

Detailed Agenda with Discussion Questions

To **BEGIN** the presentation, click [HERE](#)

◆ Introduction from Staff (3-5 min)

- ◇ Who we are and why we're here

◆ Introduce "That's Not Cool" PSA (5-8 min)

- ◇ [Show "That's Not Cool" PSA \(1 min\)](#)
- ◇ Audience discussion of PSA. Sample Prompt Questions (Questions are on the slide in the video):
 - ◇ Is this amount of texting "normal" in teen relationships?
 - ◇ Is either one of them wrong for doing this?
 - ◇ How do you think he views what he's doing?
 - ◇ How do you think she views what he's doing?
 - ◇ How do **you** view what he's doing?
 - ◇ Is this a display of loving behaviors?
 - ◇ Is this a display of respectful behaviors?
 - ◇ How could this behavior be seen as controlling?
 - ◇ Do females do this too?

◆ Introduction of Teen Relationship Violence (TRV) (8-10 min)

- ◇ **Ask audience:** What do you think of when you hear the term "Teen Relationship Violence"?
- ◇ **TRV definition:** A pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent against a current or former dating partner. (Definition is on the slide in the video)
 - ◇ Break down and define each word: pattern, threats, abuse, partner, etc.
- ◇ **Statistic:** 72% of eighth and ninth graders reportedly "date". By the time they are in high school, 54% of students report dating abuse among their peers.
 - ◇ What is a peer?

◆ Introduction of Healthy v. Unhealthy Relationships. (10-15 min)

- ◇ Review Healthy v. Unhealthy Relationships Chart (Handout can be downloaded as part of this portfolio)
 - ◇ Audience reads one section at a time - both healthy and unhealthy. (Sections of each are on the slides in the video)
 - ◇ Review the facts/statistics.
 - ◇ [Show Consensual Sex PSA \(START @ 38sec, END @ 1min:45sec\)](#)
 - ◇ Who can tell us what consent means?
 - ◇ Can we still show sexual respect without sexual consent “forms?”
 - ◇ Remember that sexual consent can be revoked.
 - ◇ Does anyone have any questions about this Chart?
- ◇ **Activity:** How Does Music Influence my Relationship? (8-10 min)
 - ◇ 4 healthy lyrics, 4 unhealthy lyrics (Audience reads lyrics out loud and chooses where they fall under the Healthy v. Unhealthy Relationship Chart. Pause after each lyric is read to discuss as group.)
 - ◇ Slides will display the lyric to discuss and after the PAUSE will show answers of where the lyric falls on the Chart.
 - ◇ See Links Handout for sound clips of each song to play while students discuss among themselves.

◆ Refer back to “That’s Not Cool” PSA: (2 min)

- ◇ Audience discussion of PSA. Sample Prompt Questions (Questions are on the slide in the video):
 - ◇ After learning a little more about TRV, does this PSA show an unhealthy relationship? Is it an abusive relationship?
 - ◇ What are some examples of what the couple can do to communicate better?

◆ Unhealthy Relationship Diagram (5-8 min)

- ◇ [Show the “You Complete Me” Clip from Jerry Maguire \(START @ 20sec, Play until END\)](#)
- ◇ What does the expression “you complete me” or “my other half” really look like?
- ◇ Audience discussion of two half circles. Sample Prompt Questions (Questions are on the slide in the video):
 - ◇ Based on the definition of TRV and what the Chart says, is this potential for an abusive relationship?
 - ◇ Who has the control in this relationship?
 - ◇ What would it look like if they break up?

◆ Healthy Relationship Diagram (5 min)

- ◇ Audience discussion of two full circles overlapping (Me, You, Us). Sample Prompt Questions (Questions are on the slide in the video):
 - ◇ Based on the definition of TRV and what the Chart says, why is this a healthier relationship than the one before?
 - ◇ What happened if these people break up?
 - ◇ Do they have time together and do things each other are interested in?

