

Choose Respect Family Pledge



This play uses family fun time for parents and youth to pledge together to support healthy and respectful relationships.

Why?

Parents play a key role in supporting their children to choose healthy and respectful relationships. They can model and talk about healthy and respectful relationships, know who their kids' friends are, and set age-appropriate boundaries for relationships. The *Choose Respect Family Pledge* helps parents promote healthy and respectful relationships in the family and with friends.

Where and When?

The *Choose Respect Family Pledge* is an ideal activity for an organization such as a community or faith-based organization to share with families. Parents and their children can enjoy the *Choose Respect Family Pledge* together at home in the evening or on the weekend.

How?

The Zone 2 Folder of the Resource CD that comes with this Playbook contains the *Video Q & A* and the *Choose Respect Family Pledge*.

Get ready for family fun.

Here's how to plan a great time for your family.

- **Food:** Make plans to have a tasty meal for your family. Let your kids help you choose the menu or fix their favorite dishes.
- **Fun:** Pick a fun activity you like to do together—it could be playing your favorite board games, riding bikes, or throwing a Frisbee in the yard.
- **Focus:** Educate yourself on Choose Respect. Watch the 13-minute Choose Respect video for teen audiences, *Causing Pain: Real Stories of Dating Abuse and Violence* and review the *Video Q & A*. Or, make it a family movie night and pick a movie that highlights dating relationships. Another option is to visit your local library and select books that highlight dating relationships. Some suggested topics include:

PLEDGE FOR PARENTS

I pledge to give and get respect.

We will listen without interrupting.

We will make family rules about friendships and relationships.

I will model respect for my child.

I will monitor where my child spends his/her time and with whom.

Name _____

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I will monitor where my child spends his/her time and with whom.

Name _____

PLEDGE FOR YOUTH

I pledge to give and get respect.

We will listen without interrupting.

We will make family rules about friendships and relationships.

I will be honest with my parents about who I hang out with.

I will respect boundaries that my parents set for my friendships and relationships.

Name _____

I pledge to give and get respect.

We will listen without interrupting.

We will make family rules about friendships and relationships.

I will be honest with my parents about who I hang out with.

I will respect boundaries that my parents set for my friendships and relationships.

Name _____

I pledge to give and get respect.

We will listen without interrupting.

We will make family rules about friendships and relationships.

I will be honest with my parents about who I hang out with.

I will respect boundaries that my parents set for my friendships and relationships.

Name _____

I pledge to give and get respect.

We will listen without interrupting.

We will make family rules about friendships and relationships.

I will be honest with my parents about who I hang out with.

I will respect boundaries that my parents set for my friendships and relationships.

Name _____

- Anger Control
- Problem Solving
- Negotiation and Compromise
- Fighting Fair
- Understanding
- Listening
- Being a Role Model
- Compassion
- Respect

You might also ask the librarian to help with choices appropriate for your child's reading range.

You can also visit www.chooserespect.org for additional information and resources on encouraging your child to choose respect, teaching your child refusal skills, and setting rules about dating.

- **Pledge:** Make pledge cards you and your children can sign at the end of your special time together.

Spend special time with the kids.

Start your special evening/day with a great meal. After the meal, take the time just to have fun with your family. Now you've set the stage for a family talk about healthy and respectful relationships.

- Watch the Choose Respect 13-minute video *Causing Pain: Real Stories of Dating Abuse and Violence*, your selected movie or read your selected book(s) together.
- After the video, use the Choose Respect *Video Q & A* to guide your discussion with your children about healthy and respectful relationships. Refer to the *Causing Pain Video Q & A* as you need to, but talk honestly from the heart and answer any questions from your children.

Make a family pledge to choose respect.

After you talk, show your kids the pledge cards.

- The pledge cards are a way your family can make a commitment together to encourage and support healthy and respectful relationships in the family and with friends.
- You can create your own family pledge or have separate cards like these:

For parents:

- We will listen without interrupting.
- We will make family rules about friendships and relationships.
- I will model respect for my child.
- I will monitor where my child spends his/her time and with whom.

_____ Name

Want to Do More?

- Get together with families you're friends with and do this play together. This way you can share the planning and expand both the fun and the impact of the play.

For children:

- We will listen without interrupting.
- We will make family rules about friendships and relationships.
- I will be honest with my parents about who I hang out with.
- I will respect boundaries that my parents set for my friendships and relationships.

_____ Name

Resources Needed:

☐

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

☐

Video Q & A

☐

Food

☐

Fun activity such as board games, riding bikes, or throwing a Frisbee in the yard

☐

Pledge Cards

☐

TV with DVD player (or video may be downloaded from www.chooserespect.org)

Evaluation:

Document what you accomplish using Choose Respect tracking tools:

- **Stand Up & Be Counted**

Keep track of play participants and audience members. The Zone 2 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 2 Resource CD contains a worksheet to help you do this.

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

- **Adult Feedback**

After completing a series of activities with youth, collect information for your evaluation. The Zone 2 Resource CD contains a feedback form to help you do this.

Ringside Coach



Adults learn skills to help youth “fight fair” when conflicts happen. These skills will help adults to be effective bystanders.

Why?

Anyone who works with youth knows they have conflicts with friends and dating partners. Kids need the skills to resolve differences of opinion and work through strong emotions before a conflict turns disrespectful or abusive. Adults can support healthy, respectful, and safe relationships by intervening to help youth talk through their emotions or get help to resolve conflict.

Where and When?

Ringside Coach is an ideal activity for supportive adults (e.g. teachers, pastors, librarians, coaches, or scout leaders) who work with kids in a community- or faith-based organization or school. *Ringside Coach* can be used anytime and anywhere to train adults how to act when they observe a conflict between two or more youth.

