will cover the following topic areas:

Part 1: Question of the Day (5 minutes).....	20
Part 2: Review & Session Introduction (5 minutes).....	20
Part 3: Our Many Feelings (10 minutes).....	20
Part 4: Identifying Feelings in Ourselves (8 minutes)	22
Part 5: Identifying Feelings in Others (14 minutes)	24
Part 6: Experiencing Multiple Feelings (10 minutes)	26
Part 7: Session Recap (3 minutes).....	27

Part 1: Question of the Day



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

WRITE: Competition! On a piece of scrap paper, write down as many feelings that you can think of. For example: mad, sad.

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

Part 2: Review & Session Introduction



1. Allow students approximately 30 seconds to 1 minute to continue the Question of the Day activity once session starts.
2. Welcome students and distribute youth handbooks.
3. Re-post group agreements (if not already up), and review as needed.
4. Facilitate a review of Session 1.

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

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

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

5. Provide an overview of Session 2.

SAY: Over the next few sessions, we are going to talk about emotions, or feelings. We are going to talk about feelings that are easy to deal with—such as feeling calm or relaxed. We are also going to talk about feelings that may not be as easy to deal with—such as those that make us feel bad at the time, such as anger, fear, or jealousy. We are going to go over the clues that help us identify how we’re feeling and also play some games where we guess how others might be feeling. We are also going to talk about ways to stay in control of feelings so that we can make healthy and safe choices. Naming feelings and finding healthy and safe ways to show them can improve our relationships with other people.

Part 3: Our Many Feelings



1. Post easel paper prepared with “Feelings” at the top.
2. Facilitate a discussion brainstorming feelings words.

ASK: Please get out your scrap paper on which you wrote feelings words at the beginning of class. We are going to see how many different feelings words we can list. Who is willing to start off the list by saying a few that you wrote down?

You can ask one student to share their entire list and then have other students add new words to the list, or ask each student to just share a few words.

3. Circle around the room, encouraging multiple students to respond.
4. Record responses on easel paper with “Feelings” printed at the top.

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

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

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

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

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

6. Explain and summarize.

Virtual Option - Ask students to brainstorm feeling words on paper first. Ask for volunteers to share some ideas verbally and add them to a PowerPoint slide or whiteboard as they talk. You could have students raise their hands if they think a word is a 1, 2, 3, 4, or 5 rating for a few words as an example (e.g., “Who thinks ‘depressed’ is a 1? a 2?...”). You could also set up a quick poll and ask students to vote on their ratings of a few example words. Choose words to highlight that might expand their “feelings vocabulary.”



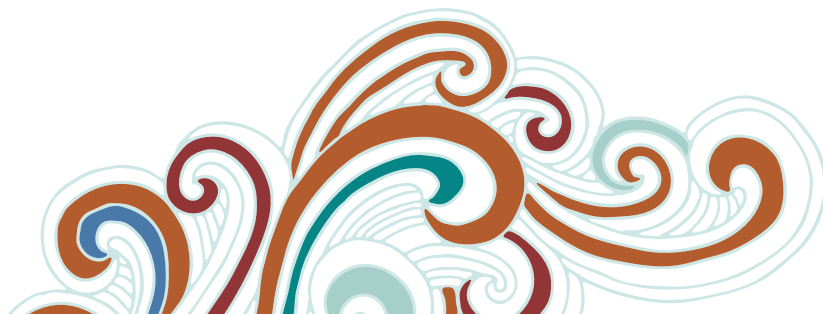
SAY: Feelings have different intensities—this means some feelings are more or less strong. We can think about it on a 1 to 5 scale, with 1 being less strong and 5 being very strong. For example, if you are feeling sad, maybe at a 1 or 2, you might be feeling down. But if you are very sad and at a 4 or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

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

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

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

7. Wrap-up the discussion of feeling words.



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

REMINDER: There are no bad feelings. Remind students of this key point throughout the program.

8. Introduce the message that all feelings are important.

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

Further highlight that emotions that may make us feel uncomfortable or badly can be positive and useful.

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

Provide some examples, if necessary:

- If someone is angry about an unfair law or rule, it might motivate them to try to change the law or rule. (Draw links to the Civil Rights movement or other historical or local events.)
- If a person feels angry or sad about their own situation or someone else’s pain, it may motivate them to seek help for themselves or for that other individual.

If necessary, highlight the idea that it is okay and expected for all of us to experience a wide range of feelings. The goal of the program is not to teach students to stop experiencing anger, frustration, or any other feeling, but to teach students ways to respond (and reinforce healthy ways of responding) so that students can make healthy and safe choices.

Part 4: Identifying Feelings in Ourselves



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



TIP! You'll need to save the **Physical Clues** easel paper to bring back in Session 3.

SAY: As we discussed before, it is important to know what we are feeling so we can better understand ourselves and make ourselves understood by others. Sometimes, though, it can be tricky to figure out exactly how we are feeling. It can help to pay close attention to our bodies. Our bodies send us clues about how we are feeling. We can look for clues in two areas:

(1) What is going on inside of our bodies. These are the things others may not be able to see—like our heart beating faster or having an upset stomach.

(2) Our body language. These are things others can see or hear, and includes things like body posture, hand gestures, tone of voice, and facial expressions.

5. Facilitate a discussion on physical clues for anger.

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

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

Offer prompts, as necessary (e.g., Did your muscles tense up or get tight? Were you smiling?).

- Possible responses include: Hard to swallow, rapid heartbeat, blood “pumping”, sweaty hands, red face, hands in fists, fast breathing, tense muscles, frown/grimace.
 - Share the physical clues you experienced during the situation you described earlier.
-

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

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

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

Offer prompts, as necessary (e.g., Was your heart beating fast? Were your hands shaky?)

- Possible responses include: I did not feel anything different, normal heartbeat, neutral face (i.e., not grimacing), relaxed muscles
 - Share the physical clues you experience(d) during the situation described earlier.
-

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

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

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

Part 5: Identifying Feelings in Others



1. Introduce the concept of using body language clues to identify how others are feeling:

SAY: We cannot see or feel what is going on in someone else's body. But, we can use body language clues to help us identify feelings in others—whether those feelings are verbalized (said out loud) or not. When we see someone with clenched fists, folded arms and an angry face (grimace/scowl), we may guess that they are feeling angry. Identifying and understanding how someone else may be feeling is very important in making and keeping healthy and safe relationships.

Activity

2. Introduce and explain the next activity, Feelings Charades.

SAY: We are now going to play a game where we use body language clues to guess how other people are feeling. When someone does not use words to say what they are feeling, we sometimes guess what they are feeling by watching their face and noticing how they act. This game is called, “Feelings Charades.”

REMINDER: You will need to cut the feelings cards from supplement 2.1. To save time, you can instead whisper the feeling into the volunteer's ear.

3. Explain that one at a time, you will ask volunteers to come to the front of the room. That student will be the actor/actress. They will pick a card from the bag/box, and then act out the feeling written on the card without using any words or sounds—they must use their faces and bodies to express the feeling.
4. Explain that students must raise their hand to guess the feeling—no calling words out. The volunteer actor/actress will keep acting out the feeling until someone in the class has guessed correctly, or time is up—after approximately 1 minute.
5. Before asking for student volunteers, demonstrate how the game works: pick a feelings word from the bag/box, act out the feeling, and allow the class to guess the feeling.

Note: The instructor demonstration shows students not only how to play the game, but that Academy Award-winning acting skills are not necessary.

6. Have a volunteer come pick a card from the box and act out the feeling in front of the class. Examples:
- If the card says “excited,” the volunteer can act out a big smile and jump up and down in excitement.
 - If the card says “sad,” the volunteer can hang their head and sigh.

If a student struggles with how to act out a word, offer suggestions that the rest of the class cannot hear.

Virtual Option - Instead of cutting out the Feeling Charades cards, you can send a feelings word to the actor by private chat message so only they will see it. They can act out the feeling on camera for other students to guess aloud (all students need to be un-muted) or in the group chat.



7. After each feeling has been guessed or the time is up, ask the following questions to get students thinking about how they recognize feelings in others:

ASK: What clues did you use to guess the feeling?

ASK: (directed at actor/actress) Describe what it was like to be the actor/actress. How were you trying to convey or show the feeling?



TIP! To save time on the feelings charades activity, you can pick 2 volunteers and have them act out 3 to 6 “feelings” as time permits.

8. Play for about 8 minutes, and then begin class discussion. Ask the following (in any order), if not asked already:

ASK: What were some of the more difficult feelings to guess? Why do you think they were more difficult?

SAY: It can sometimes be hard to guess the right feeling. Not everyone looks the same way when experiencing the same feeling. For example, when one person feels nervous, they may walk out of the room and not want to talk to anyone. But, when someone else feels the same way, they might talk a lot. Some people yell when they feel angry, and others might get quiet.