◆ **Moving forward: What now? (10-15 min)**

- ◇ Services at the FJC and local organizations.
- ◇ Students can get involved and **Take Action:**
 - ◇ Ask your school/group/program to start a peer education group to discuss issues relating to violence prevention.
 - ◇ Volunteer at a local domestic violence and or rape crisis center.
 - ◇ Post/tweet about healthy relationship concepts (ie pieces of the healthy relationship chart) on social media.
 - ◇ Post/tweet about TRV stats and where someone could get help.
 - ◇ Listen to your peers... if you are concerned for someone let them know and listen without judgment.
 - ◇ Lead by example: treat your partner with respect and show caring/loving behaviors.

◆ **Survey, Questions and Additional Handouts/Local Resources**

- ◆ Click [HERE](#) to take the Survey



Healthy Relationship Forum Agenda

To BEGIN the presentation, click [HERE](#)

- ◆ **Introduction from Staff**

- ◆ Who we are and why we're here

- ◆ **"That's Not Cool" PSA**

- ◆ Audience discussion

- ◆ **Introduction of Teen Relationship Violence (TRV)**

- ◆ **Healthy v. Unhealthy Relationships**

- ◆ **Activity:** How Does Music Influence my Relationship?

- ◆ **"You Complete Me"**

- ◆ What does the expression "You complete me" or "my other half" really look like?

- ◆ **What now?**

- ◆ Services at the FJC and local organizations.
- ◆ Students can Take Action Too!

- ◆ **Survey**

- ◆ Click [HERE](#) to take the Survey



What is this Video about?

This training was developed as part of a model approach for Family Justice Centers to reach out to teens about relationship violence. The three main goals of this presentation are to raise awareness among teens about relationship violence; provide information about available services and support for those experiencing it; and motivate teens to reach out and help friends who they know are experiencing it.

How Do I Use this Video?

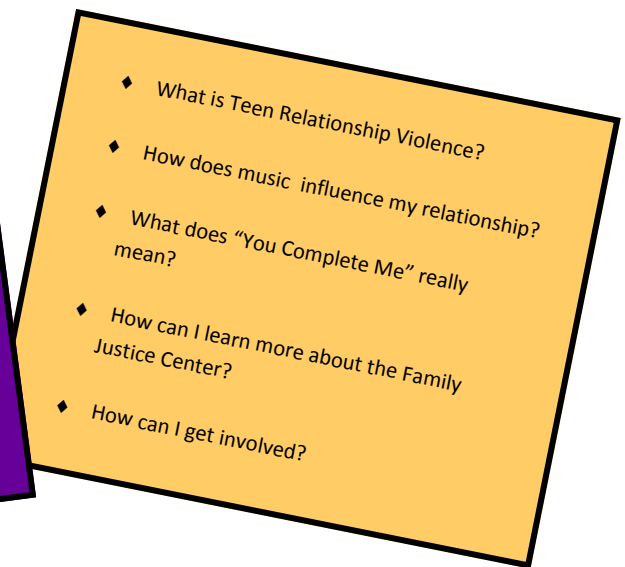
Teacher/Parent/Educator

There is a presenter for this video who guides the students through each activity; however, there is still an opportunity for a parent or teacher to take on this role as well. Presenters can pause the presentation and allow for live discussion after each video or song. We encourage you to review the **Detailed Agenda** with **Discussion Questions** for a breakdown of the presentation and the questions the presenter will ask. Presenters are encouraged to prepare to ask those questions and add any that you think will be helpful for discussion. Encourage the students to give their answers and opinions. You may also want to have your local **FJC resources** available to handout at the end of the presentation. Feel free to supplement this presentation with additional videos you want to share, testimonials from teen survivors of relationship violence, or by simply making yourself available after the training to answer any additional questions.

