

Love – All That and More

A Six-Session
Curriculum
On Healthy
Relationships
For Youth and
Young Adults



Love – All That and More

A Six-Session Curriculum on Healthy Relationships
For Youth and Young Adults

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Working together to end
sexual & domestic violence

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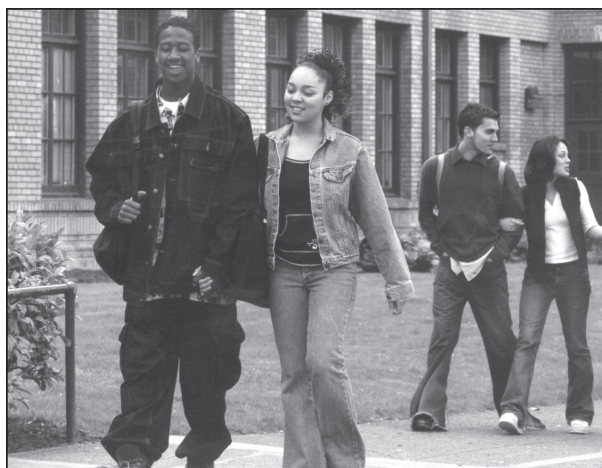
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PROGRAM OVERVIEW

FaithTrust Institute is excited to introduce **Love – All That and More**, an educational DVD and curriculum for use with youth and young adults in classrooms, community and religious groups and other settings.

Love – All That and More is designed to:

- Inform young people about the elements that make up healthy relationships;
- Increase awareness and understanding about violence and abuse; and
- Motivate youth and young adults to seek relationships based on equality and mutual respect.

Love – All That and More

This program challenges the unwritten rules for men and women and illustrates the high price paid when dating partners sacrifice their true selves in exchange for male and female roles. The DVD uses pop-culture imagery (movies, television shows, song lyrics), documentary interviews, and dramatic vignettes to help participants recognize gender stereotypes and their influence on dating relationships. In the DVD, young people of diverse identity (African American, Anglo, Hispanic, Asian American, Native American, Jewish, Christian, gay and lesbian) discuss their real-life dating experiences and show how old gender stereotypes are giving way to new expectations for equality and mutual respect.

Each of the six sessions in this curriculum is designed for one class period, approximately 50 minutes. Sessions One through Three include Parts 1, 2, and 3 of the DVD, **Love – All That and More**, followed by a guided discussion of content and main themes illustrated in the DVD. Sessions Four through Six include classroom activities utilizing small group discussion, role-plays, and action planning to reinforce program goals and expand skills in related areas.

A resource list containing telephone hotline numbers and website addresses for youth and young adults is provided with this curriculum. This resource list may be reproduced and distributed to students at the end of Session Three. There is space on the resource list for participants to add local contact phone numbers.

OVERVIEW

OBJECTIVES

SESSION ONE

Love – All That and More (DVD) Part 1, What Do You Want?

This session illustrates how gender stereotypes, reinforced in the media, get in the way of true intimacy and connection.

- Increase awareness of gender stereotypes portrayed in the media and how these images promote unrealistic standards and expectations for men and women.
- Understand the connection between unequal power and abuse in dating relationships.

SESSION TWO

Love – All That and More (DVD) Part 2, Let's Talk About Sex.

In this segment of the DVD, youth discuss their values and attitudes about sex and explain that communication is vital to building trust and intimacy.

- Understand that in order to achieve true intimacy with another person, partners must share power and respect each other's feelings, opinions, and decisions.
- Learn that it takes mutual respect, trust, and communication for sex to be experienced as an act of love versus rape or abuse.

SESSION THREE

Love – All That and More (DVD) Part 3, Putting It All Together.

This session emphasizes that love alone does not make a relationship work. In this segment, young people discuss their experiences with jealousy and conflict and share strategies for building healthy relationships.

- Recognize that jealousy and conflict are normal experiences that can be addressed in healthy ways.
- Understand how equality, trust, communication, compromise and respect work together to create relationships which are nurturing, supportive, healthy, and fun for both partners.

SESSION FOUR

Wanted – A Great Relationship.

In this session, students create a "job description" for an ideal partner and develop interview questions for screening potential "applicants."

- Identify valued characteristics in a dating partner.
- Increase ability to make healthy dating choices.

SESSION FIVE

Dating – Proceed with Caution.

In this session, students work in small groups to discuss, problem-solve, and role-play responses to risky dating situations.

- Increase ability to recognize and respond effectively to the warning signs of abuse.
- Demonstrate how to seek help for oneself and peers.

SESSION SIX

Take Action!

In this session, students review main themes of this program and identify action steps for a group or class project.

- Develop an action plan to improve personal relationships.
- Design a project to educate others about healthy relationships and abuse prevention.

BACKGROUND

Talking about dating with youth and young adults

Adults too often avoid talking about intimate relationships with young people. Some of us are in denial that teenagers are actually having intimate relationships, while others of us are afraid of what we might hear. For whatever reason, there is a lack of quality communication about this topic in schools, homes, religious settings, and in the media. At best, this silence conveys to youth that we are uncomfortable with the subject, and at worst, indicates that having healthy relationships should come naturally, without any special skills required. In either case, the tasks involved in choosing, maintaining, and ending relationships go untaught despite the important, even central role relationships play in our growth and development as human beings.

In adolescence, teenagers experiment with new roles of boyfriend and girlfriend. These roles require young people to do things they've never done before, ranging from asking someone out for the first time to breaking up, and all of the responsibilities, risks and emotions in between. To stay safe (both in terms of personal safety and physical health), and to achieve healthy relationships (ones that promote growth and well-being), youth need positive role models, good information, and opportunities to talk about their dating experiences, attitudes, and values with adults and peers.

Many young people are uncomfortable talking about their intimate relationships with their parents. Some youth fear that parents will limit their freedom to be with a partner or to spend time on the telephone. Therefore, it is essential that knowledgeable and caring adults be available at school, in their place of worship, and in the community. It is the intent of this program to serve as a tool for adults in these settings to facilitate meaningful discussion about these important issues.

Preparing children for healthy relationships

Long before teenagers become interested in dating, they are busily involved in developing and practicing their relationship skills. Even toddlers have already begun this life-long process. An adult can help a child be prepared for a healthy relationship in the future by paying attention to his or her friendships during childhood and supporting healthy relationship behavior. Parents and other adults should listen to and honor a child's feelings about his or her peers, teach the importance of empathy and respect, and encourage even the youngest child to communicate to others how he or she wants to be treated. A child who begins his or her dating years with high expectations for respect may be less likely to use or accept abusive behaviors in a dating relationship.

