

# Express Yourself!



Give youth a chance to get creative with respect.

## Why?

Learning by doing is one of the best ways for kids to acquire new knowledge and skills. *Express Yourself!* lets youth tell the story of Choose Respect in their own language and in media they can relate to.

## Where and When?

*Express Yourself!* fits easily into the regular activities of an English or drama class at school, or a program at a recreation center, library, or community- or faith-based organization. Youth can complete *Express Yourself!* in 2–4 hours or expand it into a series of sessions over 1 or more weeks, depending on the creative option you choose.

## How?

The Zone 1 Folder of the Resource CD that comes with this Playbook contains the 13-minute Choose Respect video for teen audiences, *Causing Pain: Real Stories of Dating Abuse and Violence*, the *Causing Pain Video Q & A*, and the Choose Respect PSAs.

## Give them the tools they need.

Start by helping youth learn about dating abuse and sort out what is healthy and what is not. Show the 13-minute Choose Respect video for teen audiences, *Causing Pain: Real Stories of Dating Abuse and Violence* or show Choose Respect PSAs if you have played the video as part of a previous play. The *Video Q & A* will help you lead a discussion and contains Choose Respect messages. If the group is large, divide into groups of four to six youth, with one discussion leader in each group. Talk about:

- Signs of healthy and unhealthy relationships
- Reasons why any kind of abuse in a relationship is not acceptable
- Warning signs of disrespectful and unsafe relationships
- Why it is important to have healthy, positive relationships with family, friends, and others



## Plays in Action:

### Community: Los Angeles

#### Choose Respect Challenge

The AmASSI Health and Cultural Center and the Jenesse Center, Inc. brought Choose Respect to Los Angeles kids with the Creative Expressions Challenge. To enter the challenge, kids had to create a poem, song, essay, speech, artwork, or a public service announcement that described respect. Winners of the challenge were recognized at a game night celebration by the Los Angeles WNBA team, the Sparks. Challenge winners made a triumphant entry into the arena with the Sparks team and joined in warm up drills with them. The Union Bank of California awarded a \$1,000 scholarship to the grand prize winner.

## Get the creative juices flowing.

When you're ready for them to make their own artistic statement, encourage youth to complete one or more of the creative options to create Choose Respect messages a friend would understand and believe. Adjust this activity to your setting, time, and budget. Kids may want to work in teams or independently. Your greatest resource—the creativity of youth—doesn't cost a thing! Creative options include:

Poster	Poem	School announcement
Rap	Temporary tattoo	Mural
Banner	Radio PSA	Video
Podcast	Skit	Internet blog

Encourage youth to convert their product to an electronic format and submit it at [www.chooserespect.org](http://www.chooserespect.org).

### Want to Do More?

- Keep the group together and work on a larger, more complex form of artistic expression such as a play, talent show, or podcast (see Success Story on page 1 of this play).
- Engage more youth and hold a contest to see who will be crowned the *Express Yourself* champion.

## Resources Needed:

<input type="checkbox"/> Meeting space	<input type="checkbox"/> TV with DVD player (or video and PSAs may be downloaded from
<input type="checkbox"/> 13-minute Choose Respect video for teen audiences, <i>Causing Pain: Real Stories of Dating Abuse and Violence</i>	<input type="checkbox"/> Video Q & A
<input type="checkbox"/> Supplies and materials for the creative option(s) youth select to express themselves	<input type="checkbox"/> Computer with Internet access (optional)
<input type="checkbox"/> Choose Respect PSAs	

# Evaluation:

Document what you accomplish using Choose Respect tracking tools:

- **Stand Up & Be Counted**

Keep track of play participants and audience members. The Zone 1 Resource CD contains a sign-in sheet.

- **Cheers & Changes**

After the play is complete, note your successes, challenges, and opportunities for the future. The Zone 1 Resource CD contains a worksheet to help you do this.

Choose Respect feedback tools are recommended if you implement multiple plays. Assess what youth learned from and thought of a series of Choose Respect activities using Choose Respect feedback tools:

- **Youth Feedback**

After completing a series of activities with youth, collect information for your evaluation. The Zone 1 Resource CD contains a feedback form to help you do this.

# Let's Talk Respect



Youth stage a talk show to discuss how to select friends who respect.

## Why?

Sometimes it's tough for youth to decide who to be friends with and which friendships are respectful. *Let's Talk Respect* helps peers recognize signs of healthy and unhealthy friendships and learn what to do if they think someone is in an abusive relationship.

## Where and When?

*Let's Talk Respect* is ideal for any community- or faith-based organization or school. The room used should be large enough to have a "stage" and a "studio audience." This play should take approximately 1 hour.

## How?

The Zone 1 Folder of the Resource CD that comes with this Playbook contains the *Let's Talk Respect: Host Guide*.

### Select a talk show host.

Pick an adult leader or older peer to be the talk show host. This person will ask questions and keep the discussion moving as he or she would on a talk show. The *Let's Talk Respect* host should refer to the Resource CD for the Choose Respect Messages.

### Select the guests and the audience.

Select three to five volunteers—some boys and some girls—to be the guests on the talk show. Other participants will be in the audience. Each member of the audience has a respect poster board: one side of the poster says, "Yes! That's Respect!" and the other says, "That's not Respect!" Or the posters could have 😊 and ☹️ on opposite sides of the poster board.

## Lights, camera, action!

The host introduces the show and the topic of the day—Respect. Give it. Get it. The host and the “guests” present a scenario. The host says, “Audience, what do you think?” The audience members respond by holding up the poster that expresses their opinion. The *Let’s Talk Respect: Host Guide* on the Resources CD will help the host lead the discussion.

### Scenario 1

Scenario 1 requires a boyfriend, girlfriend, and the talk show host. The host says, “Your girlfriend wants to spend every minute with you, and you’re getting sick of it. Here are your choices:

- a. Ignore her
- b. Break up with her.
- c. Tell her she’s a stalker.
- d. Tell her, in a respectful way, how you feel.”

The boyfriend chooses an option and tells his girlfriend. The audience votes—is this respect? Or not? Which is the respectful choice?

The talk show host moderates a discussion on how to handle this situation respectfully.

### Scenario 2

Scenario 2 requires a boyfriend, girlfriend, bystander, and the talk show host. The host says to the bystander, “You hear a guy threatening to smack his girlfriend. Here are your choices:

- a. Ignore it.
- b. Run over and push the guy away.
- c. Tell an adult who can help calm the situation down.
- d. Step in and threaten the guy.”

The bystander chooses an option and says what he/she would do. The audience votes—is this the respectful thing to do? Or not? Which is the respectful choice? The talk show host moderates a discussion on how to handle this situation with respect.

### Scenario 3

Scenario 3 requires a boy from the audience and the talk show host. The host says to the boy “You are playing video games with your buddies. A friend of yours, a girl, wants to join in. Of these choices, what would you do?”

- a. Blow her off to look cool to your friends.
- b. Let her play so you can beat her.
- c. Treat her as an equal and let her join the game.
- d. Tease her and tell her girls are not as good at video games as guys.

## Want to Do More?

- Play the Choose Respect 13-minute video, *Causing Pain: Real Stories of Dating Abuse and Violence*, after the talk show to spark discussion.
- Record the talk show and show it to other groups. Have them discuss after viewing the taped show.

The boy chooses an option and the audience votes. Does his choice show respect? Or not? Which is the respectful choice?

The talk show host moderates a discussion on how to handle this situation with respect.

## Scenario 4

Scenario 4 requires a girl from the audience and the talk show host. The host says to the girl, "You become jealous of a friend when she makes the cheerleading squad and you don't. What would you do? Here are your choices"

- a. Tell your friends what a lousy job you think she's going to do.
- b. Tell her it was just luck she made it.
- c. Congratulate her.
- d. Ignore her in the hallways.

The girl chooses an option and the audience votes. Is her choice the respectful thing to do? Or not? Which is the respectful choice?

The talk show host moderates a discussion on how to handle this situation with respect.

## That's a wrap.

After the talk show is over, have the studio audience talk about what they saw. Tell them to suggest additional options for getting help or other signs to look for in an unhealthy relationship.

## Resources Needed:

☐

Meeting space

☐

Respect poster boards

☐

(optional)

☐

Qualified talk show host

☐

*Let's Talk Respect Host Guide*

# Evaluation:

Document what you accomplish using Choose Respect tracking tools:

- **Stand Up & Be Counted**

Keep track of play participants and audience members. The Zone 1 Resource CD contains a sign-in sheet.