ASK: Is it possible to use the same body language for different feelings?

SAY: Yes, it is possible to use the same body language for different feelings. For example, some people might look down and close their eyes when feeling tired, but others might look down and close their eyes when feeling sad.

Point out an example from the game, if possible.

9. Wrap-up the activity.

SAY: We cannot tell what is going on inside of others' bodies, but we can guess how someone else may be feeling by noticing how they look or what they do. But, as we learned from this activity—these are just clues, and sometimes our guesses are wrong. Making things even more complicated, some feelings may not show up as much on the outside. So, the best way to find out how someone is feeling is to ask them. Also, we cannot assume that others know how we are feeling! The best way for someone to know how we are feeling is for us to tell them.

Part 6: Experiencing Multiple Feelings



Activity

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

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

2. Instruct students to turn to page 4 in the youth handbook: How Would You Feel?
3. Explain the activity.



SAY: On page 4 in your handbook are various feelings listed in

the first column. I will read a few short scenarios. After you listen to a scenario, put a check-mark in the box next to the feelings that best represent how you would feel if you were in that situation. It is hard to know exactly how you would feel, but take your best guess. You can check off only a single box or, if you think you would feel 2 or 3 ways about the scenarios, you can put a check-mark across multiple feelings.

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

4. Choose from the following situations (it is estimated you will have time for 4–5 situations), or create new ones that are relevant to the students in the class.
 - Your teacher asks you to read aloud to the class.
 - Your brother is really happy about getting a new job, but it means he will not be around to hang out in the afternoon.
 - It is your first day at a new school.
 - You heard that a house in the neighborhood was broken into.
 - You just found out that school is cancelled tomorrow.
 - Someone you like asked you out. But today you noticed that they posted some mean comments online about your friend.
 - You got a new phone for your birthday. But, your parent says that in order to keep the phone, you have to agree to allow them to read all of your text messages.
 - You are about to ride a roller coaster.

- You texted someone you like, but it has been four days, and they have not texted you back.
- Someone you like asked your friend to go to the movies with them.
- You got a B on your math exam.
- You and your friend both try out for pitcher on the baseball team. You are chosen to be the pitcher.



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

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

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

With this activity, we also saw that people may feel different ways in response to the same situation. We cannot know for sure how someone is feeling in a particular situation. We can take our best guess, based on: 1) the person's facial expressions and body

language clues; and 2) how we may feel in the situation. But, in the end, it is just a guess so it is better to ask someone how they are feeling.

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

Part 7: Session Recap



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

SAY: Next session we are going to focus on uncomfortable and strong feelings. We are going to talk about steps we can take to help us stay in control of feelings—whether they are at a 2 or a 5—so that we can make healthy and safe choices. We will again be doing a lot of activities and getting up on our feet.



Supplement 2.1 Feelings Charades

Happy	Sad
Angry	Scared
Nervous	Tired
Relaxed	Surprised
Excited	Confused

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

Purpose of Session

1. Continue to promote students' emotional development, including the ability to identify, understand, and respond to emotions/feelings in a healthy and safe way.
 - Establish the link between physical clues, strong feelings, and unclear thinking.
 - Discuss potential consequences of letting feelings take control.
 - Emphasize that it is never okay to use violence, regardless of how strong feelings may be.
 - Discuss and practice the four steps to staying in control of feelings.
 - Discuss and practice four ways to calm down.

Key Messages

1. When feelings are not in control and we are not thinking clearly, it is harder to act in a healthy and safe way.
2. It is never okay to use violence, regardless of how strong feelings may be.
3. Four steps can help us stay in control of feelings and think more clearly:
 - (1) When your body sends you a strong emotion, PAUSE!
 - (2) Name your feeling
 - (3) Pick the best way to calm down (and do it!)
 - (4) Check in with yourself. How are you feeling now?

4. Four calming skills youth can use include: deep breathing, positive self-talk, doing something physically active, and talking to someone students trust.
5. If youth are concerned about their safety or health, or have trouble calming down or thinking more clearly, they should talk to someone they trust.

Materials

- 1 piece of easel paper with the following written at the top:
 - » “What is one activity you enjoy doing, and why?”
- “Physical Clues” easel paper from Session 2

Session Overview

Today's session will cover the following topic areas:

Part 1: Question of the Day (5 minutes).....	30
Part 2: Review & Session Introduction (10 minutes).....	30
Part 3: Staying in Control of Feelings: Introducing the Four Steps (7 minutes).....	32
Part 4: Focus on Calming Down (25 minutes).....	33
Part 5: Session Recap (3 minutes).....	40



Part 1: Question of the Day



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

WRITE: What is one activity you enjoy doing, and why?

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

Rephrase for students or provide examples, as necessary. For example, say or write: Some people like to play basketball, draw, or listen to music. Pick one thing that you enjoy doing.

Part 2: Review & Session Introduction



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

ASK: Last session, we talked a lot about feelings. What do you remember most about the session?

ASK: Can someone give an example of a situation where someone may feel multiple feelings at once?

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

5. Explain and provide a preview for Session 3.

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

6. Make the connection between strong feelings and making decisions.

ASK: Last session, I asked you to think about a situation that made you feel angry. I talked about a situation that made me feel angry: (describe the situation). We made a list of ways our body felt or feels when we are in that situation. We listed things like our heart racing, blood pumping, and hands tensing up. (Refer to the “Physical Clues” easel paper.)

We also made a list of ways our bodies feel when we are calm—for me, that is when (share situation from Session 2). Our bodies feel looser, and our heart beats more calmly. (Refer to the “Physical Clues” easel paper).

In which sort of situation—the situation where you felt angry, or the situation where you felt calm—is it easier to think clearly?

SAY: Sometimes feelings are so strong that we can no longer think clearly. When we are not thinking clearly, it makes it much harder to act in a reasonable or healthy and safe way. We are not in control, feelings are. We might do things that we later regret.

When we let our feelings (like anger) take over, the result is often harmful to us and to other people in our lives.

Activity

7. Instruct students to turn to page 5 in the youth handbook. Read the story about Brandon.



SAY: Brandon told his good friend Troy that he likes Gabi. The next day, Brandon saw Troy talking to Gabi at her locker. Brandon's heart started beating faster, his face got red, his hands clenched into fists, and it felt like his blood was going to start boiling! Before he knew it, he was punching Troy.

Consider asking a student volunteer to read the story.

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

ASK: How do you think Brandon was feeling?

Possible responses include angry (and variations, e.g., enraged, jealous, confused, sad).

ASK: Did Brandon let his anger (and jealousy, confusion) take over?

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

SAY: Yes, Brandon let his anger (jealousy, confusion) take over. The story says: "Before he knew it" he was punching Troy. It does not sound like he was really thinking.

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

Offer examples, if necessary. For example:

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



ASK: This does not mean that Brandon should not have felt angry. But, he let the anger take control. It is never okay to use physical violence.

What other things might happen if people let their frustration, sadness, or anger take control? Think about someone that you know, or a character you have seen on television or read about in a book.

Possible responses include:

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

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

9. Explain and summarize.

SAY: Sometimes people choose to do things that seem easier or faster to deal with their feelings, like hurting someone else or drinking alcohol. They might think these actions will help them forget their anger, sadness, or frustration. However, these choices can actually hurt both themselves and others, and in the long run, they often make the original problem even worse.

Part 3: Staying in Control of Feelings: Introducing the Four Steps



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

SAY: As I have said, when we are not thinking clearly and feelings are in control, it makes it much harder to act in a reasonable or healthy and safe way. We might do things that we may later regret.

It is easier to think clearly, communicate with others in a healthy way, and make healthy and safe decisions when we are calm.

Today, we are going to talk about steps we can use to help us stay in control of feelings. You already know a few of these steps!

Activity

2. Instruct students to turn to page 6 in the youth handbook: Staying in Control of Your Feelings: 4 Steps.



3. Instruct students to follow along as you discuss each of the four steps.



TIP! Alternatively, ask student volunteers to read each of the steps as outlined in the youth handbook. Be sure to elaborate on what is in the handbook.

4. Introduce the first step.

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

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

5. Introduce the second step.

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

Check-in to make sure students understand this step. You can remind them, as needed, of the names of feelings discussed in the previous session.

6. Introduce the third step.

SAY: The third step is to **Pick the best way to calm down (and do it!).** We are going to spend some time today talking about 4 different healthy ways to calm down—the 4 categories are listed in your handbook. Two of these we can do anywhere, including if we cannot leave a situation: take deep breaths and use positive

self-talk. We are going to talk about these first. Then we are going to talk about two more things that we can do if we are able to leave a situation: do something physically active or relaxing and talk to someone you trust.