Another important way for adults to help children raise their expectations for respect in peer relationships is to recognize and respond immediately to hurtful teasing and bullying among children. Whenever we witness or hear that a child has been teased or bullied, we must take the situation seriously. It is important to first support the child who was hurt and let the child who bullied know that this behavior is not acceptable. To prevent hurtful teasing and bullying, we must teach all children how to intervene safely when they witness someone else being mistreated. Students who bully or harass others may need therapeutic as well as educational interventions, particularly when they have been abused by others (including peers, siblings, or parents) or have witnessed abuse at home. Taking a school or institution-wide approach to bullying prevention is key to increasing children's immediate safety, as well as providing a climate that promotes the values, attitudes, and skills necessary for future healthy relationships.

Defining a healthy relationship

For this program, the term “healthy relationship” describes an intimate relationship that is based on safety, equality and mutual respect. In a healthy relationship, each person’s growth and well being is nurtured in an environment of trust and emotional support. The power in a healthy relationship is balanced. There are no fear, no threats, and no violence. Healthy partners respect each other’s rights. These include the rights to have one’s own opinion and to make decisions, including the decision to end the relationship at any time. Partners in a healthy relationship understand that their commitment is mutual and that any effort to control, coerce, or manipulate the other is harmful, not only to the individual but also to the relationship.



Friendships are usually good examples of healthy relationships. Most of us choose friends who are fun to be with, not too bossy, and who make us feel good about ourselves. This is also a good lesson for choosing our dating partners. While many of us have high standards for how we are treated by our friends, we may live by a different set of rules in our intimate relationships. Often these rules are shaped by the expectations we have about gender, the role models we have been exposed to, and the many messages we receive from the media and our peers.

Defining an abusive relationship

In an abusive relationship, the abusive partner dominates and controls the other, resulting in an environment of fear and intimidation. Abusive relationships don’t usually start out that way. Few of us would choose to get involved with someone who was mean or controlling at the beginning of a relationship. Over time, however, the abusive partner becomes increasingly possessive and controlling. This control can take many forms, such as expecting a partner to dress a certain way, be home to receive his/her calls, or give up spending time with other friends and family members. These behaviors may escalate into acts of physical abuse and sexual coercion. After a violent episode, the abusive partner may become loving and affectionate, seek forgiveness, and make promises to change. As a result, the abused partner may find it increasingly difficult to end the relationship.

Young people, like adults, are at greatest risk for harm while breaking up and following the break-up of an abusive relationship. Help providers should work with youth in these situations to develop specific safety plans. Assistance with safety planning, as well as specialized counseling and peer support groups, may be available through a local domestic violence or sexual assault agency. Schools and other institutions can also establish dating violence intervention and prevention programs using materials listed in the resource section of this curriculum.

Another risk for teens (and one that is significantly under-reported) is sexual assault by a date or acquaintance. A survivor of date rape may be ashamed to report the incident to authorities, fearing that the report will not be taken seriously, or that he or she, rather than the perpetrator, will be blamed for the assault. Survivors often experience intense feelings of shame and guilt, in addition to the physical and emotional trauma related to an assault. Adults must understand (and convey to others) that abuse, including sexual assault, is never the victim’s fault under any circumstances. Counseling and peer support groups, often available through local rape crisis agencies, are vital for helping survivors heal from trauma and develop healthy coping skills.

Root causes of dating and domestic violence

The traditional model of an intimate, heterosexual relationship assumes male authority and dominance and female subordination. This prevailing social norm is familiar across most racial, ethnic, and socio-economic groups in the United States and Canada. Its existence is evidenced in our family, social, legal, and religious institutions. Men have historically possessed certain privileges assigned to their role, including the entitlement to use violence to discipline women and children. Under English common law, which lays the foundation of modern Western law, men had the authority to beat their wives with a stick no bigger around than the width of their thumb. This is the origin of the term “rule of thumb,” which is still used today to describe an accepted standard of practice. Despite laws to protect women from abuse, violence by an intimate partner or family member continues to be a major health risk for women and girls.

The traditional model of an intimate, heterosexual

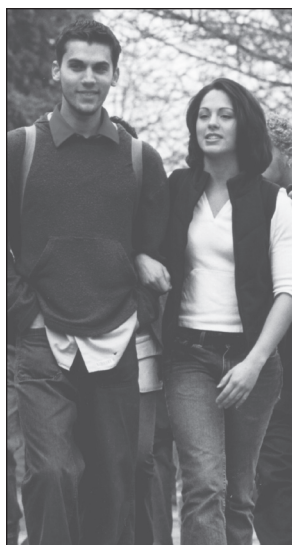


relationship, while not necessarily violent, is characterized by an imbalance of power. In training for adult roles, young people learn that men are supposed to be in control and that women are supposed to defer in order to attract and keep a partner. Exposed to these notions at home, school, church or synagogue, and in the media, young people develop unrealistic expectations for themselves and each other. As a result, boys may be unprepared to deal with the feelings of vulnerability they experience when they begin dating. Girls may be equally challenged by their desire to please a partner even at the expense of their own needs, values, or safety. By the time they reach adolescence, young people are faced with tremendous peer pressure to conform to these gender roles.

Increasing safety for lesbian, gay, bisexual and questioning youth

Lesbian, gay, bisexual and questioning (LGBQ) youth, exposed to the same cultural norms as their heterosexual peers, are also vulnerable to dating and sexual violence in their intimate relationships. However, these youth are likely to be even more socially isolated and afraid to seek help than their heterosexual peers. They may choose to conceal their sexual identities, relationships, and experiences of abuse, even from help providers. Threats of “outing” are often used by an abusive partner as a means of control. Many LGBQ youth will fear, based on their own or others’ experiences, that “coming out” will increase their risk for physical abuse from their partner, a family member, or others. LGBQ youth are targeted at alarming rates for hate and bias crimes in their schools and communities. As a result of abuse, fear, and isolation, LGBQ youth are also at increased risk for running away, attempting and committing suicide. It is not surprising that young people sometimes exaggerate gender role stereotypes in their own behavior to distance themselves from being identified as either gay or lesbian or being targeted with gay and lesbian slurs.