- **Cheers & Changes**

After the play is complete, note your successes, challenges, and opportunities for the future. The Zone 1 Resource CD contains a worksheet to help you do this.

Choose Respect feedback tools are recommended if you implement multiple plays. Assess what youth learned from and thought of a series of Choose Respect activities using Choose Respect feedback tools:

- **Youth Feedback**

After completing a series of activities with youth, collect information for your evaluation. The Zone 1 Resource CD contains a feedback form to help you do this.

# Let's Talk Respect: Host Guide



## Opening remarks:

"Hello, I'm your host \_\_\_\_\_. Thanks for watching 'Let's Talk Respect'. Today's show is going to focus on how girlfriends and boyfriends can show respect to one another even in difficult situations and what to do if you see behavior that is disrespectful occurring between a couple. We have some special guests speaking with us today but audience participation is key to a healthy discussion so I want to hear from you out there in the studio audience as well.

First up, we have \_\_\_\_\_ and \_\_\_\_\_ who are dating and we are going to give them a scenario and see how it would be handled in their relationship then the audience will have an opportunity to vote on whether the choice they make is respectful or not."

Introduce the first couple for Scenario 1 and use ice breakers so your guests will feel comfortable such as:

- What grade are you in?
- How long have you been dating?
- What is your favorite thing about each other?

Now move on and present the first scenario.

### Scenario 1:

"Your girlfriend wants to spend every minute with you, and you're getting sick of it. Of these choices, which would you choose?

- a. Ignore her
- b. Break up with her
- c. Tell her she is a stalker
- d. Tell her, in a respectful way, how you feel."

After the boyfriend has answered the question you should engage the audience to vote whether his answer is respectful or not. Depending on the initial response of the boyfriend you will want to probe and initiate discussion around the various responses.

## Response A. Ignore her

Probing questions to the audience:

- Is ignoring someone giving respect? Why or why not?
- How would you feel if your boyfriend/girlfriend ignored you?



- What do you think would happen if he were to ignore her? Do you think she would stop wanting to spend every minute with him?

**Take away message:** Wrap up the discussion and make sure the audience appreciates that this response isn't respectful because boxing someone out can make them feel unimportant and insignificant. Choose respect by having an honest and respectful conversation which will allow you to settle on a solution you both can live with.

## Response B. Break up with her

Probing questions to the audience:

- Is this choice giving respect? Why or why not?
- How would you feel if you were broken up with and were unclear of the reasons? Or if you found out later maybe there was something you could do about it.

**Take away message:** Giving respect sometimes means having uncomfortable conversations so the people close to you can be made aware of how their behavior affects you. These conversations don't have to be hurtful or disrespectful.

By making an effort to communicate about these issues you are showing the person that you respect them and that you respect yourself.

## Response C. Tell her she's a stalker

Probing questions to the audience:

- Would making this comment to someone be giving respect? Why or why not?
- If your boyfriend or girlfriend called you a stalker how would this make you feel?

**Take away message:** While some people may think this comment is a joke or insignificant, putting your friends or significant others down with names like "stalker" or "crazy" is a big rejection. You've got the power of choice so choose respect by having an honest and respectful conversation so the situation can be resolved. Choice d.) is the respectful choice.

## Response D. Tell her, in a respectful way, how you feel.

Probing questions to the audience:

- Is this choice giving respect? Why or why not?
- What would this conversation look like? (ask volunteers to role play and ask audience to comment)

**Take away message:** Giving respect sometimes means having uncomfortable conversations so the people close to you can be made aware of how their behavior affects you. These conversations don't have to be hurtful or disrespectful. By making an effort to communicate about these issues you are showing the person that you respect them and that you respect yourself. You have the power to choose how you will react in difficult situations, choose respect: give it and get it.

After completing Scenario 1, thank your guests for participating and introduce the next set of guests for Scenario 2. Your guests should include a girlfriend, her boyfriend, and a bystander.

## Scenario 2:

Introduce the new set of guests and break the ice with questions similar to the ice breakers suggested above. Some additional options for ice breakers are:

- What's your favorite subject in school?
- Do you all know each other?
- Which two of you are dating and who is our bystander today?

Make it clear that the following scenario is just a hypothetical situation and does not imply that the behavior is something that has occurred between the couple on the stage.

To the bystander you say "You hear a guy threatening to smack his girlfriend. At this point, you can ask the couple to act out the scenario and then ask the bystander, 'Of the following choices, What would you do?'"

- a. Ignore it
- b. Run over and push the guy away
- c. Tell an adult who can help calm the situation down
- d. Step in and threaten the guy."

After the bystander answers the question you should engage the audience to vote whether his/her answer is respectful or not. Depending on the initial response of the bystander you will want to probe and initiate discussion around the various responses.

### Response A. Ignore it.

Probing questions to the audience:

- Does this response show respect? Why or why not?
- Have you ever been in this type of situation where you ignored the behavior? What could you have done differently?

**Take away message:** No one deserves to be threatened with physical violence and by ignoring the situation you would be saying it is ok for her to be treated that way. If you don't want to intervene and possibly make the situation worse, tell an adult who can step in and calm the situation down.

### Response B. Run over and push the guy away.

OR

### Response D. Step in and threaten the guy

Probing questions to the audience:

- Does this response show respect? Why or why not?
- Have you ever heard the phrase "violence begets violence?" Can you see how reacting to violent behavior with violent behavior might be an issue?
- If you reacted to this situation with choices b or d what might happen?

## Response C. Tell an adult who can help calm the situation down

Probing questions to the audience:

- Does this response show respect? Why or why not?
- Give me examples of who you could tell and what you might say.
- What about after the situation has been resolved? Is there anything you could do to help?

**Take away message:** Give respect to get respect. Even people who aren't close to you deserve respect from you and those around them. Part of giving respect is recognizing when someone is in a bad situation and giving them the support they need to get out of it. By going to an adult, you are ensuring the situation doesn't get worse resulting in a fight breaking out and someone getting hurt.

### Scenario 3:

Have boys from the audience volunteer to come on stage to participate. If no one volunteers choose one boy at random. Once the boy is on stage, make him feel comfortable by asking some questions like:

Do you play sports?

Do you play video games?

Who is your favorite band?

Tell the volunteer that you are going to describe a scenario and ask him to decide which of four choices is the respectful way to handle the situation.

"Let's say you are playing video games with your buddies. A friend of yours, who is a girl, wants to join in. Of these choices, what would you do?"

- a. Blow her off to look cool to your friends.
- b. Let her play so you can beat her.
- c. Treat her as an equal and let her join the game.
- d. Tease her and tell her girls are not as good at video games as guys.

After the boy chooses, ask the audience whether they agree with his choice. Even if he chooses correctly you should still probe and begin discussion around why the other choices are disrespectful

## Response A. Blow her off to look cool to your friends

OR

## Response D. Tease her and tell her girls are not as good at video games as guys.

Probing questions to the audience:

- Are either of these choices showing respect?
- Have you ever made fun of a girl just because she is a girl? If so, do you see how doing that is hurtful and shows no respect?

**Take away message:** Just because girls and boys are different doesn't mean one sex is superior to the other. All human beings deserve respect. Just as there are differences between boys and girls, there are differences between all people. One girl is not exactly like another. Everyone has his or her own strengths and talents. Don't make assumptions about someone based on whether they are a boy or a girl.

### **Response B. Let her play so you can beat her.**

- Why is this choice not very respectful?
- Do you see how this choice is similar to Response A?

**Take away message:** Much like Response A, an assumption is made that the girl isn't as good at video games just because she is a girl. Treating someone as if she were inferior makes her feel inferior, and that is why this choice doesn't show respect.

### **Response C. Treat her as an equal and let her join the game**

- Is this the respectful choice? Why or why not?
- Give me examples of what might happen next and how that should be handled? Do you think his friends might make fun of her? If that happened, what should he do?

**Take away message:** If someone is your friend, you should treat them with respect even in situations where you might get made fun of because it is the right thing to do. It is also very important to remember that you can't always judge a book by its cover. You may not think most girls are good at video games, but you can't assume all girls are the same, just as it isn't right for a girl to assume all boys are the same. Get to know people for who they are individually and treat them with respect.