What you chose to do to calm down may vary depending on the feeling and situation.

7. Introduce the fourth step.

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

Part 4: Focus on Calming Down



Activity

1. Introduce the first way to calm down: take deep breaths.

SAY: Now we are going to spend some time talking about 4 healthy ways to calm down. We are going to work through each one.

The first way to calm down is to take deep breaths.

Sometimes, you will not be able to take a break and walk away. For example, if you are sitting at your desk about to take an exam and starting to feel nervous, your heart might start pounding and your hands might be shaking and sweating. But, it is not the best

idea to walk out of the classroom. What can you do? You could take deep breaths.

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

2. Walk students through deep breathing practice.

SAY: First, I would like everyone to get into a comfortable sitting position. Please sit like I am. (Demonstrate by sitting upright with your feet flat on the floor.) Now, put one of your hands just above your belly button and the other on your chest.

When we breathe in, the hand on our belly should move up—like a balloon expanding. When we breathe out, it should move down—like a balloon contracting, or getting smaller. The hand on our chest should stay still. This means we are breathing correctly. Let's try taking 5 slow breaths this way.

Lead students through taking 5 deep breaths.

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

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

Lead students through taking 5 more deep breaths.

4. Discuss one final note about deep breathing.

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



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

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

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

ASK: In the situation with Troy, Brandon, and Gabi earlier, what do you think Brandon was thinking?

Offer prompts, if necessary (e.g., Do you think Brandon was thinking “Troy is a great guy!”?).

SAY: Brandon may have had one or more negative thoughts. He may have been thinking, “Why would he do this to me?” “I cannot believe he is talking to Gabi—I am going to get him for this.” “Troy is probably telling Gabi that I like her—why is he embarrassing me like this?” (Use examples generated by students.)

6. Explain positive self-talk.

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

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

ASK: What is something Brandon could have told himself when he saw Troy and Gabi talking?

Possible responses: They are just talking—it is not a big deal; Maybe they are talking about class or a project; I will talk to Troy later to find out more; Troy is a good friend—he has never done anything to betray me; Maybe Gabi had a question for Troy; Keep it cool, it is not worth it to do anything right now; I need to walk away and clear my head.

ASK: It sounds like Brandon jumped to conclusions and he really did not know why Troy and Gabi were talking. If Brandon told himself one of these more positive things, do you think Brandon would have punched Troy?

SAY: Maybe. But it is less likely. If he had stopped to think about the situation and not jumped to conclusions, it is less likely that he would have punched Troy.

Even if Brandon’s first thought was right and Troy was flirting with Gabi, using violence is never okay. It is not okay even if we are really hurt or mad at someone. We can use positive self-talk even if something negative is going on. It can help calm us down so that we do not let feelings take control. For example, Brandon could have said to himself, “Even if Troy has betrayed me, I can talk to him later to find out more.”

Activity

7. Introduce the activity, Negative Self-Talk, Positive Self-Talk.

SAY: Now we are going to do an activity to practice positive self-talk. You are going to work in pairs for this activity. Together, you will read about different characters and turn negative self-talk into positive self-talk. Let's get situated, and then go through the first one together before you work in pairs.

8. Put students into pairs.

NOTE: You may conduct this activity in small groups or as a large group discussion. Consider a large group discussion if you are either short on time or small groups have been difficult to manage. Adapt the set-up as needed!

9. Instruct students to turn to page 7 in the youth handbook: Negative Self-Talk, Positive Self-Talk.



10. Walk students through the first situation.

SAY: The first situation is: José got an F on his math test. He then thought, "I am stupid, I am horrible at everything." How do you think José was feeling?

Possible responses include: disappointed, sad, frustrated.

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

Possible responses include: I am not horrible at everything; I can bring my grade up with other tests; I am not a horrible student because I got good grades before—I can do it again.

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

SAY: Now you are going to work on the next three with your partner. You will have about 5 minutes. Afterward, you will have a chance to share what you wrote with the rest of the class.

11. After approximately 5 minutes, lead a class discussion for the remaining three situations.

SAY: The second situation is: Malia got a text from her girlfriend. It said, "I am going to hang out with my friends tonight." She then thought, "She doesn't like being around me." How do you think Malia was feeling?

Possible responses include sad, frustrated, lonely, disliked, rejected.

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

Possible responses include: We can see each other another time; It's great she has friends; It's good to have balance in a relationship.

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

SAY: The third situation is: Darius saw Jess walk into science class with her friend. He said “hi” and she did not say anything back. He thought, “Jess must hate me.” How do you think Darius was feeling?

Possible responses include: sad, frustrated.

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

Possible responses include: Maybe Jess didn't hear me; She could have been talking to her friend or focused on getting to her seat; Jess not saying “hi” is hardly evidence that she hates me! No big deal—I'll catch her after class.

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

SAY: The fourth situation is: Isaiah hit Future on the head with a soccer ball in gym class. Future thought, “He did that on purpose. I am going to get him back.” How do you think Future is feeling?

Possible responses include: angry, annoyed, confused.

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

Possible responses include: He probably did not mean it; Things like this happen when you play sports; I will ask Isaiah about this later.

SAY: Suppose Isaiah actually did mean to hurt Future. In that case, it is especially important that Future use positive self-talk to calm down and think more clearly about what to do next. Positive self-talk does not mean that we ignore what is going on around us or pretend that everything is okay or perfect and positive—it just helps us get to a place where we can think more clearly and make good decisions about what to do next.

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

12. Wrap-up the activity.

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

13. Introduce the last two ways to calm down.

SAY: Now we are going to talk about two more things we can do to calm down.

Sometimes it is important to walk away from a situation—times when the feeling is really strong and we are in danger of losing control. In Brandon's case, it probably would have been a good idea for him to use positive self-talk (e.g., You do not really know what is going on—just walk away and talk to Troy later). If he had walked away and still felt his blood pumping like his anger may take control, there are a few more things he could try.

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

14. Post easel paper prepared with “We Enjoy...” at the top.
15. Introduce the activity, We Enjoy...

Activity

SAY: Now we are going to do a quick activity. Remember the scrap paper from the beginning of class where you wrote down an activity that you enjoy doing? Please fold it and put it in this box/bag.

Allow students enough time to fold their paper and place it in the box/bag.

16. Instruct students to turn to page 8 in the youth handbook: We Enjoy...



SAY: I bet a lot of the things you wrote are either physically active (like running) or relaxing (like reading) and would be perfect things to do help you calm down and think more clearly if you notice that you are experiencing a strong feeling. I am going to pick one out at a time, read it, and then we will decide if it is physically active, relaxing, or neither. I'll also be writing these down. On page 8 in your youth handbook, you have blank spaces where you can copy them down on the We Enjoy... worksheet.

17. Select a paper from the bag/box and read it to the class. Ask the class if it would fit into one of the two categories: active or relaxing. Some may fit into both categories.
18. Write the physically active or relaxing activity on the easel paper, as appropriate. Go through as many pieces of paper as possible. You do not need to go through all of them.



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

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

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

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

20. Introduce the final way to calm down.

Virtual Option - In the Negative Self Talk, Positive Self Talk activity, students are asked to work on the activity in pairs. Consider using breakout rooms to allow small group discussions, or just discuss each of the scenarios as a class. For the We Enjoy activity, ask students to write their responses on a whiteboard instead of placing scrap paper into a box/bag. Ask the class to categorize the activities listed (or a subset you read) as active or relaxing by a show of hands or using a poll.



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

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

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

Part 5: Session Recap



1. First, review the last step: Check-in.

SAY: We learned earlier that the fourth step to staying in control is to check-in with yourself. Are you feeling more calm and are you thinking more clearly? If you try something and it does not seem to work, try something else. If you can, talk to a trusted adult.

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

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



Session 4: Healthy Communication

Purpose of Session

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

Key Messages

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

Materials

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



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

- 1 piece of easel paper prepared with the following at the top:
“Think about someone who is a good listener. What do they do or say that makes them such a good listener?”

Session Overview

Today’s session will cover the following topic areas:

Part 1: Question of the Day (5 minutes)	42
Part 2: Review & Session Introduction (3 minutes).....	42
Part 3: Brainstorming Healthy Communication Skills (10 minutes)	42
Part 4: Skills for Healthy Communication (15 minutes).....	45
Part 5: Application of Communication Skills (20 minutes)	49
Part 6: Session Recap (2 minutes).....	50



Part 1: Question of the Day



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

WRITE: Think about someone who is a good listener. What do they do or say that makes them such a good listener?

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

Rephrase Question of the Day for students or provide examples, as necessary. For example, say or write: They listen to me without interrupting.

Part 2: Review & Session Introduction



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

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

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

5. Provide students a preview of the current session.

Virtual Option - Transfer the list of Healthy Friendship Ingredients generated in Session 1 to a PowerPoint slide to review with students in this and later sessions.



