

# **expect**respect<sup>®</sup>

A Program of **SAFE**

**Promoting Healthy Teen Relationships  
Preventing Bullying, Sexual Harassment and Dating Abuse**

**Middle School Advisory Lessons**

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## Introduction

This Guide is a resource for promoting healthy teen relationships. The lessons were created to engage students in activities and discussion about bullying & harassment, cyber bullying, sexual harassment and healthy dating. They address AISD Advisory goals including character development, healthy adolescent development and positive peer culture. Lessons can be integrated with Social Emotional Learning curricula taught in middle school.

There are six sequential lessons designed to take about 25-30 minutes per lesson. Please do not use just one lesson or activity in isolation. A one-shot experience on a sensitive topic can raise questions, concerns and misconceptions, without yet offering information and resources. Using at least two of the lessons will increase the likelihood of building empathy and a stronger safety net for students.

### Preparation:

- Familiarize yourself with district policies about bullying, sexual harassment and dating violence and mandatory reporting requirements.  
[www.austinisd.org/respectforall](http://www.austinisd.org/respectforall)
- Alert the counseling team, school nurse, parent support specialist, and Communities in Schools as there could be an increased number of students who seek help or support as a result of the lessons.
- Become familiar with school and community-based resources for students who may ask you for help or support.

### Support for Students:

- Refer students for school-based counseling and support groups at your school by speaking with a school counselor or by contacting SafePlace at [expectrespect@SafePlace.org](mailto:expectrespect@SafePlace.org).

## Overview

Lesson 1: "Labels Don't Define You!"

Lesson 2: "The Who, What, & Why of Bullying and Harassment"

Lesson 3: "Don't Just Stand By"

Lesson 4: "Defining Sexual Harassment and Legal Rights"

Lesson 5: "Warning Signs of Unhealthy Dating Relationships"

Lesson 6: "Safe Dating"

Lessons are sequenced to build upon each other and can be divided between grade levels if you choose. Lessons 1 – 4 (6<sup>th</sup> grade), Lessons 4 – 6 (7<sup>th</sup> - 8<sup>th</sup> grades).

## Facilitation Guidelines

Work with students to create an emotionally safe space by establishing Advisory Group Agreements.

Sample agreements:

- ❖ Confidentiality: Everything said in here stays in here (remember to explain mandatory reporting requirements)
- ❖ Remember that everybody is entitled to an individual viewpoint and experience.
- ❖ Appreciate differences.
- ❖ Practice listening without interruption.
- ❖ Talk about your own experience.
- ❖ Share experiences, not advice.
- ❖ Support each other.
- ❖ Expect each member to contribute.
- ❖ Know that you can pass or share.
- ❖ Be honest and be real.
- ❖ It is OK to make mistakes and take risks.

Guide the group's discussion by:

- ❖ Acknowledging bullying, harassment and dating violence as complex issues.
- ❖ Presenting information (research-based facts, anecdotes, and "what-if" scenarios, for example) to encourage discussion and challenge myths and misinformation.
- ❖ Commenting on school or community events to make the topic relevant.
- ❖ Using real examples from students' lives.
- ❖ Encouraging open, honest, and thoughtful reflection about various perspectives on relationship violence and possible interventions.
- ❖ Allowing students to clarify their values and expectations for healthy relationships.
- ❖ Modeling respect for diverse viewpoints (rather than labeling people).
- ❖ Encouraging students to problem-solve together.
- ❖ Taking a clear stand against disrespect, abuse of power, and all forms of violence.
- ❖ Making the most of teachable moments.

## LESSON 1 (of 6): “Labels Don’t Define You”

Date: \_\_\_\_\_

|                        |   |            |
|------------------------|---|------------|
| <b>Introduction:</b>   | Group Brainstorm (What Are Labels & Stereotypes?)   | 10 Minutes |
| <b>Activity/Topic:</b> | “Just Because I am” Poem  | 10 Minutes |
| <b>Closing:</b>        | Call to Action: “Labels Don’t Define You!”  | 5 Minutes  |
| <b>Materials:</b>      | <i>Labels Don’t Define You</i> - 2 short video clips produced by stopbullying.gov<br><a href="http://www.stopbullying.gov/videos/2014/03/labels-dont-define-you.html">http://www.stopbullying.gov/videos/2014/03/labels-dont-define-you.html</a><br>Poster paper, markers;<br>Copies of “Just Because Poem Prewriting Organizer”<br>Copies of “Just Because Sample Poems” |            |
| <b>Grouping:</b>       | Whole class, small groups   |            |

### Objectives:

1. Explore why we tend to label people.
2. Understand how labels can hurt people.
3. Increase awareness of the connection between labeling/stereotyping and bullying.
4. Identify actions that everyone can take to see beyond labels.

### Introduction:

*(Note: If an agreement is already in place in your advisory class, proceed to Group Brainstorm activity.)*

### **Advisory Group Agreement:**

“We want this advisory to be a safe zone for everyone. As a group, we are going to create a list of Advisory Group Agreements (or review your existing agreements) and ask all of the students to sign it. This list will be posted in our Advisory Group throughout the school year.

1. “In This Advisory Group, we ..... “ (list the things we do and don’t do to create a safe place)
2. Put the Advisory Group Agreements on a poster board and have everyone sign it.
3. Make additional agreements with class.
  - a. When we are talking about this topic, we are going to follow the NO NAME RULE – please don’t share names (or obvious information) of anyone when you are sharing. Instead you can say, “Someone I know who...” or “I can imagine someone who...”
  - b. Please don’t share any stories or experiences that involve anyone in this class.



## Group Brainstorm: “Stereotypes” and “Labels”

A **stereotype** is a generalized image of a person or group, which does not acknowledge individual differences and which is often prejudicial to that person or group.

Stereotypes/ labels can be harmful to people.

Every label sends a message that tells people how to think about themselves. Too often, these labels can be hurtful, and both positive and negative labels can cause problems.

1. Ask your class to define “Stereotype” and “Label”
2. Lead a discussion with the following prompts:
  - a. Do students at your school get labeled?
  - b. What are some of these labels?
  - c. What are some labels that give students high status in the school community?  
What are some labels that give students low status in the school community?  
(You may ask students to rank the labels that they have brainstormed)
  - d. What does it do to you when you are being labeled? (What does it do to you if you have a high status label? What does it do to you if you have a low status label?)
  - e. Who is the most likely to be bullied?
  - f. How easy or difficult is it to remove your label?
  - g. How do we treat others who are “different” from us?
3. Watch and discuss 2 short video clips produced by stopbullying.gov: *Labels Don’t Define You*  
<http://www.stopbullying.gov/videos/2014/03/labels-dont-define-you.html>

**Activity: “Just Because I am ...”**

**Directions:** Ask the students to write a “**Just Because Poem**”

1. Hand out “Just Because” Poem Prewriting Organizer to students. Have students list ways in which they feel they have been stereotyped. Ask students to pick one way in which they have been stereotyped to focus on and answer the questions on the organizer
2. Tell students that they will be writing a “Just Because” poem using the ideas they just wrote about on their graphic organizer. Show students the sample poems so they can see the format of the poem.

*Just because I am ..... (label/stereotype)*

*Doesn't mean I ..... (associations with the label/stereotype)*

*I am really ..... (self-affirmative statement)*

3. Ask students to begin writing their poem using select information from the Prewriting Organizer.
4. Invite students to share their poems, either in the whole class or with a partner.

**Closing: Labels Don't Define You**

We are all more than just stereotypes imposed on us. When a stereotype arises, can you challenge it – even in your own mind? How could you stand up for yourself or others in this situation?

- a. Ignore labels – Don't use them or treat someone differently based on a label.*
- b. Challenge people who try to label you or others.*
- c. Get help from parents or school staff if a label is making you feel uncomfortable.*

**Follow Up: Lesson 2 (of 6) “The Who and What of Bullying”**

# “Just Because” Poem Prewriting

Name:

List ways in which you feel you have been stereotyped:

Pick one of the ways in which you feel you have been stereotyped, write it in the box below, and then answer the questions that follow.