After you have completed Scenario 3, thank your volunteer and ask him to sit down. Now ask for a female to come up on stage.

### **Scenario 4:**

Ask the new volunteer's name and introduce her to the crowd. Now make her feel comfortable and ask her a couple of questions such as:

What's your favorite band or artist?

Do you sing?

Are you athletic? Do you play sports?

"Now here is your scenario. Let's say your friend makes the cheerleading squad but you don't. You become jealous. What would you do? Here are your choices"

- a. Tell your friends what a lousy job you think she's going to do.
- b. Tell her it was just luck she made it.
- c. Congratulate her.
- d. Ignore her in the hallways.

After the girl has answered the question, open it up to the audience for discussion. Review all the choices and why each is or isn't showing respect.

## Response A. Tell your friends what a lousy job you think she's going to do.

Probing questions to the audience:

- Is this the respectful choice? Why or why not?
- Has someone ever said something like this to you? If so, how did it make you feel?

**Take away message:** Sometimes people try to tear down others so they feel better about themselves. Instead of actually feeling better about yourself though, you end up feeling guilty that you hurt one of your friends. By being truly happy for your friend, your jealousy will start to fade. True friends wish the best for one another no matter what.

## Response B. Tell her it was just luck she made it

Probing questions for the audience:

- Could it have been luck that she made the cheerleading squad? Does it matter?
- By making this statement, what would you really be saying?

**Take away message:** By saying your friend's accomplishment was all luck you are really saying that she isn't talented and didn't deserve it. When someone has worked hard for something, saying that it was all luck diminishes the accomplishment. Recognize and celebrate your friend's talent by being an encouraging friend.

## Response C. Congratulate her

- Is this response showing respect?
- Even if you are feeling a little jealousy, do you see how it is better to be happy for a friend?

**Take away message:** Even if you are feeling bad about not being able to achieve the same accomplishment as a friend, support and celebrate the hard work they put in. Friends are supposed to be there for each other through the good and bad. Your friend should help make you feel better about not making the team just as you don't try to make her feel bad about making it.

## Response D. Ignore her in the hallways

- Why or why isn't this response showing respect?
- How would it make you feel to have a close friend begin ignoring you all of the sudden?

**Take away message:** Ignoring someone is never a way to show respect. Talk through issues even if it might be a hard conversation to have. By doing so, you are telling your friend that your friendship with them is important enough to make the effort rather than blow it off like it never mattered.

## Wrap it up

Thank your guests and audience members for participating and sign off with the phrase "Choose respect. Give it, get it."

# Reflections on Respect



Give youth the opportunity to write their thoughts related to respect and healthy behaviors without sharing them with the group.

## Why?

Some young people are shy about sharing their thoughts openly with others. However, personal reflections are really essential for change. Writing about the issues of dating abuse can help youth take the next step in learning how to choose respect.

## Where and When?

Blend this into another Choose Respect activity or use it in an English class or writing class in school, or a program at the community center or library.

## How?

The Zone 1 Folder of the Resource CD that comes with this Playbook contains the Choose Respect Pocket Guides and the *Causing Pain Video Q & A*.

## Give them the tools they need.

Start by helping youth learn about dating abuse and sort out what is healthy and what is not. Review the Choose Respect Pocket Guides or show the 13-minute Choose Respect video for teen audiences, *Causing Pain: Real Stories of Dating Abuse and Violence*. The *Video Q & A* will help you lead a discussion on the video, and contains Choose Respect messages. If the group is large, divide into groups of four to six youth, with one discussion leader in each group. Talk about:

- Signs of healthy and unhealthy relationships
- Reasons why any kind of abuse in a relationship is not acceptable
- Warning signs of disrespectful and unsafe relationships
- Why it is important to have healthy, positive relationships with family, friends, and others

## Give them time to journal.

Give youth an appropriate amount of time (based on the total amount of time you have) to write about a dating abuse issue. Suggested questions include:

- Have you or someone close to you (friends or family) ever been in an unhealthy relationship? How could you tell? What did you do about it?
- What do you think a healthy relationship means?
- How would you respond if a friend was in an unhealthy relationship?
- Do you have a relationship with a friend or dating partner that is unhealthy? What can you do to improve it?
- Do you have a relationship with a friend or dating partner that is healthy? What makes it healthy?

### Want to Do More?

- Teachers may assign at-home journal assignments related to Choose Respect so youth continue to think about healthy relationships.

## Resources Needed:



13-minute Choose Respect video for teen audiences, *Causing Pain: Real Stories of Dating Abuse and Violence*



TV with DVD player (or video may be downloaded from [www.chooserespect.org](http://www.chooserespect.org))



Meeting space



Choose Respect Pocket Guides



Video Q & A

## Evaluation:

Document what you accomplish using Choose Respect tracking tools:

- **Stand Up & Be Counted**

Keep track of play participants and audience members. The Zone 1 Resource CD contains a sign-in sheet.

- **Cheers & Changes**

After the play is complete, note your successes, challenges, and opportunities for the future. The Zone 1 Resource CD contains a worksheet to help you do this.

Choose Respect feedback tools are recommended if you implement multiple plays. Assess what youth learned from and thought of a series of Choose Respect activities using Choose Respect feedback tools:

- **Youth Feedback**

After completing a series of activities with youth, collect information for your evaluation. The Zone 1 Resource CD contains a feedback form to help you do this.



# OK or No Way



In this game, youth have to decide—is a scenario okay? If yes, they say “OK”; if not, they say, “No way!” They also have to justify their answer.

## Why?

Sometimes kids don’t recognize dating abuse when they see it. *OK or No Way* sets up realistic scenarios and gives youth a chance to talk about why certain behaviors should be acceptable or not. Even though they are playing a game, youth see that the issue of respect is real.

## Where and When?

This activity is perfect to include in a community event or other Choose Respect event. In *OK or No Way*, kids get to move around the room and discuss their opinions.

## How?

The Zone 1 Folder of the Resource CD that comes with this Playbook contains the Choose Respect PSAs for youth and *OK or No Way Scenarios*.

### Set the Stage for *OK or No Way*.

Show one or more of the Choose Respect PSAs for youth and distribute the pocket guides.

Discuss the signs of healthy and unhealthy relationships and talk about why any kind of abuse in a relationship is not acceptable.

### Divide into 2 groups.

Divide the room in half and label one side “**OK**” and the other side “**No Way**.” Split the students into two mixed-gender groups. One group will be the “OK” group and the other will be the “No Way” group. Choose a relationship scenario and read it aloud to the youth. The “OK” group and the “No Way” group “take sides” on each scenario, and members of each team come up with arguments or a role play that supports their group’s view.



## Let the youth vote.

In the last two scenarios each individual decides whether a behavior is “OK” or “No Way” (acceptable or unacceptable) for their relationships and moves to that side of the room. Youth can change sides if they change their minds during the discussion. Have volunteers from each group say why they support their view.

## Choose from these possible scenarios.

Possible scenarios for *OK or No Way* include:

- Your partner goes silent when you look at other girls/boys.
- Your partner wants you to dress in a certain way.
- Your partner shares details of your relationship to his/her friends.
- Your partner teases you in front of others.
- Your partner gets upset when you spend time with your friends.
- Your partner threatens to break up if he/she doesn't get his/her way.
- Your partner texts and calls you when you are out with friends.
- Your partner says he/she cannot live without you.

The *OK or No Way* leader finds “teachable moments” during the game to reinforce Choose Respect messages. Talk about the signs of healthy and unhealthy relationships and explain why any kind of abuse in a relationship is not acceptable. Use the *Zone 1 Key Messages* to lead the discussion. After each debate, allow participants time to talk with their group about what happened and the participants' feelings. Ask them:

- Did you agree with the side you were supporting? Why or why not?
- Did your opinions about the scenario change after you learned from the other side?
- How can your opinion change when you hear from your peers?
- How do you decide that a behavior is OK or NOT?
- How can this apply to our daily life with friends? Can it?

## Want to Do More?

- Expand the number of scenarios or have youth respond individually by writing a journal or poem based on the scenario.