How?

The Zone 2 Folder of the Resource CD that comes with this Playbook contains the *Choose Respect Ringside Coach: Scenarios and Solutions*.

Supportive adults who participate in this training will understand how a bystander can intervene when a disagreement gets out of hand. *Ringside Coach* is a simple, four-step process that can be used to coach youth in conflict to a resolution. When an adult sees conflict, he or she can become a Ringside Coach who guides youth through the resolution process.

Review the four-step process presented below with the group. Then, the group should take turns acting out the scenarios—one person volunteers to be the “ringside coach” and two people pretend to be youth involved in a conflict. These role plays will help the adults gain skills for real life. The bystander—or Ringside Coach—should follow each step below to help cool a heated situation.

Organize a brief role play activity.

Use the possible scenarios for this practice session. Complete one to three practice sessions based on the amount of time available to you.

- For each scenario, ask for three volunteers: two to play kids in a disagreement and one to play the Ringside Coach.
- Distribute the scenario roles from the *Ringside Coach* scenarios to participants who volunteered. *The Ringside Coach Scenarios and Solutions* can be found on the Zone 2 Folder of the Resource CD that comes with this Playbook.
- Ask each volunteer to read the scenario to prepare for their roles.
- Briefly 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 the 4-step method. Ask the entire group for feedback on what the Ringside Coach did well and on what he/she could improve.

Want to Do More?

- Collect success stories of effectively resolving conflicts and use these as case studies to teach youth conflict resolution skills.

Stop!

As the Ringside Coach, say to the kids in conflict:

- Take a time out.
- By taking a time out, you can calm down and think. Then each of you can consider the issues and your response.
- The issue or problem does not need to be solved this minute.
- Remember, what you want is a long-term resolution, not a quick fix.

Talk and listen!

Communication is the key to managing conflicts effectively. By talking, the parties acknowledge that a problem exists. Ask the kids to take turns expressing how they feel about the situation:

- Identify the problem, as you understand it. Tell your side of the story without emotion. Use “I” statements, and avoid “You” statements. Focus on WHAT happened, not WHY it happened. Try to use words the other person will understand and accept.
- Listen fully to the “other” side of the story. Ask questions to clarify a point. Listen in a way that shows you are interested. As you listen, put your own thoughts and feelings on hold. Pay close attention to what the other person is saying through words and body language. Show you want to hear what your friend says. Put yourself in the other person’s place and pay special attention to feelings and what is going on with the other person.
- Retell what you heard the other person say. Describe what you understand about what the other person thinks and feels. Start with “You . . .” Show respect and compassion for what the other person said by your voice, body language, and words.

As the Ringside Coach, confirm that each person has been heard.

Plan!

- Remember, the goal is not to prove who's right or wrong—the goal is to find a win/win solution for all parties involved.
- Focus on the problem—not the individuals. When egos become part of the conflict, it is difficult to resolve the problem.
- Find common areas of agreement—agree on the problem; agree on the objective; and agree on the solution.
- Suggest ways to resolve the situation. Select a win/win solution; find a way to resolve the problem that benefits both parties.
- Determine the actions that are needed to come to a successful resolution.

Try it out!

- Try to do the solution you agree upon.
- Agree on a follow up. Offer to meet again if the concern persists.

Resources Needed:



Meeting space



*Ringside Coach Conflict
Scenarios and Solutions*

Evaluation:

Document what you accomplish using Choose Respect tracking tools:

- **Stand Up & Be Counted**

Keep track of play participants and audience members. The Zone 2 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 2 Resource CD contains a worksheet to help you do this.

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

- **Adult Feedback**

After completing a series of activities with youth, collect information for your evaluation. The Zone 2 Resource CD contains a feedback form to help you do this.

Ringside Coach

Conflict Scenarios & Solutions



Scenario 1:

Ask two participants to volunteer as actors to play Youth A and Youth B in Scenario 1.

Youth A:

You think that Youth B has taken your book because he/she lost his/hers. Typical behavior! Tell Youth B how you will not tolerate him/her stealing your stuff and don't hold back.

Youth B:

Youth A has lost it! He/she thinks you stole his/her book, but they're wrong. React with surprise and anger to his/her accusations.

Ringside Coach:

You encounter two youth arguing over a book. One student accuses the other of stealing the book.

Talk and listen!

Communication is the key to managing conflicts effectively. By talking, the parties acknowledge that a problem exists. Ask the kids to take turns expressing how they feel about the situation:

- Identify the problem as you understand it. Tell your side of the story without emotion. Use "I" statements (e.g., "I think that's my book."), and avoid "You" statements (e.g., "You stole my book!"). Focus on WHAT happened, not WHY it happened. Try to use words the other person will understand and accept.
- Listen fully to the "other" side of the story. Ask questions to clarify a point. Listen in a way that shows you are interested. As you listen, put your own thoughts and feelings on hold. Pay close attention to what the other person is saying through words and body language. Show you want to hear what your friend says. Put yourself in the other person's place and pay special attention to feelings and what is going on with the other person.
- Retell what you heard the other person say. Describe what you understand about what the other person thinks and feels. Start with "You" Show respect and compassion for the other person by your voice, body language, and words.
- Agree on a follow up. Offer to meet again if the concerns persists.

As the Ringside Coach, confirm that each person has been heard.

Scenario 2:

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

Friend A:

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:

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. The only way you know how to handle the situation is to deny it.

Ringside Coach:

Two kids are upset because of gossip. One feels the other is spreading rumors about him/her and is hurt by the betrayal. The other youth denies the accusation.

Talk and listen!