It is important for adults to make it safer for LGBQ youth by taking a stand against sexual harassment at school, which often includes name-calling about sexual orientation. These behaviors are a form of sex discrimination and are a violation of a student’s civil rights. Rampant even in the elementary grades, the terms “gay,” “queer,” and “faggot,” used as insults, create an atmosphere of disrespect and increase the potential for physical and sexual violence. When put-downs about sexual orientation are tolerated in school, students learn not only to hate and discriminate against LGBQ youth, but also that it is acceptable to mistreat other people in general. This is a lesson that has negative effects on individuals and on the overall school climate.



SUGGESTIONS FOR THE FACILITATOR

This program is designed for you, the facilitator, to use in the classroom, youth organization or religious youth group. The instructions in this section will assist you in preparing to use this program, facilitating group discussion, assisting participants who have witnessed or experienced abuse, and expanding the impact of this program to others in your community. The following instructions are written for a classroom teacher but can be adapted as needed by facilitators in other settings. (Notes to the facilitator are italicized and in parentheses.)

PREPARING TO PRESENT **LOVE – ALL THAT AND MORE**

Please read this entire curriculum and watch Parts 1, 2, and 3 of the DVD before presenting this program to others. Identify areas of potential conflict that you, your viewers, or others in your organization may have with the issues addressed in this program. Discuss these concerns in advance with your colleagues and determine whether any additional preparation may be necessary before presenting this program to your school or community.

Plan to show all of the DVD in the 3-part series. Parts 1, 2, and 3 are used in Sessions One, Two, and Three of this curriculum. Each session is designed for one class period (approximately 50 minutes). The running time for Part 1 is approximately 22 minutes, Part 2, approximately 19 minutes, and Part 3, approximately 23 minutes. Allow 20-30 minutes for discussion following each part.

Review Sessions Four through Six. Each of these sessions utilizes activities, handouts, and small group discussion. Each session is designed for one class period (approximately 50 minutes), following the completion of the entire DVD.

Note that Session One begins with an introduction to the program and discussion of ground rules for participation. We suggest you take suggestions for ground rules from your students and use this opportunity to have all participants commit to behaving respectfully to one another during the program. Examples of ground rules are provided in Session One.

Emphasize that each person in the room has had his or her own experiences with relationships and that it is each individual's right to decide how much he or she wishes to share during the discussion periods.

Encourage all participants to notice their feelings, thoughts, and other reactions to each session. Invite them to speak with you or someone else after the session if they have private questions or concerns.

Review your state's child abuse reporting guidelines and your school or institution's protocol for responding to disclosures of child abuse, including dating violence and sexual assault.

Consider inviting the school counselor (or local representative of a domestic violence or sexual assault center) to view the DVD, or notify him or her that you will be addressing this topic in your classroom or youth group.

SUGGESTIONS FOR THE FACILITATOR

PREPARING TO PRESENT *LOVE – ALL THAT AND MORE*, CONTINUED

As much as possible, create a comfortable environment for viewing the DVD by limiting the number of participants to a maximum of thirty, closing the blinds and dimming the lights for optimum viewing, and keeping interruptions and distractions to a minimum.

Compile and post local telephone numbers for domestic violence, sexual assault, and child abuse services on the board at the beginning of each session.

Have an adequate number of resource lists available for participants at the end of Session Three. Please note there is a blank space at the bottom of the resource lists for participants to write in local contact phone numbers.





Tips for facilitating discussion

- Be familiar with the discussion questions for each session and have them easily accessible to you.
- Arrange seating for the discussion in a loose semi-circle to enhance participants' ability to hear one another. Avoid a tight circle, which can feel too personal for some people to participate comfortably in the discussion.
- Increase the level of emotional safety in the room by inviting everyone to share their unique thoughts and feelings during the discussion. Emphasize that all responses are welcome, voluntary, and that there are no "right" or "wrong" answers to the questions.
- Encourage the sharing of multiple viewpoints by asking for participants who agree and disagree with a previous response. Refrain from judging or shaming anyone, and insist that everyone listen and treat one another with respect.
- Bring each discussion period to an end by inviting someone to share something he or she learned from, or liked about, the session. Call on a different viewer each time.
- If there is no time for discussion immediately following the DVD, you may give participants a homework assignment to write their reactions in an essay or journal format for future discussion, or assign one or more discussion questions for this purpose.

Assisting individuals who have witnessed or experienced abuse

During each session, observe the reactions of your participants, particularly noticing anyone who appears uncomfortable or disengaged. While the DVD and activities should not be upsetting, they could potentially elicit painful feelings for someone who has experienced abuse in a dating or family relationship. If you are concerned that one of your participants has witnessed or experienced abuse, or a disclosure of abuse is made during the session, avoid singling out this person in the group or discussing the abuse while others are present.

Ask to meet privately with the participant as soon as possible after the session. Express your concern and desire to help, either by talking with the student or referring him or her to an appropriate counselor. Review your state's child abuse reporting guidelines before initiating any discussion about the abuse with the student. Explain your concern for the student's safety and your legal obligation to report information about the abuse of minors to the appropriate authorities.

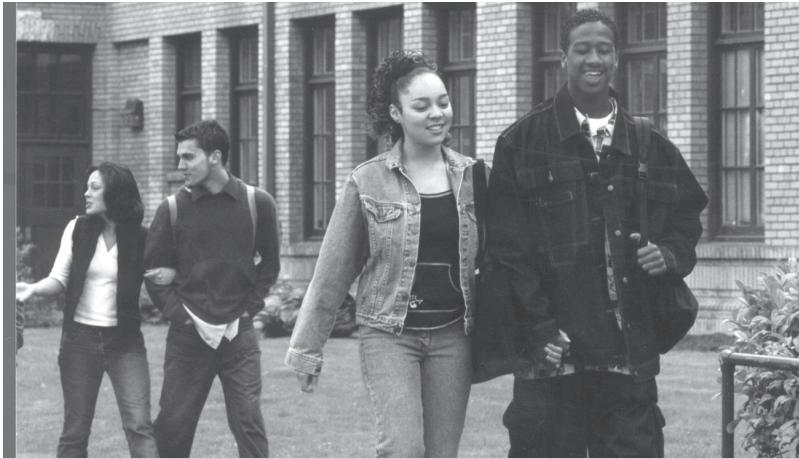
When a student is in danger, help the student identify measures to increase his or her immediate safety. This might include a plan to avoid the abuser, enlist the support of protective family members, or contact a law enforcement officer. With the student's consent, contact your local domestic violence center for assistance. An advocate or counselor may be available to provide counseling, as well as support and assistance with the law enforcement and justice systems.