## Resources Needed:



Meeting space



TV with DVD player  
(or PSAs may be  
downloaded from  
[www.chooserespect.org](http://www.chooserespect.org))  
(optional)



Choose Respect Pocket  
Guides, available at  
[www.chooserespect.org](http://www.chooserespect.org)



*OK or No Way Scenarios*



Choose Respect PSAs

# Evaluation:

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- **Cheers & Changes**

After the play is complete, note your successes, challenges, and opportunities for the future. The Zone 1 Resource CD contains a worksheet to help you do this.

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- **Youth Feedback**

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# OK or No Way Scenarios



## Possible scenarios for *OK or No Way* include:

- Your partner goes silent when you look at other girls/boys.
- Your partner wants you to dress in a certain way.
- Your partner shares details of your relationship to his/her friends.
- Your partner teases you in front of others.
- Your partner gets upset when you spend time with your friends.
- Your partner threatens to break up if he/she doesn't get his/her way.
- Your partner texts and calls you when you are out with friends.
- Your partner says he/she cannot live without you.

# Get Into the Act



Acting out the messages in Choose Respect can help youth live out the concepts and messages they have learned.

## Why?

Negative emotions in a relationship can set off an unhealthy response. Youth don't just need to hear about Choose Respect. They need the skills to handle strong feelings or conflicts in constructive ways. Role playing provides a fun way for youth to see and practice positive relationship skills.

## Where and When?

Any room with enough space to meet with youth and act out or role play various scenarios will do. *Get Into the Act* is ideal if you already have a group of youth—a class at school, a faith group, a program at a community center, a summer camp, or a youth retreat. You can layer *Get Into the Act* into your existing plans, or you can plan a session just for this. The amount of time required will depend on how much you want to do. You can probably cover one scenario in 30 minutes to 1 hour or all of the scenarios in a half-day session. If you're already meeting regularly with youth, spread *Get Into the Act* over several sessions.

## How?

The Zone 1 Folder of the Resource CD that comes with this Playbook contains *Get Into the Act Scenarios* and the Choose Respect Pocket Guides.

## Set the stage for Choose Respect.

The Choose Respect Pocket Guides are a good way to introduce youth to Choose Respect. You might also want to get everyone in a creative mood by playing the Choose Respect Game on [www.chooserespect.org](http://www.chooserespect.org).

## Lights, Camera, Action!

The *Get Into the Act Scenarios* may be found in the Zone 1 Folder of the Resource CD. You get to choose the scenarios that allow youth to role play their relationship skills. It might also be fun for the youth to create their own story lines.

Select volunteers from the group of youth to present the scenario. Ask the volunteers to role play the scenario for 30–60 seconds. Ask the youth to:

- Identify unhealthy relationship behaviors in the role play
- Share their opinions about the scenarios
- Revise the role play and act it out to show how healthy behaviors improve the situation

What if they don't get it? If they can't tell you what's wrong, use this chance to explain it. It will be important that youth:

- Understand what makes a relationship healthy or unhealthy
- Know how to improve a negative situation in a healthy way

In some cases, you might need to explain how to address unhealthy relationship behavior (demonstrate it), and then have youth role play it again (practice it).

After each scenario, open the floor to questions and discussion. Reiterate Choose Respect messages as they relate to the scenario and to every day life. Repeat this process until you've gone through all the scenarios you selected.

## Want to Do More?

- You can build on this play by providing youth more in-depth training on positive relationship skills. For example, a guest speaker with expertise in this area, such as a counselor, therapist, or faculty from local college or university could conduct a more intensive workshop. Youth could also write their own skits for their peers to role play.

## Resources Needed:



Meeting space



*Get Into the Act Scenarios*



Choose Respect Pocket Guides, available at [www.chooserespect.org](http://www.chooserespect.org)



Computer with Internet access (optional)

## Evaluation:

Document what you accomplish using Choose Respect tracking tools:

- **Stand Up & Be Counted**

Keep track of play participants and audience members. The Zone 1 Resource CD contains a sign-in sheet.

- **Cheers & Changes**

After the play is complete, note your successes, challenges, and opportunities for the future. The Zone 1 Resource CD contains a worksheet to help you do this.

Choose Respect feedback tools are recommended if you implement multiple plays. Assess what youth learned from and thought of a series of Choose Respect activities using Choose Respect feedback tools:

- **Youth Feedback**

After completing a series of activities with youth, collect information for your evaluation. The Zone 1 Resource CD contains a feedback form to help you do this.

# Get into the Act Scenarios



## Directions:

- Distribute the scenario roles in to participants who volunteered.
- Note that although roles are gender specific, assigned genders of each role can be interchanged to match volunteers in the group.
- Ask each volunteer to read the scenario to prepare for their roles.
- Explain the scenario to the entire group to “set the scene.”
- Direct volunteer participants to act out their roles according to the directions they have been given.
- After volunteer participants have finished, recap with a teachable moment that repeats Choose Respect messages.

### Scenario 1:

*Ask for two volunteer actors to play Friend A and Friend B in Scenario 1.*

#### Friend A (girl):

You and your friend used to hang out every day after school and sometimes on weekends. You hear that your friend has been spreading rumors about you. You know the rumors are not true, and cannot understand why your friend would do this to you. Tell your friend (Friend B) how this makes you feel disrespected.

#### Friend B (boy):

You value your relationship with Friend A. You told some of your other friends about the time you spend together and now it has turned into a nasty rumor. You don't know how things got this way. You have wanted to apologize to your friend, but you didn't know how. After your friend voices her concerns, respond to her with a respectful apology and tell her how you can set things straight.

## Talking Points

Discuss why gossip is disrespectful and how to make this friendship respectful. Without trust, there's no way to have a healthy relationship. Choose to trust in each other and give each other the benefit of the doubt.

When something like this happens, it takes time to rebuild your trust in him or her. Always be honest. It builds trust and strengthens the relationship.

By modeling what respect means, you will inspire your boyfriend or girlfriend, your friends, and your family to model respect, too. Take every opportunity to give respect.

## Scenario 2:

Ask two girls to volunteer as actors to play Friend A and Friend B in Scenario 2.

### Friend A (girl):

Your friend is a cheerleader now and has a few more friends than last year. You and she used to be good friends and spend a lot of time together, but now she also hangs out with the popular crowd. Recently, whenever you are around her and her new friends, she is mean to you and gives you the silent treatment. You don't think that she is being a respectful friend anymore. How does this change make you feel? Start the conversation with your friend by telling her how you feel about the change in your friendship.

### Friend B (girl):

You made the cheerleading squad and now the more popular girls are inviting you to hang out with them. Your new cheerleader friends don't know Friend A that well, so they don't talk to her when you invite her out with them. You have begun to ignore Friend A because you don't know how to stay friends with her and your new set of friends. Listen to your friend's concerns and react to your friend when she tells you how she feels about your friendship by deciding the best way to handle this situation.

## Talking Points

Respect means that each person values who the other is and understands the other person's boundaries.

You shouldn't compromise who you are, and your identity should not be based on your friends. Continue seeing your friends or doing the things that you love. Be supportive if your friend wants to pursue new hobbies or make new friends.

Having confidence in yourself can help your relationships with others. It shows that you are calm and comfortable enough to allow others to express their opinions without forcing your opinions on others to win an argument.

## Scenario 3:

Ask two boys to volunteer as actors to play Friend A and Friend B in Scenario 3.

### Friend A (boy):

You just found out that your girlfriend cheated on you with your best friend. You asked her about it, and she denied the rumors. Now it's time to talk to Friend B. Start this role play by acting like you are in an argument with your friend, and push (GENTLY) his arm during the heated conversation. When he denies the rumor—take a deep breath and break the problem into smaller parts to figure out how this situation got so out of control.

**Friend B (boy):**

You don't know what's gotten into your best friend. He is really mad about something, but you're not sure what. When he confronts you, you know you didn't do it. Work this out with your friend: stick to the subject and avoid insults. Remind your friend that without trust, there's no way to have a healthy relationship. Encourage your friend to choose to trust you and give his girlfriend the benefit of the doubt. Take a minute to understand what he might be feeling, too—put yourself in his shoes.

## Talking Points

We all get angry, but how we express it can affect our relationships with others. Anger can be handled in healthy ways such as taking a deep breath, counting to 10, or talking it out.

You can learn to solve problems and identify new solutions by breaking a problem into small parts or by talking through the situation.

Everyone will argue at some point, but those who are fair, stick to the subject, and avoid insults are more likely to come up with a possible solution. Take a short break if the discussion gets too heated.