Communication is the key to managing conflicts effectively. By talking, the parties acknowledge that a problem exists. Ask the kids to take turns expressing how they feel about the situation:

- Identify the problem as you understand it. Tell your side of the story without emotion. Use “I” statements (e.g., “I think that’s my book.”), and avoid “You” statements (e.g., “You stole my book!”). Focus on WHAT happened, not WHY it happened. Try to use words the other person will understand and accept.
- Listen fully to the “other” side of the story. Ask questions to clarify a point. Listen in a way that shows you are interested. As you listen, put your own thoughts and feelings on hold. Pay close attention to what the other person is saying through words and body language. Show you want to hear what your friend says. Put yourself in the other person’s place and pay special attention to feelings and what is going on with the other person.
- Retell what you heard the other person say. Describe what you understand about what the other person thinks and feels. Start with “You . . .” Show respect and compassion for the other person by your voice, body language, and words.
- Agree on a follow up. Offer to meet again if the concerns persists.

As the Ringside Coach, confirm that each person has been heard.

Scenario 3:

Friend A:

You just found out that your friend has been looking at your girlfriend/boyfriend and making lewd comments. Tell your friend how mad this makes you feel. When he/she denies it, tell him/her you know he/she is lying.

Friend B:

You don't know what's gotten into your best friend. He/she is really mad about something, but you're not sure what. When he confronts you, deny the accusation.

Ringside Coach:

Two friends are fighting because one believes the other was looking at his girlfriend/boyfriend and making disrespectful comments. One is making accusations while the other denies he/she said anything.

Talk and listen!

Communication is the key to managing conflicts effectively. By talking, the parties acknowledge that a problem exists. Ask the kids to take turns expressing how they feel about the situation:

- Identify the problem as you understand it. Tell your side of the story without emotion. Use "I" statements (e.g., "I think that's my book."), and avoid "You" statements (e.g., "You stole my book!"). Focus on WHAT happened, not WHY it happened. Try to use words the other person will understand and accept.
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- Retell what you heard the other person say. Describe what you understand about what the other person thinks and feels. Start with "You . . ." Show respect and compassion for the other person by your voice, body language, and words.
- Agree on a follow up. Offer to meet again if the concerns persists.

As the Ringside Coach, confirm that each person has been heard.



Choose Respect Parent Passport



Parents receive a stamp in a *Choose Respect Parent Passport* for each Choose Respect activity they complete with their child or children.

Why?

Parents can have a positive or negative influence on the quality of relationships their children form. A family environment that is filled with parental affection, support, and supervision protects youth from becoming victims or perpetrators of relationship abuse. *Choose Respect Parent Passport* gives parents fun activities to do with kids that promote healthy relationships.

Where and When?

Choose Respect Parent Passport is an ideal activity for an organization such as a community- or faith-based organization to share with families. *Choose Respect Passport* activities may be done at home whenever it is convenient for the parent and child.

How?

The Zone 2 Folder of the Resource CD that comes with this Playbook contains a sample *Choose Respect Parent Passport* and Choose Respect logo passport stamp file for use with Avery labels. Download Choose Respect materials for parents from www.chooserespect.org. The Choose Respect Magnetic Picture Frame outlines the warning signs of dating abuse; the Wallet Card tells parents how to start the conversation, what qualities make a healthy relationship, and how to stay involved in their kids' lives.

How to apply for a passport.

A community- or faith-based organization can kick off *Choose Respect Passport* by issuing passports to parents and explaining the activity. To take part, parents must complete activities with their child that support healthy and respectful relationships. For each activity completed, parents receive a stamp in their passport. When they have completed five activities with their child or children, parents receive a prize. Here are some ideas for passport activities:

- Visit the Choose Respect website (www.chooserespect.org). From the Home page, click link to send an e-card to your child.

- Visit the Choose Respect website (www.chooserespect.org). From the home page, click the link for Materials, then click the link for Wallet Card. Take the True/False Quiz on the Wallet Card. Put the card in your wallet to refer to later.
- Visit the Choose Respect website (www.chooserespect.org). From the home page, click the link for Information for Parents. From this page, select one of the following articles and work through the activities with your child (each article counts as one activity):
 - Talk With Your Child
 - Encourage Your Child to Choose Friends Wisely
 - Encourage Your Child to Choose Respect
 - Set Rules About Dating
 - Teach Your Child Refusal Skills
 - What If Your Child Is Experiencing Dating Abuse?
 - What If Your Child Is Being Abusive?
- Visit the Choose Respect website (www.chooserespect.org). From the Home page, click the link for Information for Parents, then the link for Parent Materials, then the link for the 13-minute video *Causing Pain: Real Stories of Dating Abuse and Violence*. View the video online with your child/children, or download and watch. Talk about the video with your child/children. Use the *Video Q & A* as a guide to ask and answer questions.
- Visit your local library. Select books that reinforce the Choose Respect messages to read with your child. Some suggested topics include:
 - Anger Control
 - Listening
 - Problem Solving
 - Being a Role Model
 - Negotiation and Compromise
 - Compassion
 - Fighting Fair
 - Respect
 - Understanding

You might also ask the librarian to help with choices appropriate for your child's reading range.

There are two options for passport stamps.

- Parents stamp their own passports: hand out stamps and passports to the parents. As they complete activities, the parents put Choose Respect logo stamps in the passport. When the passport has five stamps, the parent brings the passport to the sponsoring organization to receive prizes such as free passes or coupons from local merchants.
- Sponsoring organization stamps the passports: as parents complete an activity with their child or children, they bring their passport in to the sponsoring organization to get a stamp. When the passport has five stamps, the parents receive prizes such as free passes or coupons from local merchants.

Want to Do More?

- The sponsoring organization can work together with parents to create other activities that may be used to earn *Choose Respect Passport* stamps.
- Include the parent activities for schools and communities found at the Choose Respect website, www.chooserespect.org.