EXPANDING THE IMPACT OF THIS PROGRAM IN YOUR COMMUNITY

Love – All That and More can be used:

- By teachers across grade levels in secondary schools and colleges.
- In subject areas including Health, Psychology, Social Studies, Sociology, and Social Work.
- By youth ministers and volunteers in churches, synagogues, and other religious settings to enhance programs for youth and young adults.
- To educate mentors, peer mediators, and other youth leaders.
- For training adults including teachers, counselors, clergy and probation officers working directly with young people.
- As a tool for increasing parents' confidence in talking with their teenagers about intimate relationships.
- To initiate discussion on the topic of healthy relationships among people of different ages, races, ethnicity, religions, or sexual orientations.
- By schools, religious institutions, and community agencies in a collaborative manner to increase awareness of healthy relationships, abuse prevention, and local help resources.





SESSION ONE

SESSION ONE: WHAT DO YOU WANT?

OVERVIEW

Love – All That and More: Part 1, What Do You Want? begins with youth sharing their visions of an “ideal” partner. This segment illustrates how gender stereotypes, reinforced in the media, get in the way of true intimacy and connection. The negative impact of these messages on girls is further illustrated in a science fiction-like vignette entitled, “What They Gave For Love.”

MAIN THEMES

- Images of men and women in the media influence our expectations of ourselves and our dating partners.
- In general, boys learn to be tough, in control, and invulnerable. Media portrayals of powerful men illustrate their strength, use of violence, attractiveness to women and lack of emotion, except for anger.
- Often girls learn to defer to male power. Magazines teach girls how to attract boys by looking sexy and being a “good listener.” Social norms have traditionally supported girls choosing relationships over educational or career ambitions.
- Sex-role expectations can lead to problems in relationships when boys measure their manhood by their ability to control their girlfriends. Control in a relationship often leads to violence.
- An unequal distribution of power in a relationship gets in the way of true connection and intimacy. Only in having the freedom to be both vulnerable and powerful can human beings truly connect with each other.

SESSION ONE: WHAT DO YOU WANT?

OBJECTIVES

Participants will...

- Increase awareness of gender stereotypes portrayed in the media and how these images promote unrealistic standards and expectations for men and women.
- Understand the connection between unequal power and abuse in dating relationships.

TIME NEEDED

- Approximately 50 minutes
- Introduction and ground rules: 8 minutes
- DVD Part 1: 22 minutes
- Discussion: 20 minutes

MATERIALS NEEDED

- *Love – All That and More DVD: Part 1, What Do You Want?*
- Large paper and marker

INSTRUCTIONS

1. Introduce **Love – All That and More** to your class. Explain its goals and objectives in your own words. (**Love – All That and More** is designed to inform young people about the elements that make up healthy relationships, increase awareness and understanding about violence and abuse, and motivate youth and young adults to seek relationships based on equality and mutual respect.)
2. Ask the class to create a list of ground rules for respectful behavior during the program. Record these on the large paper. Examples include:
 - 1) the right for people to speak without being interrupted.
 - 2) not making fun of what someone else says.
 - 3) listening quietly during the DVD and discussion periods.
3. Show **Love – All That and More DVD: Part 1, What Do You Want?**

SESSION ONE: WHAT DO YOU WANT?

4. Facilitate a discussion using the questions below.

DISCUSSION QUESTIONS

1. What are your reactions to the DVD? (Begin the discussion with a general question, allowing viewers to share their feelings, thoughts, likes, dislikes, and other initial reactions.)
2. Think about the movie clips entitled, “Reel Men.” What does the media tell us about how men and women are supposed to look and act?
3. Where else do we learn these rules? Can you think of other messages we receive about being a man or a woman?
4. What do boys do to try to make themselves tougher, stronger, or in control of the situation?
5. What do you think boys have to give up or hide about themselves in order to live up to the stereotype of a “real man?”
6. When boys show feelings of being scared or weak, how do their peers, parents or other adults often treat them? Are there ever consequences for girls who act strong, confident, or in control? How might these consequences keep boys and girls from being their true selves?
7. Who can describe what was going on at the school in the vignette, “What They Gave For Love?” What did the blonde girl say she used to have to give up to get a date? What do girls give up in real life?
8. How did you react to the description of the practice of foot binding of girls in the past in China? What are some examples from our culture of similar kinds of activities where females have been pressured to do things to become “attractive” to males? (The practice of foot binding in Chinese history is used in this section as one example of a culturally accepted tradition in which girls and women suffered physical mutilation in order to increase their beauty and attractiveness as a marriage partner. Examples from Western culture include the use of restrictive corsets to narrow the waistline, and perhaps most common, excessive dieting and exercise to achieve unhealthy weight loss.)
9. What things do girls hide about themselves in order to be more attractive?
10. How do the unwritten rules for men and women get in the way of healthy relationships? How do they lead to violence in relationships? What other problems do they cause?
11. If you could re-write these rules, what would they be?
12. What did the teens in the DVD say they were looking for in a dating partner?
13. In general, do boys and girls want the same thing in a relationship? Can you describe any similarities or differences?

SESSION ONE: WHAT DO YOU WANT?

CHALLENGES AND OPPORTUNITIES

- Creating an environment that is emotionally safe enough for discussion may be an initial challenge for some facilitators and groups. Students may be too self-conscious at first to talk openly about issues that have traditionally not been discussed in a classroom setting. Sharing personal attitudes about gender and relationships takes a significant amount of self-awareness and courage. Students may be concerned about being judged by you or their peers. They may express general feelings of nervousness by laughing at one another, making jokes, or expressing what might be considered sexist attitudes. Some groups may instead become unusually quiet, while students wait for someone else in the group to “break the ice.”
- Keep your expectations low. Don’t push or rush through the questions. Allow viewers time to find their voices and get comfortable expressing themselves to one another. Lighten up and convey respect for people having different experiences and opinions. This is not the time to lecture. It is an important opportunity to invite students to participate in whatever ways they are comfortable and to encourage them to speak their truths without fear of teasing or ridicule. Once past any initial reservations, most groups will seize this unique opportunity to talk about intimate relationships. You will know that you have mastered the ability to facilitate discussion when students begin asking each other their own questions.



SESSION TWO

SESSION TWO: LET'S TALK ABOUT SEX

OVERVIEW

In this segment of the DVD, youth discuss their values and attitudes about sex and explain that communication is vital to building trust and intimacy.

The high-pressure tactics of a car salesman are used in the vignette, “The Man Who Wouldn’t Listen,” as a humorous, yet all too real, metaphor for sexual coercion.