### Scenario 4:

*Ask a girl and a boy to volunteer as actors to play Friend A and Friend B in Scenario 4.*

**Friend B (boy):**

You can't believe how excited you are to be with Friend B. She's everything you've wanted and want to be with her all the time. But lately, she seems to be pulling away and gets annoyed when you call her late at night. You're sitting together at lunch and she wants to talk to you. You're afraid that she might break up with you. When she tells you how she feels, tell her how you can give her some space.

**Friend B (girl):**

You really like Friend A, but he's a bit over the top. He calls and texts you all day and all night. You are beginning to feel smothered. At lunch today, tell him how you feel about his need to be in touch all the time. Let him know that this kind of behavior doesn't belong in a healthy relationship and that you deserve trust and respect. Work to a compromise about how often and how much you want to talk.

## Talking Points

Respect means that each person values who the other is and understands the other person's boundaries.

You won't always get your way. Acknowledge different points of view and be willing to give and take. It's a bad sign when the relationship becomes a power struggle.

Having confidence in yourself can help your relationships with others. It shows that you are calm and comfortable enough to allow others to express their opinions without forcing your opinions on others to win an argument.



# What Role Will You Choose?



Youth examine traditional gender roles and what it means to be a strong, respectful person.

## Why?

Sometimes traditional gender roles set the stage for unhealthy relationships. This play looks at what it means to be a strong person and how that may not be aligned with traditional gender roles.

## Where and When?

This play works well in any setting that accommodates a small group of youth. The play will take about 60 minutes.

## How?

The Zone 1 Folder of the Resource CD that comes with this Playbook contains resources for youth.

### Think of a strong person.

Have each person think of someone they think is strong (not just physically, but emotionally and mentally). This should be someone they know, like a friend or family member. Have them list everything that makes that person strong: they stand up for what they think is right; they respect other people; they have courage. Give them 5 minutes to complete this part.

After everyone is finished, have the youth stand up and share the qualities. They should not give away the gender of that person by saying, “he is...” or “she is...” Ask the rest of the group to raise their hand if they think the person is a man or a woman and ask why they think that. If the group is large, select only a few people to present to allow time for the rest of this activity.

### See through the stereotypes.

Ask the group if they know what stereotypes mean. If no one knows, explain that they are ways that our society expects people to be—even though not everyone is like that.

Ask for any common stereotypes about men that the group might have noted in the exercise above. List those on newsprint. Ask if there are other stereotypes that were not mentioned and write those on newsprint as well. You might ask participants:

- What does it mean to “act like a man?” What words or expectations come to mind?

Draw a box around the entire list. Label this the “Act Like a Man” stereotype. Explain that the characteristics inside the box are a list of attitudes and behaviors that boys are sometimes expected to adopt as they become men in our society. Men and boys are not born this way; these roles are learned.

Ask for any common stereotypes about women that the group might have noted in the exercise above. List those on newsprint. Ask if there are other stereotypes that were not mentioned and write those on newsprint as well. You might ask participants:

- What does it mean to “act like a lady”? What words or expectations come to mind?”

Draw a box around the entire list. Label this the “Act Like a Lady” stereotype. Explain to the group that the characteristics inside the box are a list of attitudes and behaviors that girls are sometimes expected to adopt as they become women in our society. Women and girls are not born this way; these roles are learned.

Next, ask each group to think about a few questions.

- How do these stereotypes affect our relationships? Can you think of situations in which trying to live up to the stereotypes would be unhealthy... could limit possibilities... could hurt other people?

## Draw a strong, respectful person.

Trace the outline of one of the boys in the group and one of the girls onto a sheet of newsprint. These will be the generic people for this exercise. Have all the boys gather at the outline of one body and all the girls gather at the outline of the other body. Give each group several markers and ask them:

- “What should a strong person act like?” (again, not just physical strength)

The groups should write everything that comes to mind on the newsprint with the outline on it. Give the group about 5 minutes. Ask each group to share what they wrote down.

Next, ask each group to think about the following questions. Have them write the traits on a separate sheet of newsprint.

- Which traits that you wrote down make you think of a strong person in a positive way . . . like someone you would respect or want to be like?
- Which traits make you think of a strong person in a negative way . . . like someone trying to control you or get their way?
- Which traits do you assume the person would have to have in order to really be a strong person?

Have each group share these thoughts as well. Encourage discussion about what traits are stereotypes.

## Want to Do More?

- Use with the “Dream Date” play and have the girl and boy teams create their ideal, strong girl or boy they would want to date.
- Include media images of how men and women are portrayed in the media and how that reinforces gender stereotypes.

## Make your own choice.

Finally, ask each person to consider whether this activity made them think differently about what really makes a strong person and why. Will they look for different traits in a boyfriend or girlfriend after this activity? Ask a few people to share their thoughts.

## Resources Needed:

☐

Meeting space

☐

Markers

☐

Newsprint (or large sheets of paper)

## Evaluation:

Document what you accomplish using Choose Respect tracking tools:

- **Stand Up & Be Counted**

Keep track of play participants and audience members. The Zone 1 Resource CD contains a sign-in sheet.

- **Cheers & Changes**

After the play is complete, note your successes, challenges, and opportunities for the future. The Zone 1 Resource CD contains a worksheet to help you do this.

Choose Respect feedback tools are recommended if you implement multiple plays. Assess what youth learned from and thought of a series of Choose Respect activities using Choose Respect feedback tools:

- **Youth Feedback**

After completing a series of activities with youth, collect information for your evaluation. The Zone 1 Resource CD contains a feedback form to help you do this.



Youth fast forward to the future and write a personal ad for the person they would want to date when the time is right.

## Why?

Many youth ages 11–14 are fast approaching the time when they will begin to date. They will be more likely to have a healthy, safe relationship if they learn to look for respectful behavior in potential boyfriends and girlfriends.

## Where and When?

*Dream Date* works well in any setting that accommodates a small group of youth.

## How?

The Zone 1 Folder of the Resource CD that comes with this Playbook contains Choose Respect Fact Sheets and the *Video Q & A*.

### Set the stage.

Show the 13-minute Choose Respect video for teen audiences, *Causing Pain: Real Stories of Dating Abuse and Violence*. Following the video, use the *Video Q & A* to elicit thoughts and feelings of the youth about what they saw and heard and to share key Choose Respect concepts. At the conclusion of the discussion, give each youth a copy of the following fact sheets to review and answer any questions they may have:

- Dating Abuse Fact Sheet
- Dating Abuse: Risk Factors and Warning Signs
- Developing Healthy Relationships: A Role for Youth

## Dream up a date.

After the discussion ask youth to write a personal ad for their dream date—it should be someone with whom they'd like to develop a healthy, respectful, and safe dating relationship when the time is right. This activity can take place immediately or be an overnight take-home assignment. The personal ad should include:

- The writer's positive traits and healthy relationship skills they would bring to the relationship
- The traits and healthy relationship skills that they would like in a boyfriend or girlfriend

It may help to have participants brainstorm a list of healthy relationship characteristics (e.g., being honest about the good and the bad, understanding and respecting a dating partner's individual interests, being a good listener, discussing problems calmly without being mean or yelling, trusting a dating partner, looking for win-win situations, and making a dating partner feel safe and appreciated).

Have volunteers share their ads. Give each youth who participates a Choose Respect-branded item like a T-shirt, awareness bracelet, bookmark, poster, or temporary tattoo.

## Want to Do More?

- Invite a guest speaker to come in to talk with youth about healthy dating relationships. This can be a local pediatrician or counselor, faculty from local college or university, or staff from a local dating abuse prevention organization.
- Make this event part of a movie night where movies are shown that depict the qualities of healthy, respectful, and safe relationships (dating or otherwise).

## Resources Needed:

<input type="checkbox"/> Meeting space	<input type="checkbox"/> Choose Respect-branded items such as a T-shirt, awareness bracelet, bookmark, poster, or temporary tattoo
<input type="checkbox"/> 13-minute Choose Respect video for teen audiences, <i>Causing Pain: Real Stories of Dating Abuse and Violence</i>	<input type="checkbox"/> Video Q & A
<input type="checkbox"/> Choose Respect Fact Sheet: Dating Abuse Fact Sheet	<input type="checkbox"/> Choose Respect Fact Sheet: Dating Abuse: Risk Factors and Warning Signs
<input type="checkbox"/> Choose Respect Fact Sheet: Developing Healthy Relationships: A Role for Youth	<input type="checkbox"/> TV and DVD player (or video may be downloaded from <a href="http://www.chooserespect.org">www.chooserespect.org</a> )

# Evaluation:

Document what you accomplish using Choose Respect tracking tools:

- **Stand Up & Be Counted**

Keep track of play participants and audience members. The Zone 1 Resource CD contains a sign-in sheet.