You might want to schedule an awards occasion to give parents a timeframe for their activities.

For families that may not have Internet access, consider printing and distributing materials or articles. The Zone 2 Folder of the Resource CD contains most of the materials from the website.

Resources Needed:



Computer with Internet access to watch or download materials and the 13-minute Choose Respect video for teen audiences, *Causing Pain: Real Stories of Dating Abuse and Violence*. Materials are also available in the Zone 2 Folder of the Resource CD that comes with this Playbook.



Prizes for parents such as free passes or coupons from local merchants



Choose Respect Passport



Choose Respect logo passport stamps



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 2 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 2 Resource CD contains a worksheet to help you do this.

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

- **Adult Feedback**

After completing a series of activities with youth, collect information for your evaluation. The Zone 2 Resource CD contains a feedback form to help you do this.



PASSPORT

**Sent an e-card
from the Choose
Respect website**

**Watched/
discussed
Causing Pain**

**Taught
my child
refusal skills**

**Read “A Role
for Adults”**

**Took the Quiz
on the Choose
Respect website**

**Took the T/F Quiz
on the Parent
Wallet Card**

**Encouraged my
child to choose
friends wisely**

**Encouraged my
child to choose
respect**

**Read Choose
Respect books
with my child**

**Set Dating Rules
with my child**

**Read the “What if
my child is being
abused?” article**

**Read the “What if
my child is being
abusive?” article**

Choose Respect Know How Now

Confidential Comment Card

My Question or Concern:

Please contact me at:

Name:

Phone Number:

E-mail Address:

CHOOSE RESPECT

Choose Respect Know How Now

Confidential Comment Card

My Question or Concern:

Please contact me at:

Name:

Phone Number:

E-mail Address:

CHOOSE RESPECT

Choose Respect Know How Now

Confidential Comment Card

My Question or Concern:

Please contact me at:

Name:

Phone Number:

E-mail Address:

CHOOSE RESPECT

Choose Respect Know How Now

Confidential Comment Card

My Question or Concern:

Please contact me at:

Name:

Phone Number:

E-mail Address:

CHOOSE RESPECT

Get Choose Respect Know How Now!



Adults learn how to encourage and support healthy and respectful relationships among youth.

Why?

Caring adults are in a great position to influence the way kids think and act in their relationships. Adults can model healthy and respectful relationships in their interactions with youth, and they can encourage youth to adopt healthy and respectful attitudes, beliefs, and behaviors.

Where and When?

Get Choose Respect Know How Now! is an ideal activity for an organization such as a community or faith-based organization or a school. Consider providing onsite childcare and scheduling the event when it is most convenient for parents. Generally, evenings or weekends are the best times. *Get Choose Respect Know How Now!* takes about 3 hours. You can also give incentives to encourage adults to attend.

How?

The Zone 2 Folder of the Resource CD that comes with this Playbook contains a *Choose Respect Know How Now Confidential Comment Card* template and *Choose Respect Know How Now: Scenarios and Talking Points*.

Here's the plan.

Get Choose Respect Know How Now! is a three-part activity. During the first part you will introduce Choose Respect and show the 30-minute Choose Respect video, *Causing Pain: Real Stories of Dating Abuse and Violence*. In the second segment, the group will learn about dating abuse and talk about their role in helping youth develop healthy relationships. You'll wrap up with a skill-building session to help them practice what they have learned. The schedule for a Saturday event might look like this:

9:00–9:15 a.m.	Welcome and Introductions (provide refreshments)
9:15–9:30 a.m.	Introduction to Choose Respect
9:30–10:00 a.m.	Video Viewing
10:00–11:00 a.m.	Group Discussion
11:00–11:45 a.m.	Practice Session
11:45 a.m.–noon	Q/A and Wrap Up

Share the background.

The *Dating Abuse Fact Sheet* and *Choose Respect Overview* are good tools to use as you introduce Choose Respect to the group. After your introduction, show the 30-minute Choose Respect video, *Causing Pain: Real Stories of Dating Abuse and Violence*.

Talk about it.

Format E of the *Video Discussion Guide* tells you step by step how to talk about the video with adults. The discussion should last about 1 hour and should cover these topics:

- How to encourage and support youth to choose healthy and respectful relationships (include points from the Choose Respect fact sheet, *Developing Healthy Relationships: A Role for Adults*)
- How to recognize the signs of relationship abuse (include points from the Choose Respect fact sheet, *Dating Abuse: Risk Factors and Warning Signs*)
- How to intervene to prevent, report, or stop relationship abuse when it is suspected, observed, or reported (include points from the Choose Respect fact sheet, *Safety Tips*)
- Additional resources available to parents (include the Choose Respect website, www.chooserespect.org, and a list of resources available in their local community)

Practice it.

Divide the group into small groups of four to six persons. If married or dating couples are present, keep them in the same group. This will help them practice how they can work together to support and encourage youth.

- Ask each group to discuss the scenarios we've provided with this play. The group can brainstorm around the scenarios or role play possible solutions. One person can play the role of the youth, and another can play the role of the adult.
- Make sure that members of each group take turns talking or role playing so all have a chance to participate and practice.
- After participants role play a scenario, talk about the actions of the participants and give feedback to refine their skills before moving on to the next scenario.

Although dating abuse is a serious topic, keep the tone of the meeting light and keep the action moving along.

Take the know how home.

Bring all the participants back together after the practice session and answer any questions they might have. If a parent has a confidential or sensitive question/comment, ask them to write it down on a card, and tell them you will follow up with them by phone or e-mail. In addition, tell parents that you will be available after the meeting for individual questions.