MAIN THEMES

- The same rules that shape our identities as males and females also give us mixed messages about having sex. For boys, sex is considered a “rite of passage,” while for girls, sex is considered “giving something up.”
- Boys and girls both experience peer pressure to be sexually active, although a double standard exists. Boys who are sexually active may be considered a “player” and a “stud,” while girls who are sexually active may be called names like “slut” and “whore.”
- The different rules for boys and girls about having sex lead to a lot of confusion. Partners need to learn to talk and to listen to each other about their sexual values, desires, and limits.
- Forcing, manipulating, or tricking a person into having sex when they do not want to is called “rape.”
- In addition to being against the law, forcing someone else to be sexual destroys trust and relationships, and can cause great harm to the other person.
- Waiting to have sex until both partners are ready makes sex more enjoyable and builds trust, equality and connection.

SESSION TWO: LET'S TALK ABOUT SEX

MAIN THEMES, CONTINUED

- The creators of this program at FaithTrust Institute offer the following statement of values relating to sexual activity in a dating relationship.

The decision to have sex (with or without intercourse) or not to have sex should be a choice for both partners, a real choice. Whether the sexual activity is “fooling around” or intercourse, both people should be ready to make this choice. This means that both people should:

- 1) be mature enough to understand the implications of this choice,
- 2) be consenting, i.e., not feeling forced, manipulated or coerced in any way,
- 3) be willing to take steps to prevent sexually transmitted diseases or unwanted pregnancy (for heterosexual couples), and
- 4) be in a relationship that is built on trust and respect for the other person.

A lot of people choose not to have intercourse (abstinence) until they are older, perhaps wiser, and ready for a committed relationship or marriage. There are many advantages to this choice. But sexual activity (with or without intercourse) can be a responsible choice if both people give thoughtful consideration to the implications and to the well being of their partner.

OBJECTIVES

Participants will...

- Understand that in order to achieve true intimacy with another person, partners must share power and respect each other's feelings, opinions, and decisions.
- Learn that it takes mutual respect, trust, and communication for sex to be experienced as an act of love versus rape or abuse.

TIME NEEDED

- Approximately 50 minutes
- Review ground rules: 5 minutes
- DVD Part 2: 19 minutes
- Discussion: 26 minutes

MATERIALS NEEDED

- **Love – All That and More DVD: Part 2, Let's Talk About Sex**
- Ground rules from Session One

SESSION TWO: LET'S TALK ABOUT SEX

INSTRUCTIONS

1. Ask the class to review their list of ground rules from Session One. Add new rules if necessary.
2. Show **Love – All That and More DVD: Part 2, Let's Talk About Sex**.
3. Facilitate a discussion using the questions below.

DISCUSSION QUESTIONS

1. What are your reactions to the DVD? (Begin the discussion with a general question, allowing viewers to share their feelings, thoughts, likes, dislikes, and other initial reactions to the DVD.)
2. What did the young people in the DVD say about sex?
3. Is it true that boys are only interested in sex and that girls are bad if they want it? Where do these ideas come from?
4. What are some reasons to wait before having sex?
5. What was going on in the vignette entitled, "The Man Who Wouldn't Listen?"
6. How did the boy who walked onto the car lot get manipulated and forced to buy the car? What did the salesman say or do?
7. What are some other ways that someone could be coerced, manipulated, or tricked into having sex when they didn't want to?
8. If you were going to write a definition for "rape" based on this segment of the DVD, what would it be?
9. If you were going to write a definition of "great sex" based on this segment of the DVD, what would it be?
10. What is the meaning of consent and how do you know when you really have it?
11. What are some excuses you have heard to justify forced sex? Are there any circumstances under which you think it would be acceptable for someone to force sex on another person?
12. What are some things that might make it difficult for someone to report that he or she had been raped to authorities? What if the rape occurred in a dating relationship? What if the rape occurred in a gay or lesbian relationship?
13. What could you do or say to help someone who had been raped?
14. What could you do or say if you heard someone making victim-blaming comments like "she wanted it," or "she deserved it" about a person who had been raped? How much courage would it take to speak up if a friend were making those comments, versus someone whom you didn't know very well?

SESSION TWO: LET'S TALK ABOUT SEX

CHALLENGES AND OPPORTUNITIES

A potential challenge at this point is to avoid getting only the “right” or “socially desirable” responses. To stimulate discussion, you may have to challenge students’ desirable responses with questions like, “Is that what you really think?” “Have you always felt that way?” or “Would everybody agree with this answer?” When a viewer expresses what you might consider to be a sexist attitude, challenge the remark without attacking the person who said it. For example, if a young man states that boys cannot be raped because they always want sex, you might respond with a question like, “Can you think of a situation in which a boy might not want to have sex and is forced or manipulated against his will?” Rather than shutting down discussion by correcting the student or putting him or her on the defensive, take this opportunity to broaden the discussion and demonstrate the value of examining all positions from different perspectives.

SESSION THREE

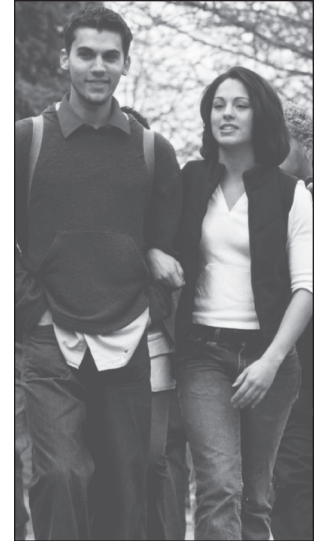
SESSION THREE: PUTTING IT ALL TOGETHER

OVERVIEW

This session emphasizes that love alone does not make a relationship work. In this part of the DVD, young people discuss their experiences with jealousy and conflict and share strategies for building healthy relationships. The vignette, “Jamal’s Blind Date,” suggests that dating a robot may be the only way to avoid conflict and the vignette, “He Oughta Know,” illustrates the need for partners to listen and communicate about their thoughts and feelings.