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

Part 3: Brainstorming Healthy Communication Skills



1. Introduce the two ways we can communicate.

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



2. Remind students of the challenge you gave them during the Feelings Charades activity—only communicating with nonverbal skills.

SAY: During the Feelings Charades activity in Session 2, sometimes we were able to quickly guess the correct feeling and at other times it was more difficult. Sometimes it can be really hard to do something simple if we cannot talk or communicate openly with each other.

Imagine you are building a car or building. If you only had one or two tools (just a hammer and level, for example), it would be very difficult to build a solid car or building. It is the same way with communication. If you only have one or two tools—like using hand gestures or making facial expressions—it is very difficult to communicate effectively with others. Today we are going to talk about a wide range of tools, or skills, we can use to have healthy communication with others. We are going to fill your toolbox with a lot of healthy communication skills.

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

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



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

Activity

3. Instruct students to turn to page 9 in the youth handbook: Thumbs Up or Thumbs Down?
4. Introduce the next activity, Thumbs Up or Thumbs Down?



SAY: Before discussing specific skills, we are going to do an activity. I will be asking for a volunteer to do a short role-play with me. As we go through the role-play, I want each of you to take some notes of things that I do or say that are examples of poor communication—things that show that I am not really listening or respecting what the other person is saying. Pay attention to what I do nonverbally—where am I looking? Also, pay attention to what I say and how I say it—my tone of voice.

Write these notes in the “Thumbs Down” category.



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

5. Ask for a student volunteer who is willing to talk about their favorite movie.
 - Warn the volunteer (out of earshot of other students) that you may not be friendly or incredibly nice and that it is just an act.
 - You could also consider conducting the role-plays with another adult, if possible.
6. Begin the role-play by asking the volunteer to tell you about their favorite movie.

You will likely need to ask questions to both get and keep the student talking (e.g., What is your favorite part of the movie?). However, predominately use poor communication skills, such as:

- Look away from the student
- Text or talk to someone else
- Cross your arms, yawn, make noises
- Interrupt the student
- Ask a question or make a statement that shows you are not listening to what they are saying
- Use “you” statements, e.g., You always talk too much.
- Use a sarcastic tone of voice, e.g., Wow that movie sounds interesting < roll eyes >...
- Talk over the student.

Virtual Option - Role-playing for the Thumbs Up, Thumbs Down activity may be challenging online but give it a try. Instead of role-playing disrespectful in-person behaviors, like turning your back to someone, you can look at your phone, type, pretend to talk to someone off-screen, roll your eyes, etc. Send the role-playing student a private chat message first to let them know what will happen during the role play. Make sure other students are muted, so you aren’t interrupted.



7. Conclude the role-play after approximately 1 minute. Ask the student volunteer:

ASK: How did you feel talking to me?

8. Ask the student volunteer and the rest of the class:

ASK: How did I do as a healthy communicator? (Thumbs Down!) What did you notice? What did you write down in the “Thumbs Down” category?

Provide prompts, as needed. (e.g., Was I really paying attention to what (student’s name) was saying? How could you tell?)

9. Explain the next role-play.

SAY: Next, I will be asking for another volunteer to do a second short role-play with me. As we go through the role-play, I want each of you to take some notes of things that I do or say that are examples of healthy communication—things that show that I am really listening and respecting what the other person has to say. Again, pay attention to what I do nonverbally—where am I looking? What are my facial expressions like? Also pay attention to what I say.

Write these notes in the “Thumbs Up” category.

Ask for a second student volunteer who is willing to talk about their favorite movie.

Begin the role-play by asking the volunteer to tell you about their favorite movie.

Demonstrate the use of healthy communication skills, such as:

- Use appropriate eye-contact
 - Do not talk to or text anyone else
 - Take turns speaking
 - Encourage the student by asking questions (e.g., Which character in the movie did you like the best? What happened next?)
 - Use “I” statements, if appropriate
 - Use an appropriate tone of voice
 - Paraphrase what the student says (e.g., It sounds like you really liked all of the action and fast-paced scenes)
-

10. Conclude the role-play after approximately 1 minute. Ask the student volunteer:

ASK: How did you feel talking to me?

11. Ask the student volunteer and the rest of the class:

ASK: How did I do as a healthy communicator? (Thumbs Up!) This time, what was different about what I did or said?

Provide prompts, as needed (e.g., Was I paying attention to what (student name) was saying? How could you tell?)

ASK: Are any of these things the same as what you wrote down for the Question of the Day? What other things did you write down? Think about someone who is a good listener. What do they do or say that makes them such a good listener?

Part 4: Skills for Healthy Communication

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



SAY: You all have identified some great ways in which communication can be more or less healthy. We are now going to focus on some specific skills for healthy communication—most of which (or all of which) we have mentioned already! These nonverbal and verbal skills for healthy communication can help us to have more positive conversations with others, prevent conflicts or problems with others, and can also help us when we are faced with a problem or conflict. We are going to go over a list of six skills for healthy communication.

Activity

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



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

If not mentioned by students, emphasize the following:

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

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

SAY: The second nonverbal skill is to make eye contact. Too little eye contact shows that you are not interested, and too much eye contact can make things uncomfortable. The right amount shows that you are listening and shows the other person that what they say is important. The right amount feels comfortable for both people. Let's pretend that you are talking to someone but they will not look at you or they stare at you without blinking. How would each of these make you feel?

Provide examples from the role-plays, if possible.

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

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

SAY: The next nonverbal skill is to watch your gestures and facial expressions.

Our bodies and faces communicate a lot! People send messages when they cross their arms, shake their head, point to something, tap their fingers, smile, or roll their eyes. These are just a few examples.

Provide examples from the role-plays, if possible.

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

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

SAY: The first verbal skill is to watch your tone of voice. This goes along with staying calm, which we talked about already. Your tone of voice can convey lots of information, from disinterest to excitement to anger. (Provide examples of each with the same statement, e.g., “I am ready to go to school.”)

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

Provide examples from the role-plays, if possible.

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

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

We can actively listen by doing a few things. First, active listening means that we take steps to understand what the other person is saying. We can do this by rephrasing what has been said. (Ask for or provide an example from the role-play.)

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

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

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

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

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

Jumping to conclusions can lead directly to conflicts.

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



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

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

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

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

Activity

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



SAY: The first statement is: Your sister has been in your shared bathroom for a long time and you still need to get ready for school. You say, “Jenny, you always take forever. Don’t you ever think of anyone besides yourself?”

There is an example “I” statement already filled in: I feel frustrated when you take a long time in the bathroom in the mornings, because I need to get ready for school too.

ASK: Let’s try one that is blank. The second statement is: Your friend Blake told your crush that you like her. You say, “Blake, you and your big mouth! You never keep a secret!”

How could you change this into an “I” statement so that you are communicating your feelings and views?

Example response: I feel sad and disappointed when you tell other people my secrets because I wanted these things to stay between us.

ASK: The third statement is: Your friend Andy showed up to your house without asking and you have to study for a test tomorrow. You say, “Andy, you never think of anyone else. You always just do what you want.”

How could you change this into an “I” statement so you are communicating your feelings and views?

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

REMINDER! There is no single correct answer—there are multiple possibilities for appropriate “I” statements.

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

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

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

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



Part 5: Application of Communication Skills

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



Activity

2. Introduce the activity, Communication Practice (see Supplement 4.1).
3. Instruct students to turn to page 12 in the youth handbook: Communication Situation Observer Checklist.



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

4. Explain the rules of the activity.

SAY: There are four scenarios where we will be practicing the healthy communication skills we just went over. For each scenario, two volunteers will be actors and actresses with “parts” to play. It is the job of the actors and actresses to try and use each of the healthy communication skills at least once. There are made-up

names for each person in the role-play. But, keep in mind that girls do not have to play girls and boys do not have to play boys.

The rest of the class will be observers who will check off which healthy communication skills the actors use during the role-plays. You will circle either Yes or No for each skill on page 12 in the handbook: Communication Situation Observer Checklist. For each scenario, each observer should pick one actor/actress to use the checklist for. Pay attention to the actor/actress you picked and circle which communication skills you see them use.

The volunteers for each scenario will be given a minute to read over the scenario for their role-play before beginning.

5. Pick two volunteers for each of the four scenarios and give them a communication situation card. Remind students that they only have 2 minutes to assign roles and think about how they might use skills during the role-play.
6. Allow actors and actresses 2 minutes to think about their communication situations.
7. After 2 minutes, ask each pair of volunteers, in turn, to act out their communication situations in front of the class. Each pair will have about 3 minutes.
8. After each role-play, ask the class to discuss which healthy communication skills they observed.
9. Wrap-up the activity.