Wrap up the meeting by giving each participant a Choose Respect poster for display in their home or business and a folder with the following Choose Respect Fact Sheets:

- *Choose Respect Overview*
- *Dating Abuse Fact Sheet*
- *Dating Abuse: Risk Factors and Warning Signs*
- *Developing Healthy Relationships: A Role for Adults*
- *Safety Tips*

Want to Do More?

- Set up a laptop and LCD projector to demonstrate the various features of the website such as how to send an e-card.
- Partner with other organizations in your community to hold this play in neighboring cities. Adults are more likely to go to an event if it is convenient and within a reasonable driving distance.

Distribute materials at the end of the session so participants do not read the materials rather than focus on the video or discussion. Additional Choose Respect materials for parents can be downloaded from www.chooserespect.org. These materials help parents know how to talk to their kids about respect. The Choose Respect Magnetic Picture Frame outlines the warning signs of dating abuse; the Wallet Card tells parents how to start the conversation, what qualities make a healthy relationship, and how to stay involved in their kids' lives.

Resources Needed:

<input type="checkbox"/>	30-minute Choose Respect video, <i>Causing Pain: Real Stories of Dating Abuse and Violence</i>	<input type="checkbox"/>	<i>Video Discussion Guide, Format E</i>
<input type="checkbox"/>	Choose Respect Fact Sheets— <i>Choose Respect Overview, Dating Abuse Fact Sheet, Dating Abuse: Risk Factors and Warning Signs, Developing Healthy Relationships: A Role for Adults, and Safety Tips</i>	<input type="checkbox"/>	Choose Respect posters
<input type="checkbox"/>	Meeting rooms (one room that can accommodate all participants and several for the practice sessions)	<input type="checkbox"/>	TV with DVD player (or video may be downloaded from www.chooserespect.org)
<input type="checkbox"/>	Qualified discussion leaders	<input type="checkbox"/>	Comment/question cards
<input type="checkbox"/>	Refreshments (food and beverages)	<input type="checkbox"/>	Incentives for participation
<input type="checkbox"/>	Optional: LCD projector, laptop, Internet access	<input type="checkbox"/>	<i>Choose Respect Know How: Scenarios and Talking Points</i>

Evaluation:

Document what you accomplish using Choose Respect tracking tools:

- **Stand Up & Be Counted**

Keep track of play participants and audience members. The Zone 2 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 2 Resource CD contains a worksheet to help you do this.

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Choose Respect Know How Now: Scenarios and Talking Points



Possible Scenarios for Practice Session

For Parents:

1. You have children who are about to begin dating. What dating rules will you set up and how will you communicate those rules?
2. You are not sure who your children's friends are or how and where they are spending their free time. How will you monitor who your children are hanging out with and their schedules?
3. You find suspicious Internet activity on your child's computer. What will you do to address this? What steps can you take to monitor and prevent this in the future?

For Any Caring Adult:

1. You interact with youth on a daily or weekly basis. What can you do to encourage and support healthy and respectful relationships among these youth?
2. You notice a youth who appears to be withdrawing from friends and family or you notice other warning signs of abuse. What do you do?
3. You observe or someone reports to you a case of dating abuse among youth. How will you intervene to address this issue?

Questions to Anticipate for the Q&A Session

Q: What is Choose Respect?

A: Choose Respect is a national initiative from the Centers for Disease Control and Prevention (CDC) to help youth ages 11–14 form healthy relationships to prevent dating abuse before it starts. It is designed to motivate youth to challenge harmful beliefs about dating abuse and take steps to form respectful relationships.

Q: Why is there a reason for Choose Respect?

A: Unfortunately, like adults, many youth are involved in verbal, physical, emotional, or sexually abusive relationships. One in four youth reports being a victim of some form of dating abuse. According to CDC, 1 in 11 high school students reports having been hit, slapped, or physically hurt on purpose by their boyfriend or girlfriend in the past 12 months. This number represents about 1.5 million high school students a year.

Q: Don't you think 11–14 year olds are a bit young to learn about dating and relationships?

A: Choose Respect reaches out to youth ages 11–14 because they're still forming attitudes and beliefs that will affect how they are treated and how they treat others. When they understand what respect is, they can give it and get it in all their relationships. Choose Respect focuses on building positive, healthy relationships, and knowing what to do when youth or someone they know are in an unhealthy relationship.

Next Question, Please



Kids and parents interview one another to learn about friends and start a discussion about relationships.

Why?

Parents often don't know their children's friends, boyfriends, or girlfriends. Kids often don't know much about their parents' relationship. *Next Question, Please* can help families talk about relationships and respect in a safe and open environment.

Where and When?

Next Question, Please is an ideal activity for a family event at a community- or faith-based organization. After parents and kids interview each other, the larger group can talk together, which allows everyone to learn from other families. You can also give *Next Question, Please* to parents as a take-home activity.

How?

The Zone 2 Folder of the Resource CD that comes with this Playbook contains *Next Question, Please Questions*. Download Choose Respect materials for parents from www.chooserespect.org. The Choose Respect Magnetic Picture Frame outlines the warning signs of dating abuse; the Wallet Card tells parents how to start the conversation, what qualities make a healthy relationship, and how to stay involved in their kids' lives.

Pair up 1:1.

Each youth pairs up with a parent. If both parents attend, have the youth interview one parent for part of the time, then switch. Parents and youth should take notes during the interview.

Get to know your family.

Youth and parents can write their own questions or they can use the suggestions below. The questions should fit the family. The goal is to start them talking and help parents and kids learn more about one another.

The youth gets to ask the first question. Then they take turns until time is up or all questions have been asked.