MAIN THEMES

- Love alone is not enough for a healthy relationship. Partners need skills for sharing power, resolving conflicts, handling jealousy, building trust, communicating effectively and knowing how and when to compromise.
- Some degree of jealousy is a natural feeling that comes from insecure feelings about ourselves and our partner’s commitment to the relationship. Jealousy becomes abusive when it is used to dominate and control another person.
- Signs of extreme jealousy include your partner needing to know where you are at all times, not wanting you to have your own friends or spend time with other people, and always expecting you to be available to him or her. Extreme jealousy is not a sign of “love;” it is your partner’s attempt to control your life. This kind of jealousy is a “red flag” for future dating violence.
- When you trust someone, you make yourself vulnerable to being hurt if they let you down.
- Lying to someone, even about little things, teaches them that they cannot trust you.
- Good communication requires talking and listening – really listening. Communication is impaired when one partner doesn’t take the other’s feelings seriously, bullies or blames the other, or is more concerned about being “right” than listening with an open heart and mind.
- Good communication is impossible when one partner is afraid of the other.
- Compromise and negotiation are effective strategies for resolving conflict when both people have equal power and respect for each other’s rights and values.
- You have the right to end a relationship at any time. You should not be forced to stay in a relationship. While breaking up is never easy, it is often necessary in the search for a healthy relationship.



SESSION THREE: PUTTING IT ALL TOGETHER

OBJECTIVES

Participants will...

- Recognize that jealousy and conflict are normal experiences that can be addressed in healthy ways.
- Understand how equality, trust, communication, compromise and respect work together to create relationships which are nurturing, supportive, healthy, and fun for both partners.

TIME NEEDED

- Approximately 50 minutes
- DVD Part 3: 23 minutes
- Discussion: 27 minutes

MATERIALS NEEDED

- Love – All That and More DVD: Part 3, Putting It All Together
- Copies of handouts on pages 27 through 29.

INSTRUCTIONS

1. Show **Love – All That and More DVD: Part 3, Putting It All Together**.
2. Facilitate a discussion using the questions that follow.
3. Distribute the hotline and website handouts (pages 28 and 29) to each participant. Post local contact phone numbers for participants to add to their hotline list (there is blank space at the bottom of the handout for this purpose).
4. Ask students to think about the question, “What do you want in a relationship?” which appears on the front of the handout on page 27. Invite them to write their own responses in the space below the question.

SESSION THREE: PUTTING IT ALL TOGETHER

DISCUSSION QUESTIONS

1. What are your reactions to the DVD? (Begin the discussion with a general question, allowing viewers to share their feelings, thoughts, likes, dislikes, and other initial reactions to the DVD.)
2. What does the DVD suggest are the key ingredients of a good relationship? Are there others that were not mentioned?
3. What happened in the vignette entitled, “Jamal’s Blind Date?” What would you say is missing in this relationship?
4. Can you think of examples of healthy relationships in the movies, television, or at school? What do these partners do or say that make for a good relationship?
5. How would you know if your own relationship were healthy? How does being in a healthy relationship make you feel about yourself and your partner?
6. What kinds of problems do young people have in their dating relationships? Which of these are most likely to lead to violence?
7. You can’t always tell in advance, but what characteristics might cause you to suspect that someone is or could become abusive in a dating relationship? What does the abusive person gain by his or her actions? What does the abusive person lose by his or her actions?
8. What are some ways that jealousy can be used to dominate and control a partner?
9. What could make it difficult for someone to break up with an abusive partner?
10. What could you do to help a friend who is being abused by a partner? What could you do to help a friend who is the abuser?
11. Has anyone in this group experienced a difficult break-up or had a friend who experienced a difficult break-up? How did you or your friend take care of yourself or him or herself during or after the break-up? If it was your friend, how were you able to help that person? What are some healthy coping strategies you would recommend to others?
12. Ending a relationship, like grieving the death of a loved one, can be very hard to handle alone. Who can you talk to? Where can you go for help if you’re in danger of hurting yourself or someone else? What can you do if you feel threatened or unsafe?

SESSION THREE: PUTTING IT ALL TOGETHER

CHALLENGES AND OPPORTUNITIES

- It is likely that students in any class or group will have varying levels of experience with dating relationships. Some may be involved in a long-term relationship, while others may have only briefly considered the idea. Some students in the class or group may be experiencing or witnessing abuse at home, while others may have positive role models. Almost every student in the class or group will have a friend or loved one who has been in an abusive relationship, and one or more students themselves may currently be in an abusive relationship. This discussion provides an opportunity for students to learn from and support one another. You have the important task of encouraging all viewers to seek help for themselves or loved ones who are in abusive relationships. Post telephone numbers for local domestic violence or sexual assault centers, provide handouts with local help resources, or invite representatives from local agencies to participate. There is blank space on the resource list for participants to write in local contact numbers, so be sure to post these phone numbers in a prominent location.
- You can help young people reach out to someone who is being abused by teaching them how to listen and support a victim. The most important things a peer can do are to listen, believe, and offer support and assistance to the victim in increasing her or his safety. It's also very important that young people confront abusive attitudes and behaviors in their peers when it is safe to do so. This can be as simple as letting someone know that you do not appreciate sexist jokes or demeaning remarks. When someone witnesses an act of violence or is concerned for someone's immediate safety, they should call 911 or seek the help of law enforcement professionals.

Relationships: What do you want?

How do you know if your relationship is hurtful or abusive?

- Everybody has the right to be in a safe and healthy relationship.
- If you or someone you know is getting hurt, talk to someone you trust or call a hotline to help you think through your options.

“He would punch her and slam her into the lockers and slap her and call her all kinds of names.”

– SHAWNTEL

“She was always expected to conform to that submissive role and let him tell her what to do and who she needed to be and how to dress. And it just escalated from there, and he would hit her.”

– EMILY

“He once told me if he couldn’t have me, no one could. It really scared me.”

– CRISTINA

“If I say something, she shouldn’t necessarily laugh at me...you know, make fun of it.”

– ROBERT

RELATIONSHIPS: What do you want?

Write your own ideas here:

“Equality, you’re on the same level, you’re both human beings.”

– MARY

“The thing that’s very, very important to me is to be supported and encouraged to be exactly who and what I want and need to be.”

– EMILY

“I would like for my partner to be a virgin, too.”

– JOSH

“Somebody with the same religious goals.”

– YAACOV

Resources – Hotlines

Everybody has the right to be in a safe and healthy relationship. If you or someone you know is getting hurt, talk to someone you trust or call a hotline to help you think through your options.

Dial “911” or your local law enforcement agency if you or someone else has been hurt or is in immediate danger. Physical and sexual violence is against the law — even when you’re dating, living together or married.

Want to talk to someone about your relationship? The National Domestic Violence Hotline at 800-799-SAFE (7233) or 800-787-3224 (TDD) provides advocates who will listen, help you clarify your thoughts and feelings, and give you information and referrals to services in your area. (www.ndvh.org)

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Child Help USA-National Child Abuse Hotline 800-422-4453 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)

Local Contact Numbers:

Resources – Websites

Bullying Survival Guide

This online resource produced by BBC Online Education contains guidelines for dealing with all aspects of bullying.