Student/Teen

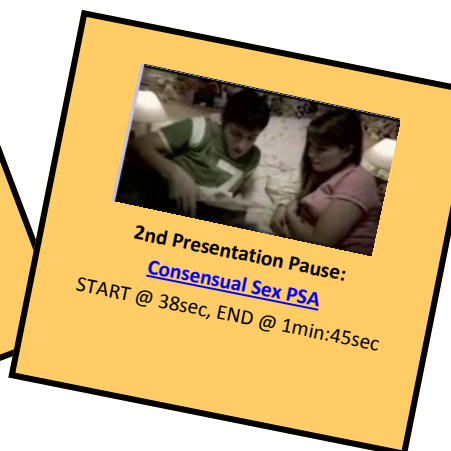
First off, congrats to you for taking the initiative to learn more about healthy relationships and ways you can prevent relationship violence in your community! Check out the **All Links Page** to begin the presentation and play the **videos and songs** at each pause during the presentation. Take the time to write out your answers and thoughts to each activity. Better yet—invite your friends to join you and have a group discussion. And don't forget to take the [survey](#) after you watch! **Four I-Pod Shuffles** will be raffled to the first 100 teens that complete the survey!

Questions? Contact the Family Justice Center Alliance at: 888-511-3522.



To BEGIN the presentation, click [HERE](#)

Links to the Video Clips:



You Tube Links to Audio Clips:

- ◆ [Drake and Lil Wayne "The Motto"](#) (Start @ 43sec)
- ◆ [Katy Perry Ft. Kanye West "E.T."](#) (Start @ 3min47sec)
- ◆ [Lady Gaga "Paparazzi"](#) (Start @ 3min11sec)
- ◆ [Eminem and Rihanna "Love the Way you Lie"](#) (Start @ 3min39sec)
- ◆ [Jason Mraz "I Won't Give Up"](#) (Start @ 1m23sec)
- ◆ [John Legend "Green Light"](#) (Start @ 1min16sec)
- ◆ [Ne-Yo "Miss Independent"](#) (Start @ 1min30sec)
- ◆ [Akon "Beautiful"](#) (Start @ 1min35sec)
- ◆ [Taylor Swift "Ours"](#) (Start @ 2min54sec)

Don't Forget to Take the Online Survey [HERE!](#)



Healthy Versus Unhealthy Relationships

In our lives, we have many different kinds of relationships with our friends, parents, teachers, and boyfriends/girlfriends. Remember that in any relationship, both people may need to compromise and work through difficult issues. However, sometimes a relationship may make you feel uncomfortable or even unsafe. Keeping the following points in mind will help you figure out whether your relationship is healthy or unhealthy.

Unhealthy Relationships	Healthy Relationships
Control: One of you makes all the decisions and is very demanding, such as telling the other person what to do, wear, or who to hang out with.	Equality: You make decisions together, like choosing what movie to see.
Dishonesty: One of you tells lies or hides things from the other person. Or even steals the other person's things.	Honesty: You can share your feelings, thoughts, concerns, and fears with each other.
Physical abuse: One of you hits, slaps, grabs, or shoves the other person on purpose.	Physical Safety: You feel safe, and you aren't afraid of getting hurt.
Disrespect: One of you makes fun of the other person's opinions, looks, etc. There's no consideration for the other person's feelings and thoughts.	Respect: You treat your boyfriend/girlfriend like you want to be treated. You accept each other's opinions, friends, and interests and listen to each other.
Intimidation: One of you makes threats like "I'll break up with you if you..." One of you might be afraid to disagree with the other person.	Comfort: You feel great being yourself. You're okay with saying, "I'm sorry."
Sexual abuse: One of you uses pressure or force to engage in sexual activity when the other person does not want to.	Sexual Respectfulness: You never force sexual activity or insist on doing something your boyfriend/girlfriend isn't comfortable with.
Dependence: One of you thinks, "I can't live without you." There may be threats to do something drastic if the relationship ends.	Independence: You don't depend on the relationship to feel good about yourself. You have other friends and hobbies, and you feel you can end the relationship if you need to.
Hostility: One of you is just plain mean.	Humor: You have fun in the relationship! You laugh a lot together.



CHOOSE RESPECT

Dating Abuse Fact Sheet



The Facts

Young people and adults often don't know how regularly dating abuse occurs.

- » One in 11 young people reports being a victim of physical dating abuse.³
- » One in four young people reports verbal, physical, emotional, or sexual abuse each year.^{4, 5}
- » One in five young people reports being a victim of emotional abuse.⁶
- » One in five high school girls has been physically or sexually abused by a dating partner.⁷
- » Dating abuse occurs more frequently among black students (13.9%) than among Hispanic (9.3%) or white (7.0%) students.⁸
- » Seventy-two percent of eighth and ninth graders reportedly "date."⁹ By the time they are in high school, 54% of students report dating abuse among their peers.¹⁰



The Risks

Young people and adults often don't make the link between dating abuse and poor health.