- **Cheers & Changes**

After the play is complete, note your successes, challenges, and opportunities for the future. The Zone 1 Resource CD contains a worksheet to help you do this.

Choose Respect feedback tools are recommended if you implement multiple plays. Assess what youth learned from and thought of a series of Choose Respect activities using Choose Respect feedback tools:

- **Youth Feedback**

After completing a series of activities with youth, collect information for your evaluation. The Zone 1 Resource CD contains a feedback form to help you do this.

# Choose Respect Trivia Night



Use a game show format to teach about respect and let kids share their knowledge and skills.

## Why?

Trivia is a fun way for youth to learn and share knowledge and skills. This game will also teach youth that violence in a relationship is unacceptable.

## Where and When?

This activity is perfect for a community event or other Choose Respect event. The basic game show will take about 45 minutes to play.

## How?

The Zone 1 Folder of the Resource CD that comes with this Playbook contains Choose Respect *Trivia Night Questions and Answers*, an electronic Choose Respect *Trivia Night Game Show Board*, and the *Video Q & A*.

### Design the studio.

Imagine the studio for a game show on TV. Set up the room to have two team areas and a spectator area if the group is large. Make sure each team can see the game board and score area.

On real game shows everything is computerized, but that may not be an option for your group. If you have access to a laptop and LCD projector, you can use the Game Show board on the Resource CD that comes with this Playbook.

You can also make a low-tech game board on poster board or a blackboard. Here's what it should look like:

Relationship Dos & Don'ts	Before Abuse Starts	Help a Friend
100	100	100
200	200	200
300	300	300
400	400	400

You can write the questions on index cards with the point amounts on the opposite side. Tape the cards to the board with the point amount showing. As contestants select a point card, you read the question on the other side of the card. Contestants in the *Choose Respect Game Show* win respect points when they answer each question correctly. Designate an area to keep score, so teams know how many respect points they have earned.

## Set the stage.

Show the 13-minute Choose Respect video for teen audiences, *Causing Pain: Real Stories of Dating Abuse and Violence* or if youth have already seen it, have them read and discuss the pocket guides. You may also want to consider showing the Choose Respect PSAs if youth are familiar with other materials. Have a brief discussion about:

- Discuss the signs of healthy and unhealthy relationships.
- Talk about why any kind of abuse in a relationship is not acceptable.

## Divide into two teams and learn the rules.

Have each team pick a name related to respect. Explain how to play the game.

- Players can choose from 3 categories and 4 point amounts.
- Flip a coin to decide which team goes first.
- Have the 1st team pick a square on the board. They may choose any square or point card. Once that square has been chosen, no other team can pick it again.
- The team that picks a square answers the question first. Give the team a set amount of time (about 30 seconds). If they can not answer the question or answer it incorrectly, the other team gets a chance to answer the question. If the second team gives the right answer, this team gets the points. If neither team answers correctly, no one gets the points.
- The team with the most respect points at the end of the game will win a Choose Respect prize like a Choose Respect awareness bracelet or T-shirt.

## Ready to play.

You're ready to go!

## Want to Do More?

- Add additional questions to the current categories or add more categories to the game. You might come up with some local questions, such as a specific hotline number for your area. You may also want to develop a handout of local resources to give to the youth.

## Resources Needed:



Meeting space



*Choose Respect Game Show Questions and Answers*



Laptop with LCD projector or poster board/blackboard to draw the game board; index cards with questions and points, tape



Timer (or watch)

Table continued...





Prizes (Choose Respect-branded item such as awareness bracelet or T-shirt)



Choose Respect Pocket Guides



13-minute Choose Respect video for teen audiences, *Causing Pain: Real Stories of Dating Abuse and Violence* (optional)



TV with DVD player (or video may be downloaded from [www.chooserespect.org](http://www.chooserespect.org)) (optional)



Scoresheet



Choose Respect PSAs

## Evaluation:

Document what you accomplish using Choose Respect tracking tools:

- **Stand Up & Be Counted**

Keep track of play participants and audience members. The Zone 1 Resource CD contains a sign-in sheet.

- **Cheers & Changes**

After the play is complete, note your successes, challenges, and opportunities for the future. The Zone 1 Resource CD contains a worksheet to help you do this.

Choose Respect feedback tools are recommended if you implement multiple plays. Assess what youth learned from and thought of a series of Choose Respect activities using Choose Respect feedback tools:

- **Youth Feedback**

After completing a series of activities with youth, collect information for your evaluation. The Zone 1 Resource CD contains a feedback form to help you do this.

## Choose Respect Trivia Night

CHOOSE RESPECT  
CHOOSE RESPECT  
CHOOSE RESPECT

### Dos and Don'ts

100

What 3 things can you do to show your friend that you respect them?

Ask

Listen

Don't judge

## Choose Respect Trivia Night

CHOOSE RESPECT  
CHOOSE RESPECT  
CHOOSE RESPECT

### Dos and Don'ts

200

#### *True or False*

It's okay if your boy/girl friend calls you stupid, as long as he/she never hits you.

FALSE

## Choose Respect Trivia Night

CHOOSE RESPECT  
CHOOSE RESPECT  
CHOOSE RESPECT

### Dos and Don'ts

300

What are 3 signs of disrespect?

Bossing around

Gossiping

Making threats

Insults

Manipulation

## Choose Respect Trivia Night

CHOOSE RESPECT  
CHOOSE RESPECT  
CHOOSE RESPECT

### Dos and Don'ts

400

Your boy/girl friend is staring at another girl/boy, and it is making you jealous.

How do you handle the situation respectfully?

Tell him/her how it makes you feel and talk about it.

## Choose Respect Trivia Night

CHOOSE RESPECT  
CHOOSE RESPECT  
CHOOSE RESPECT

### Prevention

100

Who is more likely to be disrespectful?

Someone who feels strong inside or someone who needs to control others to feel strong?

Someone who need to control others to feel strong.

## Choose Respect Trivia Night

CHOOSE RESPECT  
CHOOSE RESPECT  
CHOOSE RESPECT

### Prevention

200

### *True or False*

It is disrespectful when a friend always acts like they are right and you are wrong.

TRUE

## Choose Respect Trivia Night

CHOOSE RESPECT  
CHOOSE RESPECT  
CHOOSE RESPECT

### Prevention

300

Name 2 things you can do to make sure you have a respectful relationship?

Good communication skills

Choose a partner who treats you with respect

Treat your partner with respect

## Choose Respect Trivia Night

CHOOSE RESPECT  
CHOOSE RESPECT  
CHOOSE RESPECT

### Prevention

400

Name 2 ways you can tell others about the importance of choosing respect.

Share materials, tell them about

[www.chooserespect.org](http://www.chooserespect.org), share what you learned today, tell your friends how important respect is to you and why, choose friends and partners who respect you.

## Choose Respect Trivia Night

CHOOSE RESPECT  
CHOOSE RESPECT  
CHOOSE RESPECT

### Help a Friend

100

Name 2 things you could say to a friend who was disrespectful.

- Tell an adult
- Express concerns
- Call a hotline

## Choose Respect Trivia Night

CHOOSE RESPECT  
CHOOSE RESPECT  
CHOOSE RESPECT

### Help a Friend

200

Name 3 things you could say or do for a friend in a disrespectful relationship.

- I don't like that.
- I'm worried.
- Can I help?
- You should learn more.

## Choose Respect Trivia Night

CHOOSE RESPECT  
CHOOSE RESPECT  
CHOOSE RESPECT

### Help a Friend

300

Your friend makes the team and you don't—how do you respond?

- Congratulate them and be supportive!

## Choose Respect Trivia Night

CHOOSE RESPECT  
CHOOSE RESPECT  
CHOOSE RESPECT

### Help a Friend

400

Where can you go for help if you are in an unhealthy relationship?

