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| **Indiana Student Standards for Guidance Addressed** |
| Standard(s) addressed: | Guidance, Health & Wellness, & Family & Consumer Sciences | Indicator(s)addressed: | 6-8.3.8, 6-8.3.156.2, 7.2, 8.2, 6.7, 7.7, 8.7, MS.5 |
| **Instructional Development** |
| Grade Level(s):  |  9-10 |
| Title: |  Reflections on Respect |
| Summary: | *Reflections on Respect* introduces kids to Choose Respect, then gives them time to write down their thoughts. Instead of talking in front of a group, they get to write about how a dating partner should act—and how they will choose to act with friends and dates |
| Time Frame: |  80-83 minutes |
| Procedure:  | 1. Introduce yourself **(1 minute)**
2. Complete survey **(7-15 minutes)**

State “This survey is intended to measure how much you know about the topic we are about to present today and each time we meet. We will also give it to at the end of our last session to see how much you have learned from the topic.”1. Introduce the *Causing Pain: Real Stories of Dating Abuse and Violence* video. Prior to screening the video state the following:
2. *Causing Pain: Real Stories of Dating Abuse and Violence* is a 13-minute video about the personal stories of teenagers who have been in abusive and violent relationships. The characters in the video describe their experiences so you can recognize and prevent dating abuse in your relationships or in the relationships of your friends.
3. Acknowledge that they may have seen the video before, but since they are not older (by a year) they may see or hear something new that they didn’t notice last time.
4. Lastly, you can add that because dating violence can affect so many people in their lives such as perpetrator, victim, bystander, friend, or family member, the video program they are about to watch is relevant to *all* of them.
5. Show video **(13 minutes)**

**DATING** **ABUSE ( 5 minutes)****State** “The characters in the video discussed a very important and real topic that some youth experience-dating abuse. Based on the video, what you may have seen in every day life or on television, what is dating violence?”You might want to make that sure that some of the responses include some examples of each type of abuse. Confirm their responses. **Dating Abuse:** When someone in a relationship insults, hits, or tries to control what the dating partner does, including whom he or she talks to, and uses threats of abuse. Can include: (make sure they know the difference in these)* + Verbal abuse (e.g.,name calling, put downs, swearing at the person)
	+ Emotional abuse (e.g., threats, control)
	+ Physical abuse (e.g., hitting, shoving, slapping)
	+ Sexual abuse (e.g., unwanted touching)

A pattern of behavior - something that happens over and over.1. Writing assignment **(10 minutes)** Individually, write a relationship that you have been in (dating or friendship). Describe positive aspects of that relationship and in what ways the individual treated you well. Were there any aspects of the relationship that were negative or which you felt treated poorly? Describe these and how you felt at the time within that relationship (these will be private and not shared outloud). ASK: What did you learn about yourself in this relationship that you described?

**State**: “This activity was just so you could reflect on a relationship you have been in and what positive and negative aspects of a relationship can look like in real life think about this relationship as we talk about positive characteristics of relationships and warning signs. **WARNING SIGNS (5 minutes)**Explain that there are signs you can look for that may show that someone is in an unhealthy relationship. Relationships should not start off with fighting, pushing, or name-calling. Relationships should start off fun, friendly, and happy. But subtle changes like giving the silent treatment or constantly asking questions about a friend or girlfriend’s whereabouts can lead to dating abuse. Encourage participants to talk about some of the emotional consequences mentioned in the video (isolation, sadness, guilt, fear, loneliness, insecurity). **Ask (5 minutes)**What are some signs that could help you tell if someone might be a victim of abuse? What some consequences to dating abuse? Or, what did the characters in the video experience and how did they fell in their unhealthy relationships?Make sure their answers include the following:* Feel bad about themselves or have a poor self-image
* Constant alls and texts from a girlfriend/boyfriend
* Don’t hang out with their friends as much as they used to
* Look depressed
* Drop in grades
* Lose interest in social activities that used to be enjoyable
* Make excuses for the behavior of the dating partner

**State**It is important for you to know these signs so you can notice changes in your friends or family and encourage them to get help. As a bystander or a caring friend, you can encourage your peers to choose respect in their relationships.**Getting Help & Help Preventing Dating Abuse (10 minutes)**Explain that if someone is being abused that person might feel confused and alone, and he or she may not know what to do or hope that the relationship will get better.Remind participants that although breaking up is an option, the person being abused might be scared to do it.**Ask**If you notice that some one you know is being abused, or if you were one of the video characters’ friends, what would you do to help?Have students in smaller groups complete the following phrase***If my friend were being abused, I could\_\_\_\_***.Answers may include:* Believe what the friends say. The risk of not believing someone who is being abused is too high- they could get hurt, even if you don’t believe them.
* Listen without judging, blaming, or telling them to break up. Give them options of where they can seek help.
* Let them know that is not their fault.
* Even if they think they did something wrong, no on has the right to insult, push, or hit them. There are correct ways to express anger, and abuse is not one of them.
* Help them think about someone they trust who might be able to help; this could be a parent other adult a pastor, priest, rabbi, or trusted youth group leader; a trusted youth group leader; a trusted friend; or older sibling. A young person who doesn’t feel comfortable talking to his/her own parents may be able to talk with a friend’s parents.

Come together as a larger group and talk about what they came up with **(5 minutes)****“We have been talking about relationships and how they develop and change over time. How have you and your relationships developed over the past year?**Get in groups of 2-3 people **(10 minutes),** and discuss how relationships have changed since last year when you had these presentations? What did you notice about relationships around you? What did you notice within your own relationships? What have you learned about yourself in relationships? What might you want to learn more about this time around in Choose Respect? Get together as a class and discuss the above questions **(15 minutes**). The end point should be that relationships change over the course of their life, BUT you can still use the same basic skills and knowledge to identify relationships that are health and unhealthy. Also, as we get exposure to more situations as we grow up, we may be put in a situation in which someone else needs help, needs us to listen, or needs us to help find them help.   |
| **Evaluation** |
| How will mastery of the guidance indicator(s) be evaluated? | * Participants will be able to identify characteristics of healthy, positive relationships when dating
* Participants will be able to describe how a dating partner should act
* Participants describe how they will choose to act with friends and dates
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| **Learning Resources** |
| Resources needed:e.g., technology resources, media resources, books, web sites | Choose Respect Video (DVD & TV to screen)**or** Internet access, computer connected to a projector or smart board(go to Youtube.com and type Causing Pain: Real Stories of Dating Abuse and Violence )Pre-surveysOptional:Dating Abuse Fact Sheet (see attachment)Healthy Versus Unhealthy Relationships (see attachment) |
| Citation(s):You may include copyrighted materials in “resources needed,” but do not reproduce copyrighted materials in your lesson plan. Non-copyrighted materials need to be reproduced and included with your lesson plan. Cite sources here. |  -- |