One way in which you have been stereotyped:

Why do you think you were stereotyped in this way?

Do you ever fit this stereotype? When? Why?

If you do not fit this stereotype sometimes, or at all, why is that?

How did you feel when you were stereotyped in this way? Why?

(adapted from [www.writingfix.com](http://www.writingfix.com))

## Just Because ... Sample Poems ([www.writingfix.com](http://www.writingfix.com))

### **Just Because...**

by Kayli, 7th grade poet

Just because I'm a teenager  
that doesn't mean that I'm going  
to grow up to be a trouble maker.  
Just because I'm a teenager  
that doesn't mean that I'm going  
to go with the wrong people.  
Just because I'm a teenager  
that doesn't mean that I'm going  
to stop being friends with you  
just because you're my mom.  
Just because I'm a teenager  
that doesn't mean anything.

### **ADHD**

by Spencer, 8th grade poet

Just because I have ADHD doesn't mean  
I'm never calm  
I can't pay attention  
I'm stupid  
I'm good at sports  
I will always misbehave  
Just because I have ADHD.

### **Just Because I'm Black**

by Charles, 9th grade writer

Just because I'm black doesn't mean  
I'm bad.  
I'll shoot you.  
I always listen to rap and wear bling.  
I play basketball.  
I can dance.  
I eat chicken and drink cool-aid.  
I want you staring at me.  
Just because I'm black, you think you  
know me. You don't.

### **Just Because I'm Your Little Girl**

by Molly, 9th grade writer

Just because I'm your little girl doesn't mean I can't do what I want. I'm getting older, I'm changing.  
Just because I'm your little girl doesn't mean I will never disobey you. No one is perfect, I can make my own decisions.  
Just because I'm your little girl doesn't mean you can control me my whole life. I'm independent. I'm a big girl now.  
I love you, you know I do, but let me go just because I'm your little girl.

### **Just Because I'm Asian**

by Quan, 9th grade writer

Just because I'm Asian doesn't mean I'm smart.  
Just because I'm Asian doesn't mean  
I play video games all day.  
Just because I'm Asian doesn't mean  
I only eat rice and I'm 4'9".  
Just because I'm Asian doesn't mean  
I'm obedient and scared of my parents.  
Just because I'm Asian doesn't mean  
I'm a ninja or good at DDR or shop at  
the Dollar Tree or do Karaoke at parties.  
Just because I'm Asian.

## LESSON 2 (of 6): “The What, Who, & Why of Bullying and Harassment”

Date: \_\_\_\_\_

|                        |   |            |
|------------------------|---|------------|
| <b>Introduction:</b>   | Group Brainstorm (Types of Bullying)  | 5 Minutes  |
| <b>Activity/Topic:</b> | “The What, Who, & Why of Bullying & Harassment”   | 15 Minutes |
| <b>Closing:</b>        | “Think Before You Act” worksheet  | 5 Minutes  |
| <b>Materials:</b>      | Dry erase board/chalkboard or flip chart<br>Markers or chalk<br>Copies of “Think Before You Act” worksheets |            |
| <b>Grouping:</b>       | Whole class, small groups   |            |

### Objectives:

1. Recognize bullying and harassing behaviors.
2. Explore different opinions about teasing, bullying and harassment
3. Identify motivations for bullying.
4. Differentiate between harmless teasing and hurtful behaviors.
5. Increase awareness and sensitivity to the effects of bullying and harassment.

### Introduction:

#### **Group Brainstorm: Types of Bullying**

1. Have the class brainstorm all the behaviors they can think of that they consider to be “bullying” (physical, mental, emotional, cyber). Record their responses on the board or flip chart.
2. Define “Bullying.”

Bullying is a method of asserting power over someone by repeatedly using aggressive behaviors that are intended to hurt, control, intimidate, or humiliate the target.

Bullying is a pattern of behavior that continues or escalates over time.

Bullying typically occurs in a relationship where one person has more power or status than the other.

3. What is cyber-bullying?

Cyberbullying is defined as using the internet, interactive and digital technologies, cell phones, and other electronic devices to harass, humiliate, threaten and intimidate another person and cause emotional and physical harm.

**Activity: “The Who, Why & What of Bullying”:**

**Directions:** Number students off 1-4 and break into four groups – assign groups to each corner of the room. Give groups 2 minutes to discuss each of the following prompts and 1 minute to report out their responses.

1. Who gets targeted for bullying?

*Answer: Targets are usually people who are different, in the minority, have few friends, or are the least powerful.*

2. Why do people bully others? How does bullying get justified?

*Possible Answers:*

- a. *Bad mood or temper; expression of anger or sadness*
- b. *Desire to feel or appear “cool” or better than others*
- c. *Prejudice or discomfort with differences in others*
- d. *Desire to get back at or defend yourself from others*
- e. *Pressure from others to go along with negative behavior*

3. What are some forms of cyberbullying? ([www.netismartz.org/Cyberbullying](http://www.netismartz.org/Cyberbullying))

*Possible Answers:*

- a) *Flaming and Trolling – sending or posting hostile messages intended to “inflammate” the emotions of others*
- b) *Happy-Slapping – recording someone being harassed or bullied in a way that usually involves physical abuse, then posting the video online for public viewing*
- c) *Identity Theft/Impersonation – stealing someone’s password and/or hijacking their online accounts to send or post incriminating or humiliating pictures, videos, or information*
- d) *Photo-shopping – doctoring digital images so that the main subject is placed in a compromising or embarrassing situation*
- e) *Physical Threats – sending messages that involve threats to a person’s safety*
- f) *Rumor Spreading – spreading gossip through e-mail, text messaging, or social networking sites*

**Discussion** (with the whole group):

1. If a person says “I was just teasing” or “I didn’t mean anything by it,” is it still bullying?
2. Ask the group what are the differences between bullying/harassing versus teasing/joking around? Document student responses on a T-chart.

| <b>Bullying/ Cyberbullying &amp; Harassing</b>  | <b>Teasing &amp; Joking Around</b>  |
|---|---|
| Cyber-bullying on social networks<br>Socially isolating<br>Threatening<br>Non-verbal intimidation<br>Name calling<br>Spreading rumors<br>Embarrassing<br>Daring someone - they don’t want to do<br>Prank phone calls<br>Repeated negative behaviors | Friends kidding each other<br>Both sides laughing & having fun<br>Laughing at yourself/Self-teasing<br>Joking with someone you know & like<br>Both sides feeling okay about teasing |

3. Do you think that bullying and harassment is a problem in our school? What makes you think that?
4. Are there things we do on-line or with our cell phones that we would never do face-to-face? Why?
5. How might the victim feel if nobody steps in?
6. How does the bully feel? What kind of help does the bully need?
7. How does it feel to witness these behaviors?

**Closing:** “Think Before You Act” Worksheet:

**Directions:** Working in pairs, have students list at least one alternative in the right-hand column for each instance of bullying listed on the left.

Have students share their responses with the entire class.

**Additional Resources and Videos:**

<http://www.adl.org/education-outreach/bullying-cyberbullying/c/strategies-and-resources.html#educators>

[http://www.powertolearn.com/pdf/cyberbullying\\_teacher\\_guide.pdf](http://www.powertolearn.com/pdf/cyberbullying_teacher_guide.pdf)

<http://www.netsmartz.org/Cyberbullying>

<https://www.commonensemedia.org/cyberbullying>

<http://store.samhsa.gov/apps/bullying/> - KnowBullying, a free app for parents to prevent bullying

**Follow-up:** Bullying & Harassment, (Lesson 3 of 6)

# THINK BEFORE YOU ACT

## Teacher Guide

(Adapted from the "No Dissing" No-Name Calling Week Resource Guide,  
Copyright ©2004 by GLSEN, Inc.)

**When you feel tempted to bully or find yourself in a situation where peers are encouraging you to be mean to others, you have a choice.**

First, think about your personal values. What are your beliefs about the way others should be treated?