- Talk to your parents, teacher, coach, minister, or other supportive adult; call the hotline, go to [www.chooserespect.com](http://www.chooserespect.com) or other websites.

# What You See Is What You Get



Youth observe how relationships are portrayed in a variety of media.

## Why?

Most youth are surrounded by media—movies, music, videogames, the Internet, and advertising—and they love it. They also like to talk about it. The media portray both respectful and disrespectful relationships, and it is important for youth to understand how the media influence their behavior.

## Where and When?

This play fits easily into the regular activities of a class at school or a program at a recreation center, library, or community- or faith-based organization. *What You See Is What You Get* should take about 1 hour, but may take longer if you would like to look at several different media.

## How?

The Zone 1 Folder of the Resource CD that comes with this Playbook contains resources for youth.

### Find media samples.

Ask the kids to bring in print ads or music and lyrics samples that show or describe relationships. They may be more open to discussion if they choose the sample. Encourage them to try to find a balance of healthy and unhealthy examples. Examples do not need to be explicit, but they do need to depict relationships so youth can describe what they see or hear.

Or you can find and bring in various media. You may want to focus on one medium or offer several different media so participants can choose. In general, magazines are the easiest medium to use for this activity. If you want to talk about music, several Internet sites provide song lyrics for free.

If you select TV or movies, please plan to have a TV and DVD/VCR available. If you choose music, plan to have an MP3 or CD player available. It is important that the entire group hears the messages.

## Look at the messages in the media.

Bring the chosen medium to the event. Without additional explanation, ask youth to look at the medium and pick one picture, situation, or phrase that is related to relationships. Each person should do this alone. After everyone has selected something from the media, have each person write down the feelings or words that come to mind from the picture or phrase—both good and bad.

Next, ask participants to post the pictures (situation or phrase) on a board or wall where everyone can see. One at a time, each person should share his or her selection and thoughts on the media's depiction of a relationship. If you have a large group, break into smaller groups and have them share with their group.

Finally, ask for overall thoughts about the examples.

- What made it a healthy or unhealthy relationship example?
- Were there examples of relationships you would want to be in? Why or why not?
- Do the media portray mostly healthy or unhealthy relationships?
- What could the media do to portray more healthy relationships?
- What would those examples look like?

Ask why TV, Internet sites, and magazines might portray unhealthy relationships and how the media influences youth. Here are some questions you might use to start the discussion:

- Who paid for the media?
- What group are the media aiming to influence?
- What strategy are they using?
- How does the image make you feel?
- What story is the medium telling?
- What information is left out?
- What values are communicated?

Talking about the influence of the media can help kids ask questions about what they watch, see, hear, and read.

## Want to Do More?

- Create a collage of all of the images found during this exercise and display it with a description of what the group found at a community location (library or school hallway).
- Create an “anti-ad.” Have kids write their own ad or take an existing ad and alter the words or images to change the meaning.
- Write original lyrics that communicate respect. Youth can also adapt the lyrics for existing music to bring a message of respect.
- Have youth develop a blog they can update frequently with messages about choosing respect.

## Resources Needed:



Media (magazines, newspapers, TV or movie clips, music clips, lyrics, or music videos)



Meeting space and TV with DVD/VHS player, MP3 or CD player (if needed)

# Evaluation:

Document what you accomplish using Choose Respect tracking tools:

- **Stand Up & Be Counted**

Keep track of play participants and audience members. The Zone 1 Resource CD contains a sign-in sheet.

- **Cheers & Changes**

After the play is complete, note your successes, challenges, and opportunities for the future. The Zone 1 Resource CD contains a worksheet to help you do this.

Choose Respect feedback tools are recommended if you implement multiple plays. Assess what youth learned from and thought of a series of Choose Respect activities using Choose Respect feedback tools:

- **Youth Feedback**

After completing a series of activities with youth, collect information for your evaluation. The Zone 1 Resource CD contains a feedback form to help you do this.

# Choose Respect Buddies



Youth mentor their peers to encourage and support them to choose healthy and respectful relationships.

## Why?

Peers are a significant force in the lives of youth. So it makes sense to capitalize on their influence for positive outcomes. Developing a peer group or “buddy system” that endorses the norm of healthy and respectful relationships can help prevent dating abuse among kids.

## Where and When?

*Choose Respect Buddies* works best if you take it where the kids are. Choose a place where youth hang out—a school, community center, or faith-based organization, or other place where youth get together. It is probably best to add this play to a program in which youth are already involved. This play requires four 1-hour sessions, which can be held on a single day or spread over 4 days or 4 weeks.

## How?

The Zone 1 Folder of the Resource CD that comes with this Playbook contains Format A of the *Video Discussion Guide*, Choose Respect Pocket Guides, and *Developing Healthy Relationships: A Role for Youth* fact sheet.

## Select youth to become Choose Respect Buddies.

Before training to become a Choose Respect Buddy, youth must participate in a presentation and discussion of the 13-minute Choose Respect video, *Causing Pain: Real Stories of Dating Abuse and Violence* or at least one of these plays:

- *Express Yourself*
- *OK or No Way*
- *Hoops for Respect*
- *Dream Date*
- *Choose Respect Game Show*
- *What You See Is What You Get*
- *What Role Will You Choose?*



## Plays in Action:

**Community: San Antonio, TX**  
**San Antonio Rape Crisis Center for Children and Adults**

In May of 2006, the San Antonio Rape Crisis Center for Children and Adults (RCC) integrated Choose Respect into their education programs for all ages.

Within two months local students from Fox Tech High formed a group on campus called STAR (Students Taking Action for Respect). RCC trained the students as peer educators who could talk to their fellow students about the issues of healthy relationships, teen dating violence and harassment. To date they have reached out to more than 600 of their peers, educating them on the differences between healthy and unhealthy relationships, the warning signs of an abusive relationship, and how to get help if it happens to them. They have also coached their peers against acquaintance rape, sexual harassment, and the dangers of date rape drugs.



- *Get Into the Act*
- *Let's Talk Respect*
- *Reflections on Respect*

Serving refreshments and giving other incentives will probably increase the success of this play.

## Session 1: Using the Choose Respect educational video.

In this session, the trainer explains how to lead a discussion of the Choose Respect video.

Each youth receives a copy of the 13-minute Choose Respect video, *Causing Pain: Real Stories of Dating Abuse and Violence* and the *Video Discussion Guide*. The trainer should review Section 2 and Format A or Format D to give youth a step-by-step guide to presenting the video and leading a discussion. The trainer answers any questions youth might have.

## Session 2: Using the Choose Respect Youth Plays.

Each youth receives a *Choose Respect Playbook*. The trainer reviews the youth plays and explains how to conduct:

- *Express Yourself*
- *OK or No Way*
- *Hoops for Respect*
- *Dream Date*
- *Choose Respect Game Show*
- *What You See Is What You Get*
- *What Role Will You Choose?*
- *Get Into the Act*
- *Let's Talk Respect*
- *Reflections on Respect*

The trainer answers any questions the youth might have.

## Session 3: Practice Session.

The practice session gives kids the chance to try out the *Video Discussion Guide* and Youth plays in the *Choose Respect Playbook*.

- First the trainer demonstrates a component, then the youth get to practice that same component.
- The trainer provides feedback throughout this practice session and makes sure the youth are able to convey Choose Respect messages during a session.

The trainer answers any questions the youth might have.

## Want to Do More?

- Initiate *Choose Respect Buddies* in every middle school and/or community location (e.g., YMCA) in your district, county, or state.

## Session 4: Peer to Peer Planning.

In this segment each youth picks out a youth play and prepares to lead it with other kids. The trainer works with each youth to select the play he/she will lead and complete initial plans for implementing that play. The Choose Respect Pocket Guides and *Developing Healthy Relationships: A Role for Youth* fact sheet (downloadable from [www.chooserespect.org](http://www.chooserespect.org)) are good resources for building skills. Each Choose Respect Buddy pledges to implement at least one play with peers within the next six months.

The trainer answers any questions the youth might have.

At the end of the training, all Choose Respect Buddies receive a Choose Respect T-shirt.