Here are some suggested questions:

Ask a child or a parent:

- Who is your best friend? What makes you like him or her?
- Who is the friend you have known the longest? How long have you known this friend?
- What drives you crazy about one of your friends (e.g., they are always late)? How do you deal with this?

Ask a parent:

- Do you have any friends now that you knew when you were my age?
- Did you have more or fewer friends than I do?
- Did you have friends that respected you when you were my age? Do you have friends that respect you now? How do you know they respect you?

Ask a child:

- Do your friends let you be you? Or do they try and change who you are?
- Do you have any friendships that you think will last 10 years?
- Do your friends boss you around?

Group Discussion

After parents and kids have interviewed each other, gather the group to talk about what they learned. What did parents learn from the activity? What did they learn about their children? What did it mean to youth to discuss relationships with their parents?

Want to Do More?

- Have friends interview each other or kids interview other parents to help gather information for a discussion after the interviews. Focus on what was the same across the interviews and what was different. This allows youth and parents to get more comfortable talking with one another about this issue.

Resources Needed:

☐

Meeting space

☐

Next Question, Please Questions

☐

Choose Respect Wallet Cards

☐

Choose Respect Magnetic Picture Frames

Evaluation:

Document what you accomplish using Choose Respect tracking tools:

- **Stand Up & Be Counted**

Keep track of play participants and audience members. The Zone 2 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 2 Resource CD contains a worksheet to help you do this.

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

- **Adult Feedback**

After completing a series of activities with youth, collect information for your evaluation. The Zone 2 Resource CD contains a feedback form to help you do this.

Next Question Please

QUESTIONS



To ask a child or a parent

Who is your best friend? What makes you like him or her?

Who is the friend you have known the longest? How long have you known this friend?

What drives you crazy about one of your friends (e.g., they are always late)? How do you deal with this?

To ask a parent

Do you have any friends now that you knew when you were my age?

Did you have more or fewer friends than I do?

Did you have friends that respected you when you were my age?

Do you have friends that respect you now? How do you know they respect you?

To ask a child or a parent

Who is your best friend? What makes you like him or her?

Who is the friend you have known the longest? How long have you known this friend?

What drives you crazy about one of your friends (e.g., they are always late)? How do you deal with this?

To ask a child

Do your friends let you be you? Or do they try and change who you are?

Do you have any friendships that you think will last 10 years?

Game On!

Respect Skills and Drills



Directions:

- Organize a brief role play activity. Use the possible scenarios for this practice session. Complete one to three practice sessions based on the amount of time available to you.
- Distribute the scenario roles to participants who volunteered. Although the roles are gender specific, you can change the scenario to match volunteers in the group.
- Ask each volunteer to read the scenario to prepare for his/her role.
- 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, restate the connection between the scenario and Choose Respect messages.

Scenario 1:

Ask for three volunteer actors to play an umpire, a coach, and a base runner.

Umpire:

In a close play at home plate, the catcher tags the base runner. You call the player, “Out!”

Coach:

You come out of the dugout to settle the situation down. Tell the player that it’s okay to question the call, but not okay to lose your temper and threaten the umpire. Tell the player to stay focused on the game and not get out of control. Game officials are to be treated with respect, and you will not tolerate players getting out of control.

Coach:

You come out of the dugout to settle the situation down. Tell the player that it’s okay to question the call, but not okay to lose your temper and threaten the umpire. Tell the player to stay focused on the game and not get out of control. Game officials are to be treated with respect, and you will not tolerate players getting out of control.

Talking Points

Discuss why it is important for both coaches and players to treat game officials with respect. The emphasis should be on teamwork, learning the game, and an atmosphere of fun.

By modeling respect in your dealings with game officials, you will inspire your players to act respectfully when they interact with an umpire or referee.

Players need to learn how to deal with their anger when something like this happens. They need to know they can walk away until they calm down. If they disagree with a teammate, they need to practice how to negotiate and compromise instead of fighting.

Scenario 2:

Ask for four volunteers to act out Scenario 2. You'll need three players and a coach.

Player A:

This is your first season playing basketball, and you are not very good. Your skills are weak, and your decisions are bad. You throw the ball away, double dribble, or get called for lane violations again and again. React to Player B and Player C keeping the ball away from you.

Player B:

You are the most skilled player on the team. Tell Player C to keep the ball away from Player A and just keep feeding it to you.

Player C:

You are a pretty good player. Although you know Player A is holding the team back, you know he/she is really trying. You want Player B to ease off and cut Player A some slack. Tell Player A how you feel.

Coach:

You step in to emphasize the teamwork is the most important thing you can learn in basketball. Tell the players that if a player's skills are weak, the best remedy is practice. Teammates can work with the player to learn the rules and practice drills. You make it clear that disrespect among team members will not be tolerated; those who do show disrespect will be benched.

Talking Points:

Although respect does not mandate that you "like" a person, when we're working together for a common purpose, we must have respect for our leaders and peers.

People in healthy relationships respect each other. They trust each other and support each other.

Treat others as you want to be treated—on the court and off.

Scenario 3:

Ask for four volunteers to act out Scenario 3.

Talking Points:

This is a prime opportunity for a coach to be a role model. Take every opportunity to show respect for others—especially when they can't defend themselves against a rumor.

Players should step in to stop a situation like spreading gossip. If a disagreement gets out of hand, players can go to the coach for help.

Player A:

You are hanging out with players in the locker room and talking about girls. You tell them that a girl you know hooked up with two different guys over the weekend.

Player B:

You don't know this girl, but you zero in on the rumor and start asking questions.

Player C:

You do know the girl, and you know that Player A's rumor is not true, but you don't speak up. You don't want to get in an argument about it.

Coach:

You overhear the "locker room" talk, and you step in to let all the players know that it is disrespectful to talk about girls behind their backs and to tell stories that might not be true. You let the players know you expect them to speak up for what is right when they hear such talk.