### SAMPLE VALUE STATEMENTS

- Everyone should be treated with dignity and respect.
- Judge people by what's inside them, not by how they look.
- Ask before teasing or joking and accept it when someone says no or stop.
- Respect the value of all people and do not ridicule others.

Second, think about the reasons people bully and brainstorm alternative ways to express feelings. Write your alternatives in the column to the right.

| REASONS FOR BULLYING...                                 | OTHER WAYS TO EXPRESS YOUR FEELINGS...   |
|---|--|
| Bad mood or temper; expression of anger or sadness      | <ul style="list-style-type: none"> <li>• Express you feelings with "I Statements" to let others know how you feel and why</li> <li>• Get support from a trusted friend or adult</li> <li>• Take a walk and clear your mind</li> </ul>              |
| Desire to feel or appear "cool" or better than others   | <ul style="list-style-type: none"> <li>• Find interests or hobbies that make you feel good about yourself</li> <li>• Make friends who don't care about appearances</li> </ul>  |
| Prejudice or discomfort with differences in others      | <ul style="list-style-type: none"> <li>• Read books about the differences that make you uncomfortable</li> <li>• Talk to a teacher, counselor or parent about your attitudes</li> </ul>  |
| Desire to get back at or defend yourself from others    | <ul style="list-style-type: none"> <li>• Express your feelings with "I Statements" to let others know how you feel and why</li> <li>• Get advice from a teacher, counselor or parent</li> <li>• Avoid or ignore the person or situation</li> </ul> |
| Pressure from others to go along with negative behavior | <ul style="list-style-type: none"> <li>• Be confident and strong in telling others you will not participate</li> <li>• Make friends who are kind to others</li> <li>• Get advice from a teacher, counselor or parent</li> </ul>                    |

# THINK BEFORE YOU ACT

## Student Worksheet

(Adapted from the "No Dissing" No-Name Calling Week Resource Guide,  
Copyright ©2004 by GLSEN, Inc.)

**When you feel tempted to bully or find yourself in a situation where peers are encouraging you to be mean to others, you have a choice.**

First, think about your personal values. What are your beliefs about the way others should be treated? Write your personal value statement in the box below.

| VALUE STATEMENTS |
|------------------|
| _____            |
| _____            |
| _____            |
| _____            |
| _____            |

Second, think about the reasons people bully and brainstorm alternative ways to express feelings. Write your alternatives in the column to the right.

| REASONS FOR BULLYING...                                 | OTHER WAYS TO EXPRESS YOUR FEELINGS... |
|---|--|
| Bad mood or temper; expression of anger or sadness      |  |
| Desire to feel or appear "cool" or better than others   |  |
| Prejudice or discomfort with differences in others      |  |
| Desire to get back at or defend yourself from others    |  |
| Pressure from others to go along with negative behavior |  |

## LESSON 3 (of 6): “Don’t Just Stand By”

Date: \_\_\_\_\_

|                        |   |            |
|------------------------|---|------------|
| <b>Introduction:</b>   | Group Brainstorm (Scenario responses)   | 5 Minutes  |
| <b>Activity/Topic:</b> | “Don’t Just Stand By Advice Blog” Activity  | 15 Minutes |
| <b>Closing:</b>        | Learning & Appreciation   | 5 Minutes  |
| <b>Materials:</b>      | Dry erase board/chalkboard or flip chart,<br>markers or chalk<br>“Don’t Just Stand By Advice Blog” activity worksheet |            |
| <b>Grouping:</b>       | Whole class, pairs  |            |

### Objectives:

1. Increase awareness about the impact of bystander behavior.
2. Identify safe and realistic ways to take a stand against name-calling and bullying.
3. Help students overcome barriers to being effective allies to others.

### Introduction:

**Group Brainstorm:** (from “NO DISSING” No-Name Calling Week Resource Guide, by GLESN, Inc)

**Directions:** Pose one or all of the following scenarios to the class:

1. You’re in the locker room after gym and one of your classmates keeps making insulting remarks about other students’ bodies. What do you do?
2. The student who sits next to you in math class is spreading mean rumors about another classmate. Do you say something?
3. A friend receives a text and learns that two students have created the Biggest Loser Site, which specifically targets him. What do you do?

For each scenario, ask students to respond to the following questions. Create a 2-column list of their responses:

1. What is the right thing to do in this situation?
2. What do you think most students you know would actually do in this situation?

Follow-up Questions:

3. What stops people from doing “the right thing” in situations of bullying and harassment?
4. What could be some of the consequences if nobody stopped bullying and harassment?

### **Ways to Stop Bullying**

Don't participate. (This includes not passing on rumors, and not standing and watching when someone is being bullied.)

Intervene by yourself (only if it is safe for you to do so), with friends, or by getting an adult.

Report bullying incidents to teachers, parents, or other authorities.

Find ways to eliminate the rewards for bullying behavior.

Support the person who is being bullied or harassed.



### **Activity: “Don’t Just Stand By Advice Blog” Activity**

**Directions:** Number students off 1-4 and break into four groups – assign groups to each corner of the room.

Distribute the handout “Don’t Just Stand By” which includes two “posts” in the style of an internet blog site. Each post is written by a student who is a bystander to bullying and harassment and needs some guidance about what to do.

Working in their small groups, have students read the scenarios, choose one, and generate advice for the writer. Students may write their responses, or act them out for the class. (see directions on worksheet.)

### **Closing: Learning & Appreciation**

Ask each student to share one thing that they have learned or thought of in a different way today.

**Follow-up:** Defining Sexual Harassment & Legal Rights (Lesson 4 of 6)

# “DON’T JUST STAND BY ADVICE BLOG” ACTIVITY

(Adapted from the “No Dissing” No-Name Calling Week Resource Guide,  
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We’ve all been a **bystander** to bullying behavior at one time or another in our lives. A bystander is someone who witnesses an incident, but doesn’t take part in it. **Bystanders are not to blame for bullying, but if they laugh at it, ignore it, or simply do nothing, they may play a part in keeping it going.** Name-calling and bullying are problems that everyone must help to solve. And there are ways that we can all get involved without putting ourselves at risk or harming our standing with peers.

Below are two “posts” written in the style of an internet blogsite. Each post is written by a student who is a bystander to bullying and harassment and needs some guidance about what to do.

Working in groups of four, read both of the posts and choose the one you most want to respond to. Your group may choose to write out your response, or you may want to role-play your situation. If you choose to role-play, be sure to write out your main ideas before rehearsing your skit. You will act each scenario out twice—the first time just the bullying incident and the second time with the bystander(s) “lending a hand.”

\*\*\*\*\*

## TIRED OF IGNORING

My family just moved to Austin, and I have to take the bus to school every day. There’s this one kid who sits next to me every morning. I guess you can say he’s the typical “nerd.” His nose is always in a book, he wears glasses that are too big for his face, and his clothes are not very stylish. You get the point. Anyway, there’s this group of thugs who taunt the poor guy every day. They call him “loser,” make fun of the way he talks, try to trip him—the whole works. Most of the other kids either laugh or ignore it, and the bus driver does absolutely nothing. I guess you can lump me in with the ones who pretty much ignore it. I feel bad for the kid, but what can I do? I’m the new kid at my middle school and it’s hard enough to make friends without everyone thinking I’m best buddies with the class “nerd.” Besides, the thugs are like twice my size, so it’s not like I can teach them a lesson or anything. Still, this problem keeps nagging at me. What do you think I should do?