(www.bbc.co.uk/schools/studentlife/schoolissues)

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SafeNetwork Project

The Teens and Abuse section of this site, operated by the California District Attorney's Association, provides information about the impact of abuse on teens, legal remedies, and related resources and internet sites. (www.safenetwork.net)

SafePlace Teen Site

This site is hosted by SafePlace: Domestic Violence and Sexual Assault Survival Center in Austin, Texas and provides information on dating and sexual violence, sexual harassment, and healthy relationships.

(www.safeplace.org)

Smartgirl.com

This site provides an on-line forum specifically for teenage girls to communicate with each other about issues that are important to them, including love and friendship.

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(www.teenvoices.com)

When Love Hurts

This site provides a complete guide for girls on love, respect and abuse in relationships.

The Domestic Violence and Incest Resource Centre, Melbourne, Australia

(www.dvirc.org.au/whenlove)



SESSION FOUR

SESSION FOUR: WANTED – A GREAT RELATIONSHIP

OVERVIEW

In this session, students create a “job description” for an ideal partner and develop interview questions for screening potential “applicants.”

OBJECTIVES

Participants will...

- Identify valued characteristics in a dating partner.
- Increase ability to make healthy dating choices.

TIME NEEDED

- Approximately 50 minutes
- Brainstorm characteristics of an ideal partner: 15 minutes
- Write interview questions on handout: 15 minutes
- Discussion: 20 minutes

MATERIALS NEEDED

- Flip chart or chalkboard
- Marker or chalk
- Copies of Handout: *Wanted—A Great Relationship*
- Pens or pencils

SESSION FOUR: WANTED – A GREAT RELATIONSHIP

INSTRUCTIONS

1. Write the words “Ideal Partner” in front of the room. Tell students you want them to create a job description for an ideal partner. Brainstorm what an ideal partner would be like using the following questions as a guide:
 - How does this person act at school, work, when he or she is alone with you?
 - What does this person get upset about and how does he or she show it?
 - What makes this person happy and how does he or she show it?
 - How does this person make decisions? Talk about sex? Resolve conflict?
 - How does this person communicate with you, his or her friends, your friends, family?
 - How does this person feel about him or herself?
 - How do you feel about yourself when you are with this person?
2. When your job description is complete, pass out copies of Handout: *Wanted – A Great Relationship* and read the instructions to the class. Ask students to take approximately 15 minutes to create their own list of “interview” questions using the handout for this activity.
3. Convene the class and ask for volunteers to share questions or have students randomly exchange papers and answer another student’s questions.
4. Facilitate a discussion using the questions below.

DISCUSSION QUESTIONS

1. How realistic is it to “interview” a potential partner?
2. Were there some questions you would actually ask someone you were dating? Were there some questions you would not ask and why?
3. How would you answer your own questions?
4. How would you feel if you were asked questions like these by someone you were dating?
5. How else can you learn about a potential dating partner?
6. Is it always possible to know in advance that someone you like could become abusive in a dating relationship?

Wanted – A Great Relationship

When you apply for a job, what kinds of questions do you get asked? What does the employer want to know before he or she decides whether you're the right person for the job? Imagine you could interview someone before you went out or got intimately involved with the person. What kinds of information would you want to know? Use the space below to write 10 questions you would like to ask someone before getting involved. Remember that open-ended questions provide the most information.

Open-ended questions begin with words like "How" or "What" and cannot usually be answered with the words "yes" or "no." Be creative, think of questions that will really give you the information you need to make a good choice.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

SESSION FIVE

SESSION FIVE: DATING – PROCEED WITH CAUTION

OVERVIEW

In this session, students work in small groups to discuss, problem-solve, and role-play how to help themselves and their peers in risky dating situations.

OBJECTIVES

Participants will...

- Increase ability to recognize and respond effectively to the warning signs of abuse.
- Demonstrate how to seek help for oneself and peers

TIME NEEDED

- Approximately 50 minutes
- Divide students into groups and select cards: 5 minutes
- Small group discussion: 20 minutes
- Perform role-plays for class: 20 minutes
- Inform students of local help services: 5 minutes

MATERIALS NEEDED

- Copies of Handout: Dating – Proceed with Caution
- 1 copy of Risk Cards and scissors or paper cutter
- Bowl or sack

SESSION FIVE: DATING – PROCEED WITH CAUTION

INSTRUCTIONS

1. Cut out the Risk Cards and put them into a bowl or a sack.
2. Divide students into groups of 3-5 people. Invite one person from each group to select one card.
3. Pass out copies of Handout: *Dating – Proceed with Caution* and read the instructions to the class. Give the groups approximately 20 minutes to discuss the questions on the handout and then create a short skit or role-play to demonstrate how to handle the situation described on their Risk Card safely and assertively. Encourage students to include all group members, as peers or adults, in each skit or role-play.
4. Provide an opportunity for each group to perform their skit or role-play for the rest of the class. Discuss the important roles of peers and adults in helping young people take care of themselves in these situations. Repeat with remaining cards.
5. Post telephone numbers for local domestic violence/sexual assault centers or other community resources.

Risk Cards – copy and cut out

<p>Abused Friend</p> <p>Your friend's partner is very jealous and possessive. You begin to worry that she's in danger.</p>	<p>Insult</p> <p>You are out with a group of friends when your partner makes an insulting remark about you or someone else.</p>	<p>Too Personal</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>Sex</p> <p>Your partner is pressuring you to have unprotected sex.</p>	<p>Want a Drink?</p> <p>You're at a party and someone you don't know very well brings you a drink.</p>	<p>Money</p> <p>Your partner asks you to loan him/her \$200 but you've been saving that money for something else.</p>
<p>Lying</p> <p>You suspect your partner is lying to you. Your friends report to you that your partner is seeing someone else.</p>	<p>Break Up</p> <p>You decide the relationship is not working out for you but you're afraid to break up.</p>	<p>Cyber-friend</p> <p>Someone you met in a chat room invites you over to study.</p>

Dating – Proceed With Caution

Dating or spending time with someone you like is usually fun and exciting, but it can also become confusing or even dangerous at times. When you find yourself in a risky situation, what do you do? Sometimes you might handle it alone or talk to a friend. In some situations, you may choose to take some action to protect yourself or help a friend in trouble. Take a few minutes to read and discuss the situation described on your Risk Card. Use the following questions to think and talk about similar situations that have happened to you or someone you know. It's fine to share whatever you want about yourself, but when talking about someone else who others in your group may know, keep that person's confidentiality by not using their real name. Create a brief skit or role-play to show others how you can protect yourself or help a friend in this situation. Involve all of your group members in the skit or role-play as peers or adults.