Players should treat others as they want to be treated. This is equally true in relationships with friends, teammates, and dating partners.

Scenario 4:

Ask for two volunteers, a female player and a coach, to act out a scenario,

Player:

You haven't been yourself lately—your play has been off, and you act distracted during practice. During breaks you're quiet and withdrawn. Your boyfriend hangs around practice and waits impatiently for you to leave with him. Tell your coach how you feel about your boyfriend's behavior.

Coach:

You notice something seems wrong and offer to talk with the player. You tell her what you've noticed and that you've been concerned. You emphasize to the player that she deserves respect from her friends. You suggest the player talk with her parents or help the player find the right resource.

Talking Points:

Your players deserve respect in all their relationships. It's a bad sign when a relationship becomes a power struggle.

People in healthy relationships respect each other's independence. They trust and support each other and understand their boundaries. They do not expect them to give up their own interests.

By creating an overall environment of respect, youth may feel more comfortable approaching their coach about personal concerns. Coaches can also make it clear that abusive behavior is not tolerated.

Game On!

Coaches learn best practices for modeling respect and promoting healthy relationships on and off the playing field.

Why?

Game On! trains coaches to teach and model respectful relationships throughout the sports season. Players learn healthy relationship skills and attitudes from coaches.

Where and When?

Game On! is ideal for school sports or youth sports leagues that include youth 11–14. This training should take place when coaches come together for a coaches' meeting or after a practice. The training will take about 90 minutes.

How?

The Zone 2 Folder of the Resource CD that comes with this Playbook contains *Game On! Respect Skills and Drills* and *Talking Points for Coaches*. Here's the game plan:

- Get buy-in from the league or school administration to provide pre-season training for coaches.
- Introduce Choose Respect coaches.
- Practice Choose Respect scenarios for players on and off the field.
- Get feedback from coaches for new ways to incorporate respect into practice, game, and off-field situations.

Approach the front desk.

To reach the coaches, you'll need to get buy-in from the school administration or league board. Make the connection between sports and respect by sharing the messages of Choose Respect. If time permits, show them the 30-minute video, *Causing Pain: Real Stories of Dating Abuse and Violence*, and answer questions about the initiative. The 60-second PSA, *Just Talk*, and the Parent Wallet Card can also be used to introduce leadership to Choose Respect. Current events demonstrate that respect is a relevant issue for players and coaches.



Plays in
Action:

{Success Story to
be developed.}

Use sports to teach the skills.

A coach's influence starts in practice and continues onto the playing field, but it can extend much further than that. Coaches can help to show kids the way to behave respectfully in all their relationships. Coaches have a key role in modeling respect and talking to players about the important issues in their lives.

Since the training is for coaches, use examples from sports to show them how to include Choose Respect in their coaching. The topics that should be covered in this training include:

- The importance of respect on and off the playing field
- Signs of healthy and respectful relationships in sports and with peers
- Ways caring adults can promote respectful relationships
- Signs that a youth is the victim or perpetrator of dating abuse
- Ways to report dating abuse
- Community resources to learn more about dating abuse and prevention

Conduct the training.

This training should provide a brief overview of Choose Respect and some basic skill building exercises so coaches understand the role they can play in encouraging healthy, respectful relationships. Introduce them to Choose Respect with the 30-minute video, *Causing Pain: Real Stories of Dating Abuse and Violence*, and answer questions about the initiative.

Use the *Talking Points for Coaches* to guide the conversation. Ask the coaches to role play scenarios about respect between team members and/or relationships off the field. Role play allows for practice and discussion.

During the training, point out that adults need to be supportive of youth when talking about dating abuse and refer them to services as soon as possible. In some cases, the youth will simply want to talk out the problem and may feel most comfortable speaking with a coach. While that is acceptable, coaches also need to be aware of where they can refer youth for additional help or learn which instances need to be reported to law enforcement. The Choose Respect Resource Guide in Zone 4 presents the steps for developing a list of community resources.

Brainstorm with Coaches.

Have the coaches get a head start on the play, *Respect Team*. Coaches break into small groups and brainstorm ideas of how to incorporate Choose Respect messages into their season. Coaches who are not planning to use Choose Respect throughout the season can still help generate ideas for the other coaches.

Want to Do More?

Ask the coaches to be spokespersons for Choose Respect in the community. Encourage them to speak at schools, churches, or community centers. This will increase the visibility of Choose Respect in the community.

School districts may want to implement formal policies regarding respect and athletes' behavior, on and off the field.

School districts or youth sports leagues may also want to implement *Respect Team*.

Resources Needed:

☐

Trainer who knows about Choose Respect

☐

Community-specific resources for reporting and assistance

☐

Meeting space

☐

Talking Points for Coaches

☐

Respect Skills and Drills

☐

60 Second PSA, *Just Talk*

☐

Parent Wallet Card

Evaluation:

Document what you accomplish using Choose Respect tracking tools:

- **Stand Up & Be Counted**

Keep track of play participants and audience members. The Zone 2 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 2 Resource CD contains a worksheet to help you do this.

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

- **Adult Feedback**

After completing a series of activities with youth, collect information for your evaluation. The Zone 2 Resource CD contains a feedback form to help you do this.

Game On!

Talking Points for Coaches



As a coach, you are in a special position to teach players about healthy relationships with others on and off the field. Players will learn as much from your words as your actions, so take every opportunity to be a role model and keep the lines of communication open.