Posted by [stressedout14](#)

### POST A COMMENT:

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## LESSON 4 (of 6): Defining Sexual Harassment & Legal Rights

Date: \_\_\_\_\_

|                          |  |            |
|--------------------------|--|------------|
| <b>Introduction:</b>     | Flirting or Harassment?  | 5 minutes  |
| <b>Activity / Topic:</b> | Defining Sexual Harassment<br>Sexual Harassment Continuum  | 20 minutes |
| <b>Closing:</b>          | Your Legal Rights  | 5 minutes  |
| <b>Materials:</b>        | Dry erase board/chalkboard or flip chart<br>Markers or chalk<br>Post-it® Notes, approximately 50–60<br>Copies of AISD Notice of Parent and Student Rights and Student Complaint Form<br>Copies of “Sexting” Handout<br>Copies of “Taking Control of Your Digital Domain” Handout |            |
| <b>Grouping:</b>         | Full group and Pair-Share  |            |

### Objectives:

1. Define sexual harassment (including cyberstalking and sexting.)
2. Identify forms of sexual harassment and understand when words and actions cross the line from flirting to sexual harassment.
3. Increase understanding of AISD district policy, procedures and legal rights on Bullying, and Harassment. *(A summary of the AISD policy and regulations are included in the Student Information Guide distributed at the beginning of each school year.)*

**Introduction: “Flirting or Harassment?”** (Adapted from *Expect Respect Youth Leadership curriculum*)

**Directions:**

Ask students to respond to the following questions. (Record student responses on board or flip chart.)

1. What are examples of common flirting that you see or experience at school?
2. When does flirting become sexual harassment?

| <b>Flirting</b>  | <b>Sexual Harassment</b>   |
|--|--|
| <ul style="list-style-type: none"> <li>▪ Flirting is welcome attention.</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Sexual harassment is not wanted.</li> </ul>                   |
| <ul style="list-style-type: none"> <li>▪ Flirting goes both ways.</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Sexual harassment is one-sided.</li> </ul>                    |
| <ul style="list-style-type: none"> <li>▪ Flirting makes you feel in control</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Sexual harassment makes you feel put down or ugly.</li> </ul> |
| <ul style="list-style-type: none"> <li>▪ Flirting makes you feel good about yourself.</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Sexual harassment makes you feel powerless.</li> </ul>        |
| <ul style="list-style-type: none"> <li>▪ Flirting is legal in school.</li> </ul> <p>(National Center for Victims of Crime, 2006, Youth Reaching Youth Victims, www.ncvc.org)</p> | <ul style="list-style-type: none"> <li>▪ Sexual harassment is a violation of school rules.</li> </ul>  |

**Activity/Topic: Defining Sexual Harassment**

**Directions:**

1. Read the following definition to whole group:

“Sexual harassment is unwanted and unwelcome sexual behavior which interferes with your right to get an education or to participate in school activities. In school, sexual harassment may result from words or conduct of sexual in nature that offend, stigmatize, demean, frighten or threaten you because of your sex. Therefore, sexual harassment is prohibited by AISD, state and federal law. Sexual harassment is determined by the target.”

2. Ask students to answer these three questions:

- a. What is sexual harassment?

*Answer: Sexual harassment is unwanted and unwelcome sexual behavior.*

- b. Who determines if it is flirting or sexual harassment?

*Answer: Target or victim.*

- c. If sexual harassment is illegal in schools, how come it goes on?

*Answer: Will vary.*

- a. What do students do that allows sexual harassment to continue? What do adults do that allow it to continue

## Continuum of Sexual Harassment

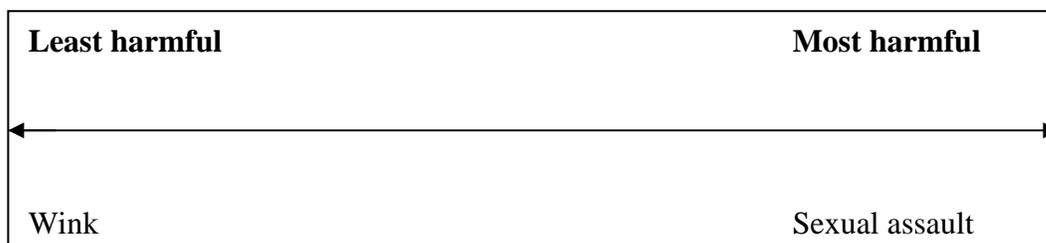
### Directions:

Keeping in mind the definition just discussed, explain that students will work in small groups to brainstorm different types of sexual harassment.

1. Divide the class into four groups. Give each group a stack of Post it notes. Assign each group one of the four categories below. Have them write down different types of harassment (one per note) that occur in their assigned relationship.
  - a. Boys to girls
  - b. Girls to boys
  - c. Boys to boys (*for example, calling someone "gay"*)
  - d. Girls to girls (*for example, calling someone "slut" or ruining their reputation*)
2. After approximately two minutes, have each group report, one at a time.
3. Encourage questions and discussion among students after each group report. Challenge any justifications for harassment that may be expressed, such as someone having a "bad reputation" or not conforming to the stereotype of masculinity or femininity.

Note: While students are brainstorming, you can prepare for the next step by taping a large sheet of paper to the front wall. On the paper draw a continuum ranging from least harmful to most harmful, as shown below. Write the word "wink" near the least harmful end and the words "sexual assault" on the most harmful end.

4. Ask students to quickly and silently place the note on the continuum near its most appropriate label of "Least harmful" to "Most harmful."
5. When all notes are placed, engage students in a discussion about which behaviors they consider to be more or less harmful. Challenge students to think about whether any of these behaviors should be accepted as OK. Explain to students the need to confront all forms of sexual harassment either by speaking up or telling an adult because stopping the least harmful behaviors can prevent sexual harassment from escalating to the most harmful behaviors.



### **Closing: Your Legal Rights**

1. Ask entire group: “Do you know what to do if you are bullied or sexually harassed when you are at school?”
2. Say: AISD has a Bullying, Harassment, Sexual Harassment and Dating Violence Policy. You can find this entire policy on the AISD website [www.austinisd.org/respectforall](http://www.austinisd.org/respectforall).
3. Today you are receiving two handouts:
  - a. AISD Notice of Parent and Student Rights: Gives an overview of the policy and describes rights and procedures on how to file a complaint.
  - b. AISD Student Complaint Form. Use this form to report bullying, sexual harassment, and dating violence so that school officials may investigate and take appropriate steps to increase your safety. Complaint forms are available from any counselor or assistant principal. Once completed, the principal or principal designee will handle all complaints. The Complaint Form can also be accessed online at [www.austinisd.org/respectforall/reporting](http://www.austinisd.org/respectforall/reporting).

### **Additional Material:**

“Sexting” Handout

“Taking Control of Your Digital Domain” Handout

**Follow Up:** Warning Signs of Unhealthy Dating Relationships (Lesson 5 of 6)

# SEXTING

## *What is "sexting?"*

**Sexting** is the act of sending sexually explicit messages or photos (i.e.: nude, semi-nude, or otherwise sexual in nature) electronically, primarily between cell phones.

## *Some things to keep in mind about "sexting" ...*

- Images sent by mobile phone can easily fall into the wrong hands, and once these pictures are posted online they may never really go away even after you try to delete them.
- Others may copy and post your images in other places online where friends, parents, teachers and enemies could see them.
- Sexting can lead to public humiliation, cyberbullying, or even sexual assault.

## *What are the legal consequences of getting caught "sexting?"*

- It is illegal to take sexual photos of children and young people, and it is also a crime to pass them on.
- Teens involved in "sexting" could be prosecuted and convicted of crimes such as manufacturing, distribution, and possession of child pornography. If convicted of such crimes they could also become registered sex offenders.