Virtual Option - Instead of passing communication card scenarios to role-playing students, show them on a PowerPoint slide. Give students a few minutes to read the scenario and think about their role before starting. Be sure to mute all other students during the role play.



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

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



Part 6: Session Recap



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

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

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

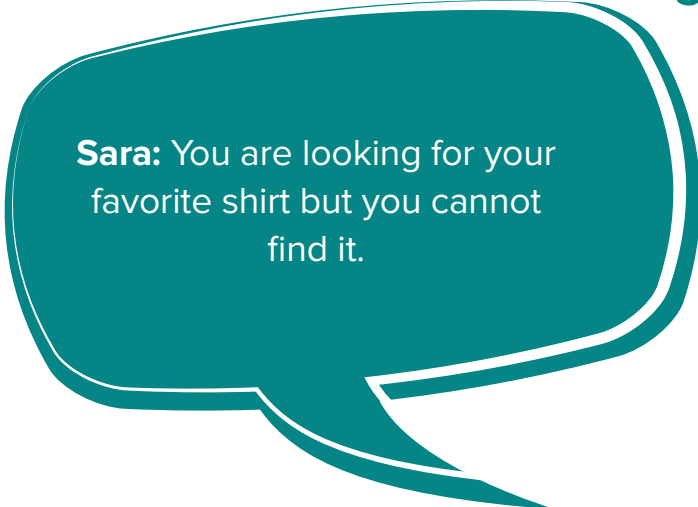
For example, what happens when a friend tries to control you and tells you what to do? Maybe this person always responds to your efforts of healthy and positive communication with, "Whatever, I don't care" and continues the behavior.

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

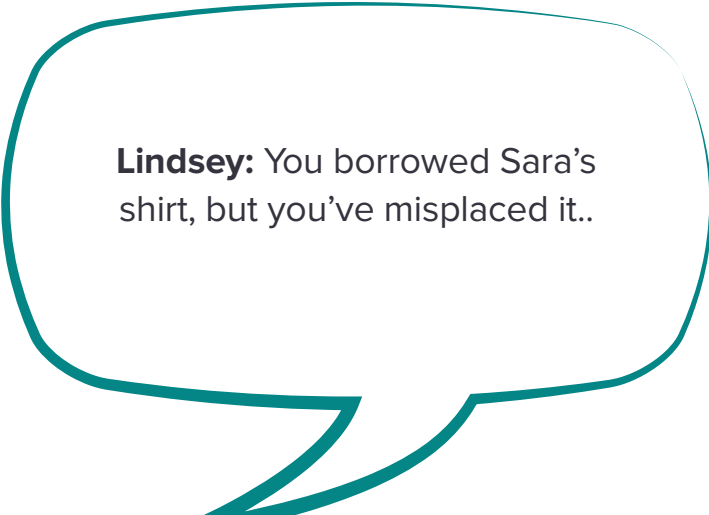
Supplement 4.1 Communication Situations

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

Communication Situation 1

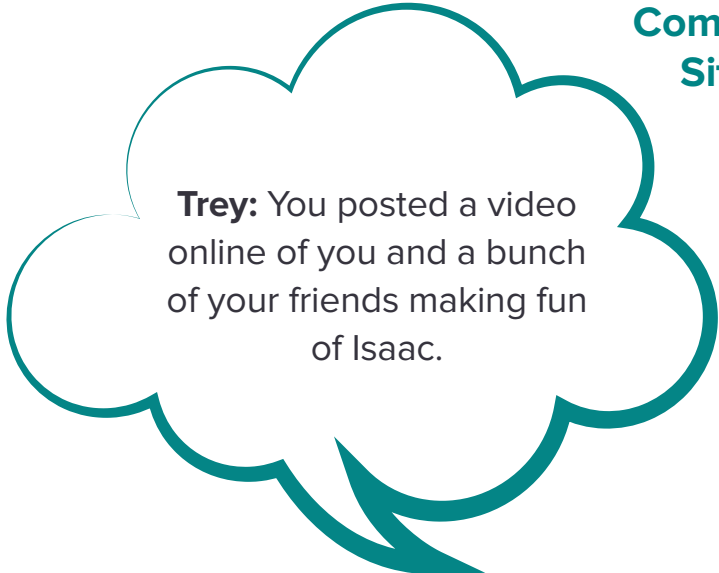


Sara: You are looking for your favorite shirt but you cannot find it.

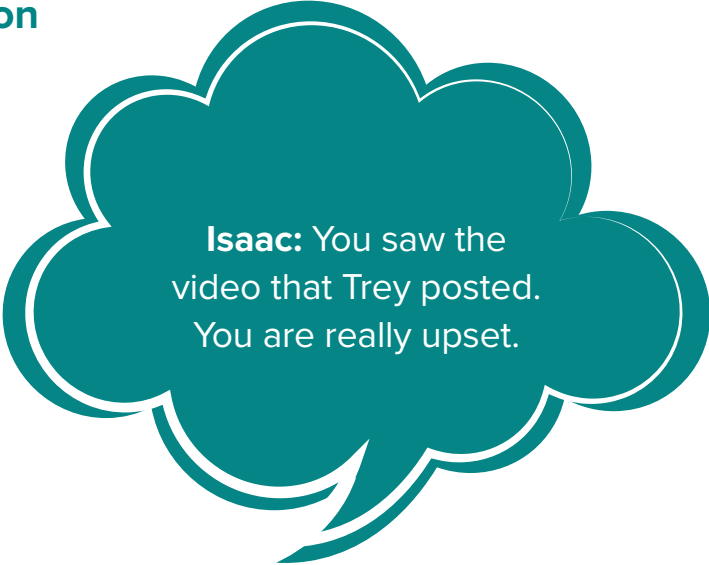


Lindsey: You borrowed Sara's shirt, but you've misplaced it..

Communication Situation 2



Trey: You posted a video online of you and a bunch of your friends making fun of Isaac.



Isaac: You saw the video that Trey posted. You are really upset.

Communication Situation 3

Tyson: You really want to fit in with others your age, but one of your classmates has started teasing you and calling you “big boy”. This is really upsetting you.

Cameron: You want to fit in with others your age. You notice that when you call one of your classmates a name, the other boys start laughing—the more bad things you say, the more your classmates laugh. They really think you are funny.

Communication Situation 4

Jasmine: You really like hanging out with John, but you promised you would have dinner with your family tonight.

John: You want to hang out with your girlfriend, but she does not want to hangout. You do not understand why she would not want to spend as much time as possible with you. You think she is using her family as an excuse and that she really plans to do something with another guy.

Session 5: Unhealthy & Unsafe Relationships

Purpose of Session

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

Key Messages

1. Teen dating violence—which consists of physical, sexual, and emotional violence, as well as stalking—is a type of unhealthy relationship in which behaviors are hurtful or unsafe.
2. Teen dating violence is a serious problem and youth are at risk for experiencing it, regardless of their race, sex, or socioeconomic status.
3. If a youth or someone they know is a person who perpetrates violence or a person who experiences violence in a dating situation, they need to seek help from a trusted adult.
4. The violence that a person who experiences violence encounters is never the fault of that individual, regardless of whether it is in the context of dating violence or any other type of violence.

Materials

- Green, yellow and red marker/crayon/colored pencil—one set per student. If you do not have enough sets of markers, students can share.
- "Healthy Friendship Ingredients" easel paper from Session 1
- 3 pieces of easel paper with one of the following written at the top of each:
 - » "Who do you most respect? Why?"
 - » "Unhealthy Relationship Behaviors"
 - » Picture of a stoplight with lights labeled "Green: Healthy", "Yellow: Unhealthy", and "Red: Unsafe"

Session Overview

Today's session will cover the following topic areas:

Part 1: Question of the Day (5 minutes).....	54
Part 2: Review & Session Introduction (3 minutes).....	54
Part 3: Understanding a Range of Unhealthy Relationship Behaviors (8 minutes)	54
Part 4: Focus on Teen Dating Violence (17 minutes).....	55
Part 5: Understanding When to Get Help (20 minutes)	59
Part 6: Session Recap (2 minutes).....	62



Part 1: Question of the Day



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

Virtual Option - Before class, ask students to locate (if possible) a red, green, and yellow sheet of construction paper, or color a sheet of paper with red, green, or yellow, or write the words “red”, “green”, and “yellow” in large print on separate pieces of paper to prepare for a later activity.



Part 2: Review & Session Introduction



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

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

6. Provide an overview of Session 5.

Virtual Option - Pull up your prepared PowerPoint slide listing healthy friendship ingredients from Session 1.



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



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

Part 3: Understanding a Range of Unhealthy Relationship Behaviors



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

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

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

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

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

What are some other unhealthy relationship behaviors?

Write students’ responses on the easel paper.