1. How serious is this situation? What, if any, risks could there be to you or others in this situation?
2. Has a situation like this ever happened to you or someone you know?
(Don't use real names)
3. What happened?
4. What did you and other people do to help?
5. Did it help? Did it make things worse?
6. What could you say or do to help someone else in this situation? What would be some helpful or supportive things that friends and adults could say or do?

Now create a short role-play or skit to show others what they could do to take care of themselves or help their friends in this situation.

SESSION SIX

SESSION SIX: TAKE ACTION!

OVERVIEW

In this session, students review main themes of this program and identify action steps for a group or class project.

OBJECTIVES

Participants will...

- Develop an action plan to improve personal relationships.
- Design a project to educate others about healthy relationships and abuse prevention.

TIME NEEDED

- Approximately 50 minutes
- Review main themes of **Love – All That and More**: 5 minutes
- Identify action steps using Handout: *Take Action!*: 15 minutes
- Brainstorm ideas for class or group project: 10 minutes
- Develop action plan for project: 20 minutes

MATERIALS NEEDED

- Copies of Handout: *Take Action!*
- Pens or pencils
- Flip chart and marker

SESSION SIX: TAKE ACTION!

INSTRUCTIONS

1. Review the main themes of the DVD and discuss any final questions or comments. Introduce the concept of action planning by explaining that change happens on multiple levels. Ask students to identify examples of changes that individuals can make:
 - to improve their own relationships
 - to help their friends and families
 - and to effect changes in the way other people in the community relate to one another
2. Pass out Handout: *Take Action!* and read the instructions to the class. Give students approximately 15 minutes to list action steps corresponding to each level on the handout.
3. After 15 minutes, brainstorm potential class or group projects for promoting safe and healthy relationships and preventing dating and sexual violence. Discuss the ideas presented. Have the class or group select a project that is interesting, fun, and manageable given your circumstances, budget, and time available.
4. Use the questions below to plan your project or event.

DISCUSSION QUESTIONS

1. What is the goal of the project? What do we want to accomplish?
2. Who is the target audience? Who are we trying to reach?
3. What methods or strategies will we use to reach our goal? What are we going to do?
4. What is the timeframe? When will we start and finish?
5. What materials do we need? Which of these do we already have?
6. Are there other individuals that we would like to invite to participate? Who else should be involved?
7. What are the steps we need to take to plan and implement the project? What do we need to do first, second, third, etc.?
8. Who will be responsible for each step? Assign tasks to individuals.
9. How will we know what impact our project has on the target audience, others? Did we achieve our goal?
10. How will we celebrate the completion of our project? Don't skip this step.

Take Action!

In this program, you have heard the voices of young people speak about what it takes to have a great relationship and some of the things that get in the way of intimacy and connection. The activities and discussion sessions may have also helped you explore your own values and attitudes and learn more about others in your class or group. The following questions are designed to help you turn some of these ideas into action steps that can change the way people in your community relate to one another. Social change takes time and effort on many levels, among individuals, groups, and communities. For each level below, please identify three things you can do to promote safe and healthy relationships and prevent dating and sexual violence among young people in your community.

What can I do in my own life to improve the quality of my current relationships, or increase my potential for having a great relationship in the future?

1. _____
2. _____
3. _____

What can I do to help or support my friends or family members in having safe and healthy relationships, or help them if they are in an abusive relationship?

1. _____
2. _____
3. _____

What are some ways that youth in my class or group can treat each other with equality and respect?

1. _____
2. _____
3. _____

What are some ideas for a project or event that my entire class or group can do to educate others in our school or community about promoting healthy relationships and preventing dating violence and sexual assault?

1. _____
2. _____
3. _____

RESOURCES

Hotlines

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RESOURCES

Award-Winning DVDs Available from FaithTrust Institute

To order these titles, call FaithTrust Institute at 877-860-2255 (toll free).
www.faithtrustinstitute.org

Broken Vows: Religious Perspectives on Domestic Violence

Broken Vows presents the stories of six battered women—Jewish, Roman Catholic and Protestant—and demonstrates how religious teachings have been misused to perpetuate abuse, and how religious communities can work proactively to end domestic violence.

Pastoral Care for Domestic Violence: Case Studies for Clergy

This multifaith series of role plays demonstrates Catholic, Protestant and Jewish clergy effectively addressing common religious issues raised by victims, survivors and abusers in situations of domestic violence.

Love – All That and More

Six-session curriculum with lesson plans, including background materials on healthy and abusive relationships; suggestions for the facilitator; discussion questions; and dynamic, interactive follow-up activities.

To Save a Life: Ending Domestic Violence in Jewish Families

An essential resource for abused Jewish women, Jewish communal leaders, helping professionals and all who seek to break the silence about domestic violence in Jewish families.

Garments for One Another: Ending Domestic Violence in Muslim Families

For mosques, religious leaders, social workers, community groups and shelter staff who offer help to Muslim women who currently experience violence in the home.

RESOURCES

Websites for Youth and Young Adults

Bullying Survival Guide

This online resource produced by BBC Online Education contains guidelines for dealing with all aspects of bullying.

(www.bbc.co.uk/schools/studentlife/schoolissues)

Cyberangels Inc.

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The Domestic Violence and Incest Resource Centre, Melbourne, Australia

(www.dvirc.org.au/whenlove)

RESOURCES

National Organizations

American Association of University Women (www.aauw.org)

Education Wife Assault (Canada) (416) 968-3422 (www.womanabuseprevention.com)

FaithTrust Institute (www.faithtrustinstitute.org)

Family Violence Prevention Fund (www.fvpf.org)

National Center for Disease Control and Prevention (www.cdc.gov)

National Coalition Against Domestic Violence (www.ncadv.org)

National Gay/Lesbian/Straight Education Network (GLSEN) (www.glsen.org)

National Resource Center on Domestic Violence 800-537-2238, 800-553-2508 (TDD)

National Violence Against Women Prevention Research Center (www.vawprevention.org)

U.S. Department of Justice, Office of Justice Programs, Violence Against Women Office
(www.ojp.usdoj.gov/vawo)



Working together to end
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