## *6 Tips to Prevent "sexting"*

1. **THINK ABOUT THE CONSEQUENCES** of taking, sending, or forwarding a sexual picture of someone underage, even if it's of you. You could get kicked off of sports teams, face humiliation, lose educational opportunities, and even get in trouble with the law.
2. **NEVER TAKE** images of yourself that you wouldn't want everyone including your classmates, your teachers, your family, or your employers to see.
3. **BEFORE HITTING SEND**, remember that you can't control where this image may travel. What you send to a boyfriend or girlfriend could easily end up with their friends, and their friends, and their friends...
4. **IF A SEXTING PHOTO ARRIVES ON YOUR PHONE**, do not send it to anyone else! If you forward a sexual picture of someone underage, you are as responsible for this image as the original sender. You could face child pornography charges, go to jail, and have to register as a sex offender.
5. **REPORT** any sexting you receive on your cell phone to an adult you trust. Do not delete the message. Instead, get your parents or guardians, teachers, and school counselors involved immediately. Tell them the full story so they know how to support you. And don't freak out if that adult decides to talk with the parents of others involved - that could be the best way to keep all of you from getting into serious trouble.
6. **TALK TO YOUR FRIENDS** so that they know sexting is against the law. You're actually doing them a big favor because of the serious trouble that can happen if the police get involved.

## 8 TIPS FOR TAKING CONTROL OF YOUR DIGITAL DOMAIN

(adapted from: [www.athinline.org/take-control](http://www.athinline.org/take-control))

### 1. **Keep your personal information private.**

This includes: Names, addresses, account #s, your date of birth, your social security number, etc.

### 2. **Keep your passwords in lockdown.**

If you feel the need to share your password with someone, try a parent or a trusted adult.

### 3. **Trust your gut.**

If you feel threatened or uncomfortable by something in a text or IM, or anywhere online, tell someone who can help you.

### 4. **Communicate.**

If you don't like what's going down online or in IMs or texts, talk to your partner about which behaviors are bugging you.

### 5. **Draw your line.**

If your inboxes are overflowing with unwanted messages, take control! Delete, de-friend, and defend your domain

### 6. **Bite your thumb.**

Responding to mean or threatening messages inevitably fuels the fire and makes it worse. Resist the urge.

### 7. **Report it.**

Tell a trusted adult, site administrators or the police about threats, hate, harassment, etc.

### 8. **Keep tabs.**

If things get bad and you choose to contact the police, you'll need a record of what's been posted, texted, etc. So save the mean stuff.

**FOR MORE INFORMATION, VISIT: [www.athinline.org](http://www.athinline.org)**

## Austin Independent School District

### NOTICE OF PARENT AND STUDENT RIGHTS: BULLYING AND HARASSMENT



The Austin Independent School District (AISD) is committed to providing a positive learning environment for all students that enhances personal safety and promotes respect, dignity and equality among students. High standards are expected for both academic achievement and for behavior.

AISD strives to ensure that all of its students and employees are free from bullying and harassment including violence in students' relationships. All charges of bullying, cyberbullying, harassment, and dating violence are to be taken very seriously by our students, faculty, staff, administration and parents. We will make every effort to handle and respond to each and every charge and complaint filed by students and employees in a fair, thorough and just manner. Every effort will be made to protect the due process rights of all victims and all alleged offenders.

**Bullying is defined** as written or oral expression or physical conduct that a school district's board of trustees or the board's designee determines: 1) To have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or 2) To be sufficiently severe, persistent, or pervasive to create an intimidating, threatening, or abusive educational environment for a student.

**Cyberbullying is defined** as using the internet, interactive and digital technologies, cell phones, and other electronic devices to engage in written or verbal expression or physical conduct that the Board or its designee determines: 1) Will have the effect of physically harming a student, damaging a student's property, or placing a student in responsible fear of harm to the student's person or damage to the student's property; or 2) Is sufficiently severe, persistent, or pervasive that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

**Harassment is defined** as conduct that threatens to cause harm or bodily injury to another student, is sexually intimidating, causes physical damage to the property of another student, subjects another student to physical confinement or restraint or maliciously and substantially harms another student's physical or emotional health or safety.

**Sexual harassment** is a form of harassment that includes touching someone in ways that are not wanted, sexual jokes, pressuring someone to have sex, and threats or intimidation from a dating partner.

**Dating Violence** is when one partner in a dating relationship, either past or current, intentionally uses physical, sexual, verbal or emotional abuse to harm, threaten, intimidate, or control the other partner.

Students who believe they have been harassed or bullied by fellow students or District employees are encouraged to promptly report such incidents to the campus principal or other campus professional. To the greatest extent possible, complaints shall be treated as confidential. Limited disclosure may be necessary to complete a thorough investigation.

A student or parent who has a complaint alleging bullying, harassment or dating violence may request a conference with the principal or the principal's designee. If the student or parent is not satisfied with the response from the campus staff, they may request a conference with the Associate Superintendent (see FNG (Local)), or the District's Title IX Coordinator Mel Waxler at (512) 414-6425.

Complaints will be documented and investigated in accordance with District policy and guidelines. Any staff member who observes an incidence of bullying or harassment that involves physical or sexual assault or threats will report the incident immediately to the principal. Any staff member who learns of an incident or threat may submit a Complaint Form on behalf of the targeted student.

#### **Campus Complaint Procedure:**

- 1) Students and staff members will complete a Complaint Form available in the school's main office.
- 2) The Complaint Form will be submitted to the principal immediately.
- 3) The principal or designee will investigate complaints by meeting separately with each student involved in the situation.
- 4) The principal or designee will conference with the targeted student and parent to discuss safety.
- 5) The principal or designee will conference with the accused student and parent to discuss appropriate behaviors and consequences. With the prior consent of the targeted student, the principal may issue a School-based Stay Away Agreement to the accused student during the parent conference.
- 6) Documentation of all Complaint Forms, follow-up actions and Stay Away Agreements will be available to the General Counsel at all times.

For more information about your rights and responsibilities concerning bullying, harassment or dating violence, please contact Mel Waxler, Title IX Coordinator, at (512) 414-6425.

STUDENT WELFARE:  
FREEDOM FROM HARASSMENT

**AUSTIN INDEPENDENT SCHOOL DISTRICT  
STUDENT COMPLAINT FORM  
BULLYING, SEXUAL HARASSMENT, DATING VIOLENCE  
COMPLAINT FORM INSTRUCTIONS**

A counselor or administrator who receives a report of bullying, cyberbullying, sexual harassment, or dating violence will address the following issues with the student who was the target of the reported behaviors in a private meeting before assisting the student to complete the Complaint Form.

**Your Right to File a Complaint**

The policy of Austin ISD is that all students and employees be free from bullying and sexual harassment, including violence in students' relationships. All charges of bullying, sexual harassment, and dating violence are to be taken very serious by students, faculty, staff, administration, and parents. The District will make every reasonable effort to handle and respond to every charge and complaint filed by students and employees in a fair, thorough, and just manner. Every reasonable effort will be made to protect the due process rights of all victims and all alleged offenders.

**Instructions:** Use this form to report bullying, cyberbullying, sexual harassment, and dating violence so that school officials may investigate and take appropriate steps to increase your safety.

Complete the form, providing as much detailed information as possible so that the complaint may be properly investigated.

It is important that you report the facts as accurately and completely as possible and that you cooperate fully with the persons designated to investigate the complaint.

**Where to file:** Complaint forms will be available from any counselor or administrator. Once completed, the principal or designee will handle all complaints.

**Confidentiality:** To conduct this investigation in a confidential manner, the school will disclose the contents of your complaint only to those persons who have a need to know of your complaint. In signing the complaint form, you authorize the school to disclose as needed the information you have provided, and may in the future provide, regarding your complaint. Your complaint form will not be shown to the accused student.

**Retaliation prohibited:** Retaliation against a person who files a formal complaint is strictly prohibited and is grounds for disciplinary action, including but not limited to detention, Saturday school, community service, etc. [See the Student Code of Conduct]

**AUSTIN INDEPENDENT SCHOOL DISTRICT  
STUDENT COMPLAINT FORM  
BULLYING, CYBERBULLYING, SEXUAL HARASSMENT, DATING VIOLENCE**

Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Grade: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_ School: \_\_\_\_\_

Please answer the following questions about the most serious incident:

List the name of the student(s) accused of bullying, cyberbullying, sexual harassment, or dating violence:

\_\_\_\_\_

Relationship between you and the accused student: \_\_\_\_\_

Describe the incident: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Where and when did it happen? \_\_\_\_\_

\_\_\_\_\_

Were there any witnesses? [ ] yes [ ] no If yes, who? \_\_\_\_\_

\_\_\_\_\_

Is this the first incident? [ ] yes [ ] no If no, how many times has it happened before? \_\_\_\_\_

Other information, including previous incidents or threats: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Student or parent declines to complete this form:

Initial and date: \_\_\_\_\_

I certify that all statements made in the complaint are true and complete. Any intentional misstatement of fact will subject me to appropriate discipline. I authorize school officials to disclose the information I provide only as necessary in pursuing the investigation.