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

- What are some unhealthy behaviors that may happen between friends?
- What are some unhealthy behaviors that may happen between people who are dating?
- How might someone use words to hurt others?
- What types of unhealthy behaviors do you see in this school? In your neighborhood?
- Have you ever heard people making mean comments about someone’s appearance, body, or sexual orientation?
- What are some of the different ways technology—like cell phones and the Internet—can be used to hurt others? (e.g., making threats online, spreading gossip or rumors, putting videos on social media

that make fun of others, impersonating others—logging into someone’s social media account and sending messages)

- Have you seen any unhealthy behaviors between characters on TV or in movies? What about featured on the news or in the media?

Spend approximately 5 minutes generating this list.

-
4. Post easel paper prepared with the stoplight and labels of “Healthy,” “Unhealthy,” and “Unsafe.”

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

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

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

Part 4: Focus on Teen Dating Violence



Activity

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



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

Ask several volunteers to read sections of page 13.

Answer student questions and provide clarification, if and when necessary.

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



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

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

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

Continue by discussing sexual dating violence.

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

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

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

Continue by discussing emotional violence on page 15.



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

As we just learned, dating violence often starts with emotional violence. Many people who have experienced physical violence say that the person they were with used emotional violence before they used physical violence.



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

Continue by discussing stalking.

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

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

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

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

Activity

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



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

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

7. Review each of the following statements in bold as a class. After students respond (by standing up or staying in their seats), read the correct answer and accompanying explanation.

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

FALSE About 1 out of every 12 high school students says that they have experienced physical violence by a dating partner in the past year. Approximately 1 out of every 9 high school students says they have experienced sexual violence by a dating partner in the past year.

2. Teenage boys rarely experience dating violence.

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

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

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

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

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

5. Most people who experience sexual violence do not know the person/people who perpetrated the violence.

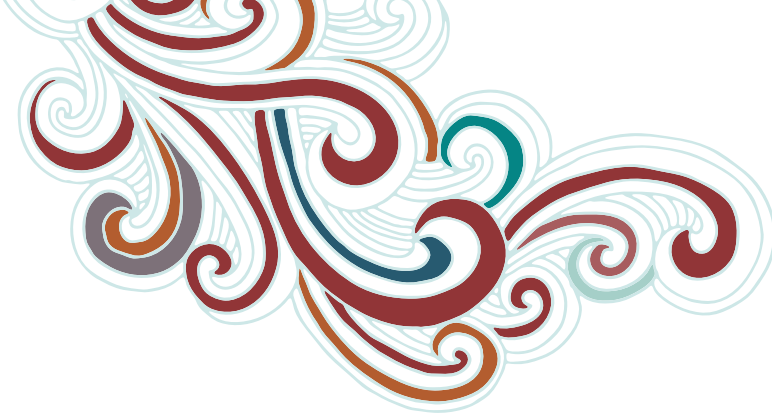
FALSE More than half of females and males who experience sexual violence know the person/people who perpetrated the violence.

6. Teen dating violence happens in same-sex relationships as often as it happens in straight relationships.

TRUE Anyone can experience abuse and violence in their relationships, and lesbian, gay, and bisexual people are no different.

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

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



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



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

Text in the accompanying activity in the youth handbook encourages students to talk to someone, whether it is one of their trusted adults or someone else they trust. Point out the resources handout on page 27 in their handbooks.



8. Wrap-up the activity.

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

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

Part 5: Understanding When to Get Help

1. Post easel paper prepared with the stoplight.



Activity

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

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



TIP! If you are short on time for this Session, the Red-Yellow-Green Light activity can be shortened by cutting down the number of situations you go over. The recommended ones to go over are situations 1, 3, 4, 5, and 9.

3. Divide the class into groups of 3-4 students each.
4. Pass out a red, yellow, and green marker/crayon/colored pencil for each student.

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



6. Further explain the activity.

SAY: As a group, you will read the statement and imagine that a friend or sibling is telling you that this happened to them. As a group, you will then need to make a decision about whether you should give red, yellow or green light advice to your friend or sibling.

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

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

Red light advice means that the behavior is both unhealthy and unsafe. That is, it has crossed the line. In these situations, you would tell your friend or sibling to get help from a trusted adult to end the relationship and make sure they are safe. You would help them find someone to talk to if they did not know to whom they should turn.

(On the stoplight easel paper, next to the red light, write “STOP! Get help from a trusted adult”).

Allow students approximately 10 minutes to complete the activity. Circle the room to answer questions and make sure students are on-task.

7. Review each behavior as a class, using the below text as a guide:

1. The girl I sit next to on the bus keeps saying she wants to touch my private parts. I told her to stop, but she keeps saying it.

Red Light. This is an example of sexual harassment. The behavior is unwelcomed and the person knows they have been asked to stop. This person should talk to a trusted adult about the girl on the bus.

2. I walk to lunch with a friend from my class every day. We are always cracking each other up. She is hilarious.

Green Light. This is an example of how having fun with each other is a key part of a healthy relationship!

3. The guy I am dating looks through my text messages sometimes. I think he gets jealous of my guy friends.

Yellow or Red Light. In this situation, this person could use healthy communication skills (such as asking questions, using “I” statements) to understand why he is looking through the text messages and to tell him how it makes him or her feel. If the behavior continues, they should decide whether this relationship is becoming unsafe.

4. I broke up with an old girlfriend 3 months ago, but she keeps calling my phone. I told her to stop calling, and I haven’t answered her calls since. One day, she called my phone 25 times and even called my mom’s phone. She is really making me scared.

Red Light. This is an example of stalking. The calling is unwelcomed, caused fear and was repeated even after the person asked her to stop.

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

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

NOTE: If students say that this is a “yellow light” behavior, probe as to why they selected this response. Students may think that not having common interests or values is cause for a “yellow light.” Be sure to acknowledge their responses (e.g., If that is important to you, it may be a reason not to date someone), and bring it back to whether the relationship itself is unhealthy or unsafe.

6. My boyfriend said he’d break up with me if I didn’t send him a “sexy” picture.

Red Light. This is an example of sexual violence. No one should ever feel forced or pressured to do anything sexual, no matter what else has happened in the relationship or in other/past relationships.

7. A classmate who I do not know very well keeps giving me mean looks. She looks like she wants to fight me. It is probably because I told her to shut up on the bus the other day—her voice is so annoying!

Yellow Light. This is an example of a conflict between two classmates. The classmates could try to use healthy communication skills to express their feelings and thoughts. They can seek help from an adult if they cannot solve the problem on their own.

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

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

9. Yesterday, my friend made fun of one of my pictures on social media. I know they were joking, but it still made me mad. I really like that picture.

Yellow Light. This person should use healthy communication skills to let her friend know how she feels. If the behavior continues after conversation, this person should think about whether this person is really a friend.

10. Whenever I am upset about something, I like to talk to one of my friends. She is such a good listener.

Green Light. This is an example of how others can help us through tough times. Listening skills are an important part of a healthy relationship.

11. My girlfriend and I got in a big argument yesterday. She was so mad that she forwarded a “sexy” picture of me to all my friends. That picture was supposed to be private.

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

12. I am unsure if I am gay, but I have kissed my guy friend a few times, and whenever I say I can’t hang out, he threatens to tell people about it.

Red Light. This is a form of emotional abuse called blackmail. Threats like this are not a sign of love or care. For a relationship to be healthy, friends or partners must trust that both people will not attempt to hurt the other person. In this case, if you aren’t sure about coming out, you might consider reaching out for support from a local support group. You’ll find more resources in your handbook.

8. Facilitate a general discussion of the activity.

Virtual Option - In the Red, Yellow, Green Light activity, retain the class as a full group. Read through the scenarios and ask students to raise their red, green, or yellow papers to indicate which they think it is before revealing the answer and providing the rationale. Consider asking a student who chose the right response to explain their reasoning.



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

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

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

SAY: Some behaviors in relationships are clearly unhealthy or unsafe, such as the use of physical or sexual violence. But, it can be a bit more difficult to figure out where others belong. With yellow light behaviors, we can sometimes use healthy communication skills to talk through the situation or problem. But, sometimes, that is not enough.

Sometimes the other person refuses to use healthy communication skills and/or the unhealthy behaviors continue. At this point, we need to consider whether the relationship is now unsafe. If you are not sure whether it has crossed the line, you should talk to a trusted adult. Relationships are complicated and talking to someone can help you make decisions about how you can best keep yourself and others safe.

Part 6: Session Recap



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



SAY: If you are not being treated the way you want to be in a relationship—whether the behaviors are yellow lights or red lights—you have some choices to make about the relationship. In the next session, we are going to talk more about making these decisions and getting help for yourself or a friend if you are worried about things that are going on in a relationship. We are also going to have some fun, and everyone will have a chance to show their creative side and present a short play, poem, song, or picture.