Talk the Talk and Walk the Walk

Here are some examples of respectful behavior coaches can model and talk about with players:

- Show respect for players, opponents, and officials and let players know that you will not tolerate disrespect.
- It's never okay to react with violence; calm down, take a break, talk it out.
- Treat others as you want to be treated. To get respect, you have to give it.
- People in healthy relationships respect each other. They trust each other and support each other.
- When you see your friends or players in a situation that's out of control, step in and stop the situation or go for help.
- It's okay to ask for help from parents or other adults when players have a concern

Respect Team



Coaches integrate the messages of “Choose Respect” into team activities all season.

Why?

The coach sets the tone for the team. If the coach shows respect for the players, he or she creates a team climate where healthy, respectful relationships are the norm—on and off the playing field.

Where and When?

Respect Team is ideal for recreation or community youth sports leagues. *Respect Team* is easy to blend into practice, game day, and post-season activities throughout the year.

How?

The Zone 2 Folder of the Resource CD that comes with this Playbook contains *Respect Team Talking Points*, *Respect Team Individual Pledge*, *Most Respectful Player Scoresheet*, *Choose Respect Most Respectful Player Certificate*, and a sample *Choose Respect Team Pledge*.

Here's the Strategy.

- Start the season off right by presenting Choose Respect messages to players during the first team meeting and practice.
- Reinforce Choose Respect messages in all practices/drills.
- Reinforce Choose Respect messages prior to each game.
- Keep a scorecard of coach and player behavior throughout the season; respectful behavior earns Respect Points and rewards, and disrespectful behavior loses points.

Go over Your Team's Game Plan.

Coaches should introduce the Choose Respect messages to players during the first team practice using the *Choose Respect Talking Points for Coaches* provided in the Zone 2 Folder of the Resource CD that comes with this Playbook. Let the team know what your expectations are and post the *Respect Team Poster*, provided in the Zone 2 Folder of the Resource CD that comes with this Playbook, in the locker room if possible. Have everyone sign the poster. Respectful team behavior includes:

- How players react to insults or fouls from the opposing team. Messages include:
 - Take a deep breath or walk away until calmer.
 - Never express anger through physical violence.
- Respecting teammates on and off the field. Messages include:
 - Take a minute to understand what others might be feeling—put yourself in their shoes.
 - Allow others to express their opinions without forcing yours on others to win an argument.
- How players react to referees' decisions. Messages include:
 - Think before speaking, especially when angry.

Wrap up the Choose Respect portion of the first team meeting/practice by presenting the *Respect Team Pledge* for players to sign:

Respect is a choice. I choose to:

- Think before speaking
- Never express anger through violence
- Strive to understand how others feel
- Be a role model for those around me

_____ Name

Parents need to know the game plan, too. Send home the *Respect Team Pledge* with a note that the league board/community recreation department endorses respectful behavior.

Reward Respect.

Keep track of behavior during all games and practices. Players whose behavior is consistent with Choose Respect messages receive Respect Points—players who don't follow the pledge have points taken away. Here are some ideas for rewards:

- Provide incentives to win the “Most Respectful Player” (MRP) prize at the end of the season. Reward players who score Respect Points each week during the season with coupons from local merchants or free tickets to local events.
- Coaches who prefer not to track points throughout the season can let the team vote for the MRP at the end of the season.
- During the post-season awards ceremony, award the MRP prize. Choose Respect-branded item(s) goes to the player(s) who scored the most Respect Points throughout the season.
- Invite the local newspaper sportswriter to do a story on the *Respect Team* winners.

Want to Do More?

- Expand the *Respect Team* concept across all of the sports teams and leagues in your community.

Resources Needed:

☐

Respect Team Pledge

☐

Prizes (Choose Respect-branded item such as T-shirt or knapsack) for Most Respectful Player

☐

Respect Scorecard

☐

Weekly incentive prizes

☐

Respect Team Poster

☐

Choose Respect Talking Points for Coaches

☐

Most Respectful Player Certificate

Evaluation:

Document what you accomplish using Choose Respect tracking tools:

- **Stand Up & Be Counted**

Keep track of play participants and audience members. The Zone 2 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 2 Resource CD contains a worksheet to help you do this.

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- **Adult Feedback**

After completing a series of activities with youth, collect information for your evaluation. The Zone 2 Resource CD contains a feedback form to help you do this.

Respect is a choice. I choose to:

Think before speaking
Never express anger through violence
Strive to understand how others feel
Be a role model for those around me

Name

Team

Respect is a choice. I choose to:

Think before speaking
Never express anger through violence
Strive to understand how others feel
Be a role model for those around me

Name

Team

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Strive to understand how others feel
Be a role model for those around me

Name

Team

A photograph of four people (three men and one woman) standing together in front of a wall with large, colorful letters spelling out "CHOOSE RESPECT". The word "er" is partially visible on the left side of the image.

CHOOSE RESPECT Target Audience: Parents and Caring Adults Most Respectful Player: Scoresheet 1

CHOOSE RESPECT

Respect.
Give it.
Get it.



» Respect is a choice.
I choose to:

Think before speaking

Never express anger
through violence

Strive to understand how
others feel

Be a role model for those
around me

Team Name

School Name

Date

COACH:

Signature

Name

TEAM:

Signatures

Name

Respect is a choice. I choose to:

Think before speaking
Never express anger through violence
Strive to understand how others feel
Be a role model for those around me

Name

Team

Play it at

www.chooserespect.org

CHOOSE

RESPECT

M.R.P.

MOST RESPECTFUL PLAYER

Presented to

Enter Name Here

for respectful behavior on and off the (court / field).

First Name Here consistently: thinks before speaking, strives to understand how others feel, serves as a role model to others, and never uses violence to solve problems.

Dated this # day of Month, 20##.

School Name Here

Team Name Here

Name of School

Team

Principal/Administrator

Coach

Respect. Give it. Get it.