Signature of student: \_\_\_\_\_

Date: \_\_\_\_\_

Signature of school official receiving complaint: \_\_\_\_\_

Date: \_\_\_\_\_

Signature of school official conducting follow-up: \_\_\_\_\_

Date: \_\_\_\_\_

Notes of actions taken: \_\_\_\_\_

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Additional information from student or staff

| Date | Documentation/Follow-up | Signature of Student/Staff |
|------|-------------------------|----------------------------|
|      |                         |                            |
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The form can be accessed online at <http://www.austinisd.org/respectforall/reporting>

## LESSON 5 (of 6): “Warning Signs of Unhealthy Dating Relationships”

Date: \_\_\_\_\_

|  |  |            |
|--|--|------------|
| <b>Introduction:</b>                       | Introduction to video  | 3 minutes  |
| <b>Activity 1:</b>                         | Video <i>Causing Pain: Real Stories of Dating Abuse and Violence</i> (13 min. version) and Discussion  | 20 minutes |
| <b>or<br/>Activity 2:</b>                  | PSA <i>That’s Not Cool - When Does Caring Become Controlling Textual Harassment</i>  |            |
| <b>Closing:</b>                            | “How to get help”  | 5 minutes  |
| <b>Materials:</b>                          | <p><b>Activity 1:</b><br/>Computer with speakers and internet access;<br/>Video <i>Causing Pain: Real Stories of Dating Abuse and Violence</i> (13 min. version). Access or download video at <a href="http://www.expectrespectaustin.org/educators/">www.expectrespectaustin.org/educators/</a>.</p> <p><b>Activity 2:</b><br/>Computer with speakers and internet access;<br/>PSA <i>That’s Not Cool - When Does Caring Become Controlling</i> downloadable from <a href="http://www.thatnotcool.com/tools/login.asp">http://www.thatnotcool.com/tools/login.asp</a> or watch on youtube <a href="https://www.youtube.com/watch?v=GB8XCOu1-dQ">https://www.youtube.com/watch?v=GB8XCOu1-dQ</a></p> <p>“Power and Control Story.”</p> |            |
| <b>Additional Materials:<br/>Grouping:</b> | Full group   |            |

### Objectives:

1. Identify characteristics of healthy relationships.
2. Recognize warning signs of abusive relationships.
3. Increase awareness of school and community resources.

This lesson plan includes two alternative activities that are both based on national prevention campaigns and on-line tools (videos, discussion guides, etc). Activity 1 focuses on identifying **warning signs of unhealthy relationships**, Activity 2 centers on **digital abuse and harassment**. You may choose one activity that best meets the needs of your school and students, or decide to teach both activities in two consecutive lessons. Should you not have internet access in the classroom, it is recommended to work with the “Power and Control Story.”

### **Rationale Activity 1:**

**Unhealthy relationship behaviors** can start early and last a lifetime. The Centers for Disease Control and Prevention found that 1 in 11 youth reports being a victim of physical dating abuse in the past year (Physical Dating Violence Among High School Students—YRBS 2013).

In response to the prevalence of dating abuse and its impact on adolescent health the CDC created **Choose Respect**, a primary prevention initiative which includes an educational video, factsheets and a discussion guide. These resources can be accessed at [www.expectrespectaustin.org/educators/](http://www.expectrespectaustin.org/educators/). The goal of the video is to make teens aware of the dynamics of abusive relationships so they can recognize the signs and prevent abuse in their own lives and in the lives of their friends.

### **Rationale Activity 2:**

**Digital abuse** is a growing form of abuse, particularly among teens, which can include unwanted, repeated calls or text messages, breaking into email or social networking accounts, or being pressured to send private or embarrassing pictures or videos.

*One in three teens say they have been text messaged 10, 20 or 30 times an hour by a partner wanting to know where they are, what they're doing, or who they're with. (Technology and Teen Dating Abuse Survey, 2007)*

*One in four teens in a relationship have been called names, harassed or put down by a partner through cell phones and texting.*

*More than half of teen girls say pressure from a guy is a reason girls send sexy messages or images, and 18 percent of teen boys say pressure from a girl is a reason (Sex and Tech Survey, conducted by the National Campaign to Prevent Teen and Unplanned Pregnancy, 2008).*

In response, Futures Without Violence ([www.futureswithoutviolence.org](http://www.futureswithoutviolence.org)) designed **That's Not Cool** (<http://www.futureswithoutviolence.org/landing-page/thats-not-cool/>) a campaign with on-line tools to help teens think critically about the ways they use technology in their relationships and to prevent abuse. Topics include cyber-bullying, “sexting”, over-texting, harassment, controlling behaviors, and privacy protection.

## **Activity 1: “Causing Pain: Real Stories of Dating Abuse and Violence**

### **Introduction**



Dating and domestic violence affects many people.

Students in this class may experience violence at home or in a dating relationship or have a friend or family member who is in an abusive relationship.

**Please watch the video silently and show respect for fellow classmates at all times.**

This will help others feel comfortable talking about this issue and reach out for help.

### **Directions:**

1. Watch the video – use 13 minute version.
2. Ask for students’ reactions to the video, their thoughts and feelings about what they saw and heard.

**Discussion:** Use the questions below to facilitate discussion.

1. What is dating abuse? How would you define it?
  - *Dating abuse is the act or threat of violence—either verbal, physical, sexual or emotional—by one partner in a current or past dating relationship toward the other partner.*
2. How big is this issue? Have you ever seen or heard about an abusive dating relationship? Please do not use the names of other students.
  - *The Centers for Disease Control and Prevention found that 1 in11 youth reports being a victim of physical dating abuse in the past year (YRBS, 2013).*
  - *The most dangerous time for a victim is during and immediately after the break up of the relationship. This is when the abuser experiences a loss of control over his partner. If you suspect that your partner may become abusive, break up over the telephone or in a public place.*
3. What forms of abuse did you see in the video?
  - *Controlling behaviors such as choosing a partner’s clothes, friends*
  - *Shouting, hitting*
  - *Put downs*
  - *Pressuring someone to have sex*

- *Discouraging study or working toward good grades*
  - *Trying to separate the partner from friends or family*
4. How did the victims say they felt?
- *Willing to put up with anything*
  - *Fear that no else will want them*
  - *Loneliness*
  - *Anger*
  - *Depression*
5. One of the girls in the video mentioned that “if you’re mentally abused, then that can shoot you down just as much as a fist could.” How can mental abuse be as crippling as physical abuse?
6. What are the warning signs that you may be in an abusive relationship?
- *Feel bad about yourself*
  - *Feel afraid of your partner*
  - *Feel humiliated or embarrassed by your partner*
  - *Loss of interest in hobbies, social activities, school*
  - *Making excuses for your partner’s behavior*
  - *Abusing alcohol or drugs*
  - *Constantly dealing with your partner’s jealousy*
  - *Afraid to break up*
7. What can you do to stop or prevent dating abuse?
- *Get to know a dating partner slowly. Don’t move too fast.*
  - *Talk with a partner about what you want and expect.*
  - *Don’t use or accept abusive or disrespectful behavior toward others.*
  - *Recognize that partners in a healthy relationship have equal power. Healthy partners treat one another with respect and respect each other’s right to make their own decisions. Healthy relationships are based on equality and respect.*
  - *Speak up when you witness abusive or disrespectful behavior. If you know someone who is being abused, tell them you are concerned about them and ask them what you can do to help.*
  - *Be a role model for healthy relationships.*
  - *Take a stand by educating others at your school or in your community.*

## Activity 2: *That's Not Cool* - When Does Caring Become Controlling?

### Introduction:



Your mobile, IM, and online accounts are all a part of you.