- » Seventy percent of girls and 52% of boys who are abused report an injury from an abusive relationship.¹¹
- » Eight percent of boys and 9% of girls have been to an emergency room for an injury received from a dating partner.¹²
- » Victims of dating abuse are not only at greater risk for injury. They are also more likely to engage in binge drinking and suicide attempts. They are more likely to fight and engage in sexual activity.¹³
- » Rates of drug, alcohol, and tobacco use are more than twice as high in girls who report physical or sexual dating abuse than in girls who do not.¹⁴
- » Dating abuse is linked to unhealthy sexual behaviors that can lead to unwanted pregnancy, sexually transmitted diseases, and HIV infections.¹⁵
- » Abusive experiences may hurt normal development of a stable self-concept, self-esteem, and body image.¹⁶
- » Young people in abusive relationships often carry these unhealthy patterns into future relationships.¹⁷



Preventing Dating Abuse

Often dating abuse can be prevented by helping young people develop skills for healthy relationships.² Adolescence has been described as a "window of opportunity." This is a time for young people to prepare for future relationships by learning skills. These include negotiation, compromise, and conflict resolution.



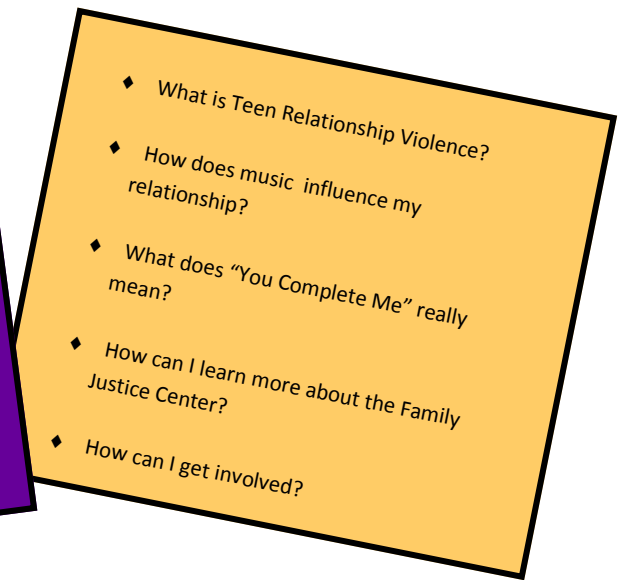
- » Several studies suggest that young people do not see the negative effects of dating abuse in their friends' lives.¹⁸ Thirty-one percent of youth report having at least one friend who is in an abusive relationship.¹⁹

- » Acceptance of dating abuse among friends is one of the strongest links to future involvement in dating abuse.^{20, 21}
- » Young people often think unhealthy relationships are the norm. Most of the relationships seen on TV, in the movies, and in magazines are unrealistic or unhealthy.
- » Respect, good communication, and honesty are necessary for a healthy relationship. Young people who do not have this part down before they begin to date may have trouble forming healthy relationships with others.^{22, 23}
- » Choose Respect is a nationwide effort by the Centers for Disease Control and Prevention (CDC) to prevent dating abuse. It encourages young people to form healthy relationships before they even start to date.

For more information about Choose Respect, go to www.chooserespect.org.

For more information about CDC's work in dating abuse prevention, go to www.cdc.gov/injury.

1. Centers for Disease Control and Prevention. Physical Dating Violence Among High School Students—United States, 2003. *MMWR* 2006; 55:532-535.
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This video has been produced by the Family Justice Center Institute, a program of the Family Justice Center Alliance (www.familyjusticecenter.org). The Alliance would like to thank Kat Wager, our Healthy Relationship Forum Presenter, as well as the Verizon Foundation for making this training possible.

For more information on how to start a Teen Relationship Violence Outreach and Prevention program, contact the Alliance at: 888-511-3522