Session 6: Staying Safe in Relationships

Purpose of Session

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

Key Messages

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

Materials

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

Session Overview

Today’s session will cover the following topic areas:

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Part 2: Review & Session Introduction (3 minutes).....	64
Part 3: Staying Safe Online (15 minutes).....	64
Part 4: RESPECT ME Rights (8 minutes)	68
Part 5: Where to Get Help (5 minutes).....	70
Part 6: RESPECT ME Rights Rewind Performances (20 minutes)	72
Part 7: Session Recap (2 minutes).....	73



Part 1: Question of the Day



1. Post easel paper prepared with the following Question of the Day. **WRITE:** True or False? Most teenagers who experience dating violence usually do not tell anyone that they were being hurt.
2. As students enter the classroom, prompt them to write their responses on a piece of scrap paper.

Part 2: Review & Session Introduction



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

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

Review the facts about teen dating violence from the previous session that they thought were particularly surprising.

4. Provide students a preview for the current session.

SAY: Today, we are going to continue our discussion of unhealthy and unsafe relationship behaviors. Including what these behaviors might look like online and how to stay safe when you are online and using technology. We are also going to talk about the

rights that we have in relationships and talk about where you can get help if you or someone you know is in an unhealthy or unsafe relationship.

Part 3: Staying Safe Online



1. Facilitate a discussion about what inappropriate behaviors look like online and using technology.

ASK: What are some things you like to do online?

If students do not mention a range of online activities and platforms, you can mention additional online activities. Examples: text or play games on cell phone, use search engines or AI tools to help with your homework, play online games, live stream, watch videos, video chat, scroll on social media, or direct message.

ASK: Technology can be a fun way to connect with others and a source of entertainment and learning, but it can also be harmful. We have talked a lot about unhealthy and unsafe relationship behaviors. What do these behaviors look like when they happen online or through technology like cell phones?

Write student's responses on the easel paper.

Provide prompts that show a range of unsafe behaviors:

- What are some unsafe behaviors on social media?
- What are some unsafe behaviors you've seen in multi-player games?
- What are some unsafe behaviors that can happen with photos?
- How can cell phones be used to hurt others?

Possible responses include:

- Sending or posting mean messages
 - Posting or sharing inappropriate pictures
 - Forwarding or posting embarrassing or inappropriate pictures without someone's consent
 - Talking to strangers
 - Visiting adult sites
 - Tracking someone's location
-

2. Discuss new ways that technology is being used and any risky behaviors that can happen online related to new technology.
-

SAY: Some of the unsafe behaviors you all just listed are ways bullying, harassment, stalking, sexual and dating violence can happen online. For example, someone can sexually harass you online by sending you inappropriate images without your consent, a partner can stalk you by tracking your device location or getting information about your activities from social media, and strangers (or even people you know) can bully you on multi-player online games.

As you all know, the internet and technology are constantly changing and you all are probably seeing and experiencing new things online all the time. These changes and advancements can be exciting or useful, but it can also create new risks.

ASK: What kinds of new online behaviors are you seeing that seem unsafe? Can any of these behaviors be used to cause harm to you or others?

Explore new technologies or trends and the possible risky behaviors that students can engage in. For example, they might mention new apps, changes in video game settings that allow interaction with strangers, trends in social media use, dangerous “challenges” on social media, having increased access to smartphones with internet access as they get older, using phones or being online during school hours, “sextortion” (using sexual images of someone for blackmail), trends in AI use, or posting videos of yourself or others online that anyone can view. If it doesn't come up, remind students that things shared online can be shared or saved by others and it may not be possible to control or delete that information.

Activity

1. Post easel paper prepared with the spotlight.
 2. Introduce the activity, **Red – Yellow – Green Light**.
-

SAY: We are now going to do a similar activity that we have done in a previous session, the “Red – Yellow – Green Light” activity. This time, the activity will get us thinking about the difference between healthy, unhealthy, and unsafe behaviors specifically online behaviors or those that use technology. Just like before, sometimes there is a clear difference between unhealthy and unsafe behaviors and other times, it may be difficult to decide whether someone's behavior has crossed the line from unhealthy to unsafe.

You can set this up as a class, individual, or group activity depending on student dynamics and timing.

3. Pass out a red, yellow, and green marker/crayon/colored pencil for each student.

4. Instruct students to turn to page 21 in the youth handbook:
Red-Yellow-Green Light.



5. Explain the activity.

SAY: Read the statements and imagine that a friend or sibling is telling you that this happened to them. Then you will need to decide about whether you should give red, yellow or green light advice to your friend or sibling.

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

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

Red light advice means that the behavior is both unhealthy and unsafe. That is, it has crossed the line. In these situations, you would tell your friend or sibling to get help from a trusted adult to end the relationship and make sure they are safe. You would help them find someone to talk to if they do not have any trusted adults to share their concerns with. You might also want to report any unsafe behaviors to the online platforms.

Take a few minutes to complete the activity in your handbook.

6. Review each behavior as a class, using the below text as a guide:

1. **The guy I’m hanging out with wants all my passwords to my social media accounts. He says that if I trust him, I wouldn’t have a problem sharing them with him.**

Red Light. This is an example of dating or relationship abuse. This person should not share their passwords with anyone but their parent or guardian. The guy they’re hanging out with is being manipulative by pressuring them to share private information by using trust as an excuse to make them do what they want. Manipulation is when someone tries to change the way you act and how you feel in order to get what they want from you. He can use the passwords to gain access to their accounts and monitor their activity, control who they talk to, or even post embarrassing things.

2. **I have been getting friend requests from random people to my social media account. I don’t know them but they’re sending me private messages saying things like how attractive I am and asking me to send them pictures of myself.**

Red Light. This could be an example of sexual harassment, sexual violence, or even child sexual abuse since the people contacting you are strangers and could be adults. You should only accept friend requests from people you know and trust in real life. Just because someone is a friend of someone you know in real life, it doesn’t mean they are someone to be trusted. It’s possible your friend accepted a friend request from someone they don’t know! Never send pictures of yourself or personal information to someone you do not know in real life. If you don’t know them, do not add them or message them. Also be careful with sharing information with someone you just met. When inappropriate requests and behaviors occur, block and report them to the online platform and let a trusted adult know in case there is anything else that can be done. If the requests don’t stop, they should speak to a trusted adult about what to do next.

- 3. On the weekends, my friends and I play video games together online. We also use that time to catch up with each other on what's going on in our lives.**

Green Light. This is an example of how technology can help friends connect and spend time with each other.

- 4. My friend likes to post embarrassing photos of me on social media. I don't want him to post those photos for everyone, including people I don't know, to see.**

Yellow Light. This person can use healthy communication skills to let their friend know that they do not want those pictures posted and how they feel. When the person shares their feelings, they can talk about asking for consent or permission before photos are posted and why this is important to their friendship. If the behavior continues after the conversation, this person should think about whether the other person is really a friend.

- 5. One of my school counselors asked for my phone number and they text me all the time. Our text conversations are like what I text with my friends about, just our personal lives, what we're up to on the weekends, and random memes.**

Red Light. This is an inappropriate relationship between an adult and child or teen and could be grooming. Grooming is a process in which someone (usually an adult) tries to start and maintain a sexual relationship with kids or teens. They try to gain their trust, keep the relationship a secret, and ultimately harm the child or teen. The school counselor should not have asked for the student's number or initiated the inappropriate relationship. This is a serious situation, and it may be a crime. This person should screenshot any images of the conversation with the counselor. They should not delete any of these messages because they may be deleting evidence. They should block the counselor's number, and immediately tell a trusted adult. By telling a trusted adult, they will help keep themselves and others safe.

- 7.** Facilitate a general discussion of the activity. If you have time, ask students if they have questions about other scenarios or examples that they aren't sure how to handle.

SAY: Bullying, dating violence, and sexual violence can happen in person and online. It's important to remember that while any violence experienced online or through technology may not be physically harmful, it is still serious and can cause a lot of harm. Some online interactions can happen without friends, family, or trusted adults knowing about them and therefore could be hard for people to recognize when things have crossed the line. Online relationships and interactions can be complicated and talking to someone about it when you're unsure about whether something is safe or unsafe can help you make good decisions. There are a few tips that you should remember whenever interacting with anyone online that can help keep you safe, and we will review these next.

- 8.** Instruct students to turn to page 22 in the youth handbook: Staying Safe Online.



- 9.** Explain the tips for Staying Safe Online.
- 10.** Facilitate a discussion on other tips that may not be included in this list.

ASK: While these are some tips that will generally keep you safe online, the internet and technology can change so fast. You may even know of better tips for staying safe online with the technology that you use most. Are there any ways that you stay safe online that are not on this list?