Today we are going to examine a topic that has become very serious as technology has become such a major influence in our lives: **Digital Abuse**.

When someone you're dating is controlling, disrespecting, or pressuring you in those spaces, *That's Not Cool*.

Let us talk about where you draw your *Digital Line*.

### Directions:

1. Show *That's Not Cool* video
2. Ask the class some or all of the following questions:
  - a. What is the main message of this video?
  - b. What were some of the things that the boyfriend harassed the girlfriend about?
  - c. The final slide asks, "When does caring become controlling?" At what point do you think the boyfriend's texts went from caring to controlling?
  - d. Is there a downside to our ability to have immediate and constant contact with one another?
  - e. When it comes to over-texting, what puts it over the edge - the number of texts or what the texts are saying? Or both?
  - f. What do you think the girlfriend in the video should do about this situation?
3. Explain: *"The video that we just watched demonstrates how cell phones can be used to monitor, control, pressure, and overwhelm another person. Cell phones, the internet, and on-line sites like FaceBook and MySpace can all be used as tools to bully, threaten, and harass others. For example, they can be used to spread rumors; spy on others; share people's personal pictures, videos, and information without their consent."*

4. Write the following definition on the board.

Digital Abuse is the use of cell phones, the internet, social networking sites, or other technologies to hurt, control, threaten, embarrass, harass, or manipulate another person.

5. Explain: “According to MTV’s “A THIN LINE” campaign, as much as 50 percent of 14- to 24-year-olds have experienced some type of digital abuse.”

### **Alternative Activity:**

**Using the “Power and Control Story” is suggested if you cannot show the video.**“ Read the story and pause after each section to ask students to identify abusive behaviors. Make sure to confront statements that blame the victim for either causing the abuse or staying in the relationship.

### **Closing (after Activity 1 or 2): Getting Help for Self and Others**

1. Ask students to name someone they would feel safe talking to or who would assist them in going to get help
2. Post the following resources on the board or flip chart.

#### **SafePlace’s Expect Respect® Program** ([www.expectrespectaustin.org](http://www.expectrespectaustin.org))

Expect Respect provides school-based counseling and support groups in 24 Austin ISD middle and high schools for teens who have been hurt by violence or abuse. Ask your School Counselor for more information or contact us at [expectrespect@SafePlace.org](mailto:expectrespect@SafePlace.org). Call SafePlace 512 267-SAFE.

#### **The National Dating Abuse Helpline** (<http://www.loveisrespect.org/>)

The National Dating Abuse Helpline offers real-time, one-on-one support from peer advocates for youth, parents, teachers, clergy, law enforcement, and service providers. The National Dating Abuse Helpline is a 24-hour resource that can be accessed by phone or the internet, specifically designed for teens and young adults. Call 866.331.9474 ; 866.331.8453 TTY. Text “loveis” to 22522

#### **That's Not Cool** ([www.thatsnotcool.com](http://www.thatsnotcool.com))

That'snotcool.com is an interactive website for youth that aims to raise awareness about digital dating abuse. It addresses problems like unwanted and disrespectful texting, pressuring for nude pictures, and breaking into someone's e-mail or social networking page. The site includes a discussion board, videos, and callout cards.

**A Thin Line:** *www.athinline.org*

Sponsored by MTV, this campaign aims to stop the spread of digital abuse among teenagers by tackling issues like sexting, textual harassment and cyberbullying. A Thin Line is designed to raise awareness and spark conversation so that youth can recognize, respond to, and stop digital abuse on their cell phones and the Web.

**Follow-up:** Safe Dating (Lesson 6 of 6)

**Additional Activities:**

Have students research the above websites and present their findings to the group or have them conduct an informal survey or focus group to find out what their peers think about dating abuse and what they can do to prevent it.

# Power and Control Story

*(to be read aloud in group)*

My name is Monica and I'm 15 years old. When I was 13, I met a guy named Joe who was about a year older than me. He was funny, athletic, and loved music. He seemed to be confident and happy, like I wanted to be. We did lots of fun things together and he made me feel like the most beautiful girl in the world. He was always telling me how much he loved me and how he wanted to spend every second with me. We hung out all the time, which is great when you're getting to know someone, but it got really intense. I was always either with him or talking to him on the phone. Whenever someone called me while we were together, he would tell me not to get it, or he would answer the phone and tell the person to leave me alone. Whenever a guy called, he accused me of liking them, but they were just my friends. He got really jealous when I wanted to spend time with my friends. It bothered me a little, but he said it was just because he loved me so much.

(ISOLATION/ EXCLUSION)

One day after school I ran up to him and put my arms around him, something I always did when we were alone together. He just stood there for a second then moved away. He and his friends started laughing at me, and I felt really confused. I started to confront him – to ask him why he was treating me this way – but he glared at me and told me to shut up. I started to ask again, but this time he hit the locker really hard and said, "I told you to shut up." I was scared. I'd seen him lose his temper before – like the time he ripped up the homework I was working on because I wouldn't pay attention to him. But this felt different.

(THREATS, INTIMIDATION, ANGER, EMOTIONAL ABUSE)

Joe started getting really bossy, making me do things for him like finish his homework or buy him lunch. I asked if he wanted to go see a movie over the weekend, but he said "No." Later he made me go to the park with him, even though that's not what I wanted to do. It started to seem like it didn't matter what I wanted – whatever Joe wanted was what happened. If I ever tried to talk about things, he got mad and said if I was a good girlfriend I would want him to be happy and stop acting so selfishly.

(DOMINATION, USING SOCIAL STATUS and BLAMING)

Sometimes he was really sweet to me – telling me I was beautiful, smart, fun to be with. But when he got in his moods, he'd call me a bitch, a whore, and tell me I was fat. Once we were hanging out at my house with my sisters, and he started calling me names in front of them. It was terrible, so I asked him to leave. Later he called me and told me how much it hurt him that I kicked him out of the house. He told me if I loved him I wouldn't do things like that. I felt really guilty for hurting his feelings.

(EMOTIONAL ABUSE and MINIMIZING/BLAMING)

I thought about breaking up with him because I knew I wasn't as happy as I used to be. But every time I brought it up, he told me he'd kill himself if I broke up with him. He told me he couldn't live without me. I could tell he really loved me when he said these things, so I always decided to stay with him.

(THREATS)

Things would go along smoothly for a while, and I'd feel really excited that the "old" Joe was back. But it seemed like every time I let my guard down, something bad would happen. Like the time I tried to walk away when we were in a fight, and he grabbed my arm and pushed me back into the chair. That really scared me. And another time he pushed me because he saw me talking to a guy at school and thought I was trying to get with him. He usually did this when we were alone, so no one knew it was happening. And he usually felt really badly afterwards.

(ANGER and PHYSICAL VIOLENCE)

After a while, everything got so confusing in my head. He told me our problems were all my fault, and said that if I would stop making him so mad, he wouldn't act the way he did. He didn't see things the same way I saw them. I wasn't OK with the pushing and yelling, but he said that's what happens in every relationship, and told me maybe I just wasn't ready for a real relationship. I wanted to make him happy so I just apologized and said, "I love you. Let's make it work."

(MINIMIZATION AND BLAME)

## LESSON 6 (of 6): Healthy Relationships: Playing It Safe

Date: \_\_\_\_\_

|                      |  |            |
|----------------------|--|------------|
| <b>Introduction:</b> | Qualities of a Healthy Partner                               | 5 minutes  |
| <b>Activity:</b>     | Playing it Safe  | 20 minutes |
| <b>Closing:</b>      | Relationships in the Media                                   | 5 minutes  |
| <b>Supplies:</b>     | Handout <i>Playing it Safe Cards</i> ; flipchart and markers |            |
| <b>Grouping:</b>     | Small groups of 3-4 students                                 |            |

### Objectives:

1. Evaluate acceptable and unacceptable behaviors in relationships.
2. Identify strategies for helping friends in abusive relationships.
3. Increase awareness of school and community resources.