### Resources Needed:

<input type="checkbox"/>	Copies of the 13-minute Choose Respect video for teen audiences, <i>Causing Pain: Real Stories of Dating Abuse and Violence</i>	<input type="checkbox"/>	Copies of the <i>Video Discussion Guide</i>
<input type="checkbox"/>	Copies of the <i>Choose Respect Playbook</i>	<input type="checkbox"/>	Choose Respect T-shirts
<input type="checkbox"/>	Meeting space	<input type="checkbox"/>	TV with DVD player (or video may be downloaded from <a href="http://www.chooserespect.org">www.chooserespect.org</a> )
<input type="checkbox"/>	Refreshments (food and beverages)	<input type="checkbox"/>	Incentives for participation
<input type="checkbox"/>	Qualified trainer(s)	<input type="checkbox"/>	Choose Respect Pocket Guides
<input type="checkbox"/>	<i>Developing Healthy Relationships: A Role for Youth</i> fact sheet		

# Evaluation:

Document what you accomplish using Choose Respect tracking tools:

- **Stand Up & Be Counted**

Keep track of play participants and audience members. The Zone 1 Resource CD contains a sign-in sheet.

- **Cheers & Changes**

After the play is complete, note your successes, challenges, and opportunities for the future. The Zone 1 Resource CD contains a worksheet to help you do this.

Choose Respect feedback tools are recommended if you implement multiple plays. Assess what youth learned from and thought of a series of Choose Respect activities using Choose Respect feedback tools:

- **Youth Feedback**

After completing a series of activities with youth, collect information for your evaluation. The Zone 1 Resource CD contains a feedback form to help you do this.

# Hoops for Respect Questions



## True/False Questions for Girls or Boys

Healthy relationships are with someone who . . .

- |   |              |
|---|--------------|
| 1. Is honest                              | True / False |
| 2. Shares his/her feelings                | True / False |
| 3. Always has to have his/her way         | True / False |
| 4. Accepts you for who you are            | True / False |
| 5. Listens to what you have to say        | True / False |
| 6. You like to spend time with            | True / False |
| 7. Is popular with a certain crowd        | True / False |
| 8. Respects you                           | True / False |
| 9. Tells you what to do                   | True / False |
| 10. You can talk with about your feelings | True / False |

Answers: 1)T; 2)T; 3)F; 4)T; 5)T; 6)T; 7)F; 8)T; 9)F; 10)T

## Multiple Choice Questions for Girls

11. Your boyfriend is staring at another girl, and it is making you jealous. You choose to:

- a. Yell at him
- b. Tell him how that makes you feel
- c. Start telling your friends he's a jerk

Answer: b.

12. Your friend makes the cheerleading squad and you don't. You choose to:

- a. Tell her it was just luck she made it
- b. Congratulate her
- c. Ignore her in the hallways

Answer: b.

13. You and your friends see a guy marking up his girlfriend's locker. You choose to:

- a. Ask him to stop
- b. Laugh about it
- c. Turn around and ignore that it's happening

Answer: a.

14. After the dance, your boyfriend wants to hang out. You want to go home. You choose to:

- a. Yell at him in front of everyone for disagreeing with you
- b. Do what he wants because he's the boy
- c. Ask him to respect your wishes

Answer: c.

## Multiple Choice Questions for Boys

15. You're walking down the hall and see your girlfriend hanging out at another guy's locker. You choose to:

- a. Walk past, ignoring them
- b. Stop and say hello
- c. Get jealous

Answer: b.

16. You're with your buddies in the cafeteria and see your girlfriend drop her lunch tray. You choose to:

- a. Ignore her
- b. Laugh at her with the rest of the guys
- c. Go and help her clean it up

Answer: c.

17. Whenever another guy flirts with your girlfriend, you feel jealous. You choose to:

- a. Warn him to stay away from her
- b. Forbid your girlfriend from talking to any other guy
- c. Calm down and remember that you don't own her and you need to trust her

Answer: c.

18. Your girlfriend wants to spend every minute with you, and you're getting sick of it. You choose to:

- a. Ignore her
- b. Break up with her
- c. Tell her, in a respectful way, how you feel

Answer: c.

# Hoops for Respect



Use basketball to engage youth in learning key Choose Respect concepts.

## Why?

Youth must learn early in life that they should give and get respect in all their relationships. Basketball is a popular game played by both girls and boys. *Hoops for Respect* combines shooting hoops and answering questions as a fun way to share key Choose Respect concepts. Players learn about respectful and healthy as well as disrespectful and unhealthy relationships.

## Where and When?

You can play *Hoops for Respect* anytime, indoors or outdoors, wherever there is a basketball court.

## How?

The Zone 1 Folder of the Resource CD that comes with this Playbook contains *Hoops for Respect Questions* and a *Hoops for Respect Score Card*.

### Select an MC and scorekeeper for the game.

It's best if the MC is someone who plays basketball in your local area (high school, junior college, college/university, community or professional league). If that is not an option, any interested person who works well with youth and likes to shoot hoops will work just fine.

### Go over the rules.

- Create R-E-S-P-E-C-T mats (one letter per mat). You can use sidewalk chalk to draw the letters on an outside court.
- Place the R-E-S-P-E-C-T mats on the court in a semi-circle approximately 6 feet from the hoop.
- Draw a "start" line next to the sideline area, close to the "R" mat. Each player will stand at this line before he or she begins.
- Have youth line up on the sideline to wait for a turn.
- Call one player to the "start" line at the "R" mat to begin the round of *Hoops for Respect*.

- At mats “R,” “P,” and “T,” the player will answer a question. If the player answers correctly, he/she will also take a shot.
- At mats “E,” “S,” “E,” and “C,” the player will only shoot the ball.
- Whether the player answers the question correctly or not, he/she advances from mat to mat.

## Shoot some hoops.

- Each player starts at “R.” The MC chooses a True/False or Multiple Choice item from the *Hoops for Respect Questions*, the player answers the question correctly, then takes a shot.
- He/she moves to “E”—take a shot.
- He/she moves to “S”—take a shot.
- He/she moves to “P”—question, answer correctly, shot.
- He/she moves to “E”—take a shot.
- He/she moves to “C”—take a shot.
- He/she moves to “T”—question, answer correctly, shot.

## Everyone’s a winner!

If the player answers a question wrong, the MC should give the right answer to educate all players on Choose Respect concepts. Scorekeeping works like this:

- 2 points for each correct answer
- 1 point for each basket made
- Maximum points for each player—13 points

To show that everyone is a winner and is respected, all players in the game should get a participation prize like a Choose Respect bookmark, poster, awareness bracelet, or temporary tattoo. The player with the most total points should receive a grand prize such as a Choose Respect T-shirt, knapsack, or water bottle.

## Want to Do More?

- *Hoops for Respect* is easy to adapt to the sport or recreational activity of your choice. You can use the exact same questions, but you may need to adjust the playing rules and the mats to fit the game selected.

# Resources Needed:



Basketball court



R-E-S-P-E-C-T mats for inside courts or sidewalk chalk for outside courts



*Hoops for Respect Score Card*



Participation prizes (Choose Respect-branded item such as bookmark, poster, awareness bracelet, or temporary tattoo) for all participants

Grand prize (Choose Respect-branded item such as T-shirt, knapsack, or water bottle) for player with highest point total



Basketballs (one will do, but having several helps to keep the game moving along without long pauses as balls are being chased)



Ball boy and ball girl (2 or more assistants to fetch balls and keep them in play)



*Hoops for Respect Questions*

# Evaluation:

Document what you accomplish using Choose Respect tracking tools:

- **Stand Up & Be Counted**

Keep track of play participants and audience members. The Zone 1 Resource CD contains a sign-in sheet.

- **Cheers & Changes**

After the play is complete, note your successes, challenges, and opportunities for the future. The Zone 1 Resource CD contains a worksheet to help you do this.

Choose Respect feedback tools are recommended if you implement multiple plays. Assess what youth learned from and thought of a series of Choose Respect activities using Choose Respect feedback tools:

- **Youth Feedback**

After completing a series of activities with youth, collect information for your evaluation. The Zone 1 Resource CD contains a feedback form to help you do this.



## A group of diverse people, including men and women of various ethnicities, are standing together in a line. Overlaid on the image are the words "CHOOSE" and "RESPECT" in large, bold, white capital letters. The word "CHOOSE" is on the left, and "RESPECT" is on the right, separated by a large white arrow pointing from left to right. The background is a solid dark color.

CHOOSE RESPECT Target Audience: Youth ages 11–14 Hoops for Respect Score Card 1

# Sample

[illegible]