Facilitate a discussion on ways that students stay safe online.

Encourage students to add any other relevant and appropriate tips to their handbook.

11. Wrap up discussion.

SAY: These are all great ways that you can stay safe online. The most important thing to remember is that if you are ever in a situation that seems like it might be unsafe or become unsafe, you should immediately tell a trusted adult. If you or someone you know is experiencing or has already experienced something unsafe online, there are resources that can help you. What you can do now is make decisions that help keep you and others safe in the future. Keeping safe online also means you should not engage in unsafe behaviors like sharing false or harmful information or bully others online. In your handbook, you will see a few resources that have more information about staying safe online and what to do if explicit or sexual images of you or someone you know are online. Remember, each online platform has a way to report unsafe behaviors, bullying, suspicious accounts, or inappropriate content and reporting is a way you can keep yourself and others safe.

Part 4: RESPECT ME Rights

Activity

1. Introduce the RESPECT ME Rights.
2. Instruct students to turn to page 24 in the youth handbook: RESPECT ME Rights.
3. Ask for student volunteers to read the RESPECT ME Rights one at a time to the class.



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

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

ASK: Why is this right important?

Suggested questions and example responses are provided in the following text after each right.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Page 25 in your youth handbook provides some tips for leaving an unsafe relationship. You can share these tips if one of your friends is thinking about leaving an unsafe or abusive relationship.



Virtual Option - Decide if you would like to have students work in groups or individually (or give them a choice). Small groups can work together in breakout rooms. Performances will need to be adapted to the virtual environment. Consider offering an option to create a video, perform/present live to the class via video conference, or engage in other activities online to promote healthy relationships and educate their peers—like creating a website or series of informative graphics for social media—in lieu of posters. Let students use their creativity and talents to demonstrate and share what they have learned with others.



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

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

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

Part 5: Where to Get Help



1. Review the question of the day: True or False? Most teenagers who experience dating violence usually do not tell anyone that they have experienced abuse.
2. Instruct students to stand up if they wrote “true” and to remain sitting if they wrote “false.”

3. Share the answer.

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

Explore reasons why teens may not tell.

ASK: Why do you think that most teens never tell anyone a dating partner, peer, or even an adult is hurting them?

Possible responses include: they...

- think the bad parts of the relationship will go away, and the good parts will stay
- feel responsible for the abuse
- want to stay and help the person who is hurting them
- do not know where to get help
- are embarrassed;
- are afraid of being judged
- think that the person they tell will have a negative reaction (e.g., will make them break up or say “I told you so” and shame them for getting involved with someone who hurt them)
- think that if they tell an adult, they will lose access to things like their phone and internet access
- worry they will get in trouble because alcohol or drugs were involved in the abuse



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

4. Instruct students to turn to page 26 in the youth handbook: Helping Friends



SAY: On page 26 in your youth handbook is a handout on what you can do to help a friend. You can read over this after class and talk to me if you have any questions. For now, we are going to focus on the last point: Help your friend get in touch with a professional who can help. This means helping them find someone to talk to, and calling or going with them to talk to the professional if your friend feels uncomfortable or is scared.



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

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



SAY: We are going to talk about three types of people who can help: people in the school, people in the community, and national organizations (ones that are not just local to this city). We have briefly discussed people in this school and in the community who

can answer questions about relationships and can help students who are being hurt by their dating partners.

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



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

6. Provide students with any additional information about school and community resources.
7. Instruct students to turn to page 27 in the youth handbook: Where Can I or my Friends Get Help? National Organizations & Websites.



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

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

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

If possible (and if time allows), visit some websites to show students some of the features (e.g., online chat). Point out that some websites, such as The Trevor Project, have a quick exit option to quickly leave the site if they are worried about a parent or teacher noticing they're on a certain page. You can make a list of local resources to hand out as well.

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

PART 6: RESPECT ME Rights Rewind Performances



Activity

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

SAY: Now we are going to do an activity called, “RESPECT ME Rights Rewind.” You will have the option of working together in groups or by yourself for this activity. Each person or group will have the rest of the class time (about 20 minutes) to develop a short performance or piece of artwork that focuses on one of the RESPECT ME Rights. For example, you could choose to write a song/rap, poem, develop a play or dance, record a short video, create a social media post, draw a picture or comic, or create a collage. In the next session, each group will have 5 minutes to perform or present to the class.

If you choose to work in groups, all of the students in your group should be involved, although it is okay if some group members to

take a more supportive role (such as providing the beat for a song). While you are preparing, I will be walking around the room to answer any questions.



TIP! Depending on what works best for your classroom and the class dynamics, the RESPECT ME Rights Rewind activity can be adapted to be a poster collage activity instead. Students can work in groups or individually to great a small poster of a RESPECT ME Right. These posters can be put together in a large collage in the hallway for others to see.

These performances/presentations could take place over a pizza party, or to other classrooms or community organizations. Get the word out about RESPECT ME Rights!

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



TIP! You could also assign students to groups (the ones who choose group-work versus working individually). Do what works best for your classroom and the class dynamics.



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

Part 7: Session Recap



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

SAY: The next session will be our last session together. You will have some more time to finish your RESPECT ME Rights Rewind performances and presentations. Each group will get 5 minutes to present. We will then spend the rest of the session circling back to those topics we wrote down to come back to in our Parking Lot.



A black and white line drawing of a man and a woman standing side-by-side. The man, on the left, has short, light-colored hair and is wearing a white t-shirt with a grey horizontal stripe across the chest and blue trousers. He has his arms crossed and a slight smile. The woman, on the right, has dark hair styled in a bun with a cigarette sticking out of it. She is wearing a white button-down shirt, a dark vest, and purple trousers. She is holding a dark briefcase in her right hand and has her left arm crossed. Both characters are looking towards the right. The background is plain white.



Session 7: HeaRT Rewind

Purpose of Session

1. Allow students extra time to finish their RESPECT ME Rights presentation or performance.
2. Have students present their RESPECT ME Rights presentation or performance.
3. Complete any missed activities from prior sessions.
4. Circle back to topics your wrote down on the Parking Lot and discuss any student questions that remain.

Key Messages

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

Materials

- Easel paper with the Parking Lot

Session Overview

Today's session will cover the following topic areas:

Part 1: RESPECT ME Rights (30 minutes).....	76
Part 2: Parking Lot Discussion (18 minutes).....	76
Part 3: Session Recap (2 minutes).....	76



Part 1: RESPECT ME Rights Rewind



Activity

1. Allow students the first 10 minutes to finish their RESPECT ME Rights Rewind performances and presentations.
2. Have groups perform or present their RESPECT ME Rights for the class. Each group will have about 5 minutes. Adjust performance times according to how many groups or individuals are performing.

Part 2: Parking Lot



1. Have the Parking Lot easel paper posted somewhere visible to the class.
2. Discuss the topics in the Parking Lot as a class.



TIP! You can also use some of this time to complete any activities that were incomplete or skipped over in previous sessions due to time constraints.

Part 3: Session Recap



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

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

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



Acknowledgements

NOTE: The Healthy Relationships Toolkit: Empowering Teens to Build Safe and Supportive Relationships was previously referred to as Dating Matters: Strategies to Promote Healthy Teen Relationships.

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- (1) Initial reviewers in the Division of Violence Prevention at CDC included Sarah Bacon, PhD; Henrietta Kuoh, MPH; Melissa Merrick, PhD; Dennis E. Reidy, PhD; Andra Tharp, PhD; Kevin Vagi, PhD; Alana Vivolo-Kantor, PhD, MPH; and Paula Orlosky Williams, MA. Reviewers from other divisions at CDC included Nnenna Kalu Mankanjuoua, PharmD, MPH; Terry Parker, PhD.

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- (3) The program was reviewed and revised by CDC between August 2016 and July 2019 in preparation for dissemination. Revisions focused on improving the ease and quality of implementation and increasing clarity for participants based on expert input and lessons learned from the demonstration project; core content was not changed. Revisions were led by Vi Donna Le, MPH. The Program Review Team in the Division of Violence Prevention also included Sarah DeGue, PhD, Jennifer Dills, PhD, Lianne Fuino Estefan, PhD MPH, Beverly Fortson, PhD, and Sarah Roby, MPH. We also thank Mauro Sifuentes and Aimee Wood, experienced facilitators from the demonstration phase, for their very helpful input on revisions. Graphic re-design in 2018 was led by Jessica Anderson, MFA from the Division of Violence Prevention.
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The background of the slide is a dark teal color with a complex, repeating mandala pattern. The pattern consists of various organic shapes, including swirls, teardrops, and floral motifs, all rendered in a lighter shade of teal. The overall effect is a textured, artistic backdrop.

Healthy Relationships Toolkit

Empowering Teens to Build Safe & Supportive Relationships