### Rationale:

When teens start dating they are faced with new roles, decisions, responsibilities and risks. This session will provide an opportunity for students to consider some of these risks and to role-play positive responses. Practicing in advance will help them stay safe and protect others in similar situations.

### Introduction: Group Brainstorm “Qualities of a Healthy Partner.”

#### Directions:

Ask students to respond to the following questions. Record responses on the board.

1. What qualities do you look for in someone you want to date?
2. Do you think boys and girls want the same things in a relationship? If there are differences, what are they?

### Activity / Topic: Playing it Safe

#### Directions:

1. Cut out the cards from the handout *Playing it Safe* and place them in a bowl.
2. Write the following questions and instructions on a board or flip chart.
  - a. How serious is this situation? What if any risks could there be to you or others in the situation?
  - b. Has a situation like this ever happened to you or someone you know? (Don't use names.)
  - c. What did people do to help? Was it helpful?

- d. Role-play what you would do in this situation. Create a role for each person in your group.
3. Divide students into groups of 3-4. Invite one person from each group to select a card.
4. Ask students to read their card in their small group and discuss the situation using the questions listed above.
5. Have students role-play their responses.
6. Discuss how youth and/or adults can help someone in each situation.
7. Encourage students to support their friends and to be leaders and role models for healthy relationships.

**Closing: Relationships in the Media**

Have students name a movie, book, song, or other art form that depicts an intimate or romantic relationship. What kind of relationship is depicted? Is it healthy or abusive?

**Additional Activity:**

Have students create art, music, poetry, or theater that can be displayed or performed during National Teen Dating Violence Prevention and Awareness Month in February or at other times during the school year. Before they begin, have students identify the message they want to get across to their peers through their creative work.

## Playing it Safe Cards

|   |  |   |
|---|--|---|
| <p><b>Abused Friend</b></p> <p>Your friend's partner is very jealous and possessive. You begin to worry that she's in danger.</p> | <p><b>Insult</b></p> <p>You are out with a group of friends when your partner makes an insulting remark about you.</p>                               | <p><b>Too personal</b></p> <p>You are out with someone you don't know very well and he/she starts asking you very personal questions that you don't want to answer.</p> |
| <p><b>Sex</b></p> <p>Your boyfriend/girlfriend is pressuring you to have sex.</p>   | <p><b>Want a Drink?</b></p> <p>You're at a party and a person you have a crush on is pressuring you to drink alcohol.</p>                            | <p><b>Money</b></p> <p>Your partner asks you to loan him/her \$50 but you've been saving that money for something else.</p>   |
| <p><b>Lying</b></p> <p>You suspect your partner is lying to you. Your friends say your partner is seeing someone else.</p>        | <p><b>Break Up</b></p> <p>You decide the relationship is not working out for you but you're afraid of what your partner will do if you break up.</p> | <p><b>Cyber-friend</b></p> <p>Someone you met on-line invites you over to his/ her house to study.</p>  |

## Resources for Preventing Dating Violence, Sexual Harassment, and Bullying

### Hotlines for Teens

Dial **911 emergency** or your local law enforcement agency if you or someone else has been hurt or in immediate danger. Physical and sexual violence are against the law, even when you're dating, living together, or married.

Want to talk to someone about your relationship?

The **National Teen Dating Abuse Helpline** operates via telephone and online 24 hours a day and is staffed by both teen and adult advocates. Teens (and parents) anywhere in the country can call toll free, 1-866-331-9474 or log on to the interactive website, [loveisrespect.org](http://loveisrespect.org), and receive immediate, confidential assistance. The website offers secure, live interactive chat to teens. While online or on the phone, teens are given support as well as referrals to local resources in their hometown to provide them with the help they need.

The **National Domestic Violence Hotline** at 1-800-799-SAFE or 1-800-787-3224 (TDD) provides telephone counselors who will listen, help you clarify your thoughts and feelings, and give you information and referrals to services in your area. ([www.ndvh.org](http://www.ndvh.org)).

The **National Runaway Switchboard** 1-800-RUN-AWAY offers crisis intervention, message relay and conference calling to parents, and referrals to shelter and other services in your area. Telephone counselors will help you develop a plan of action so you can stay safe. ([www.nrscrisisline.org](http://www.nrscrisisline.org))

**Rape, Abuse, and Incest National Network (RAINN)** 1-800-656-HOPE. Need someone who understands how to help a survivor of sexual abuse or assault? RAINN provides crisis counseling, information, and referrals and can transfer your call to a rape crisis center in your area. ([www.rainn.org](http://www.rainn.org)).

**Child Help USA-National Child Abuse Hotline** 1-800-422-4453 or 1-800-4-A-CHILD has professional counselors available for crisis intervention and referral to local child protective services and community agencies. This hotline has access to translators in more than 100 languages! ([www.childhelpusa.org](http://www.childhelpusa.org)).

**National Center for Victims of Crime Helpline** 1-800-FYI-CALL or TTY 1-800-211-7996 or email [gethelp@ncvc.org](mailto:gethelp@ncvc.org). Visit the website at [www.ncvc.org](http://www.ncvc.org).

## Websites for Young People

### **SafePlace's Expect Respect Program:** [www.expectrespectaustin.org](http://www.expectrespectaustin.org)

The Expect Respect Program works with teens in school and community settings to build healthy teen relationships and prevent dating and sexual violence. The website includes resources for teens, parents and educators and describes Expect Respect program components: support groups for students who have experienced violence, youth leadership opportunities and training, Changing Lives Youth Theatre Ensemble, and collaborations with school and community partners.

### **Respect for All, Austin ISD:** [www.austinisd.org/respectforall](http://www.austinisd.org/respectforall)

The Austin Independent School District is dedicated to providing a positive school climate and believes that all students have the right to learn in an environment free of harassment, bullying and violence. Explore the district's *Respect for All* website, which provides important information about the AISD policies that address bullying, harassment and violence, as well as resources for parents, students and educators.

### **The National Teen Dating Abuse Helpline:** [www.loveisrespect.org](http://www.loveisrespect.org)

The National Teen Dating Abuse Helpline offers real-time, one-on-one support from peer advocates for youth, parents, teachers, clergy, law enforcement, and service providers. The National Teen Dating Abuse Helpline is a 24-hour resource that can be accessed by phone or the internet, specifically designed for teens and young adults. Call 866.331.9474 ; 866.331.8453 TTY. **Love is Respect**, sponsored by Liz Claiborne, Inc., provides activities and campaigns for youth.

### **Break the Cycle:** [www.breakthecycle.org](http://www.breakthecycle.org)

Break the Cycle engages, educates and empowers youth to build lives and communities free from domestic and dating violence. Break the Cycle programs provide help, tools and information to help young people live violence-free lives.

### **Half of Us:** [www.halfofus.com](http://www.halfofus.com)

Through Half of Us, mtvU and The Jed Foundation want to initiate a public dialogue to raise awareness about the prevalence of mental health issues and connect students to the appropriate resources to get help. The website includes videos, suggestions for how to help a friend, and resources for youth, including a link to the National Suicide Prevention Lifeline at 1-800-273-TALK to speak with a trained professional and get connected to a mental health provider.

**Cyberbullying.** [www.bullying.org](http://www.bullying.org) and [www.cyberbullying.ca](http://www.cyberbullying.ca). The purpose of this site is to eliminate bullying by supporting individuals and organizations in taking positive actions against bullying through the sharing of resources. It helps guide and champion them in creating nonviolent solutions to the challenges and problems associated with bullying.

**Stop Bullying.** The U.S. Department of Health and Human Services launched a campaign to prevent youth bullying. "Take a Stand. Lend a Hand. Stop Bullying Now!" [www.stopbullying.gov](http://www.stopbullying.gov).