

Session 1: SEXUAL VIOLENCE

Why should I care?



OBJECTIVES

- ♦ Participants will understand the purpose of RELATE.
- ♦ Participants will understand that victims of sexual violence represent various ages and both genders, victims are usually attacked by intimate partners, and victims rarely report the incidents.

Time



1 hour

Materials



- Attendance Sheet
- Newsprint or Chalkboard
- Markers
- Participant Information Sheet
- Pre-Survey Questionnaires
- Masking Tape
- Pen/Pencils

Workbook



- Sexual Violence Statistics

Newsprint



- Welcome to RELATE
- Group Rules

Page 1-1

Session 1: SEXUAL VIOLENCE

Opening the Session



- ♦ Introduce yourself as a peer facilitator. Include your grade, school, and something interesting about yourself.
- ♦ Introduce RELATE:

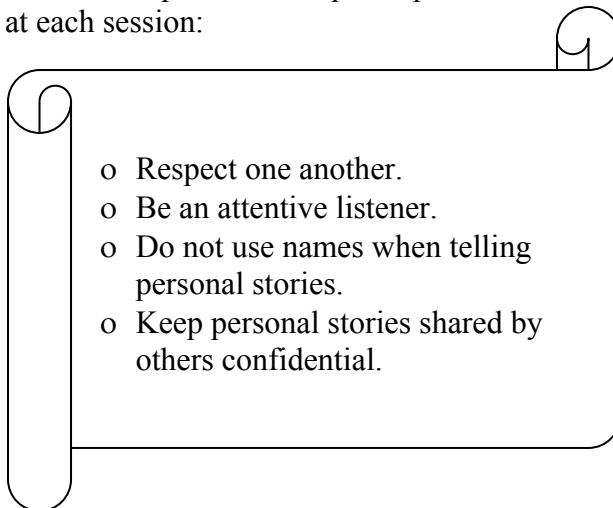


20 minutes

Relationship Education Leading Adolescents Toward Empowerment



- ♦ Explain the purpose of RELATE: to prevent sexual violence. During the five RELATE sessions we will discuss sexual violence, healthy relationships and ways to protect yourself from violence.
- ♦ Distribute Participant Information Sheet and Pre-Survey Questionnaires. State that in order to evaluate the success of RELATE, we need to find out what you think before beginning and again at the end of the sessions. Collect and do not discuss.
- ♦ Ask participants to complete the Attendance Sheet.
- ♦ Brainstorm Group Rules with participants or share the following and post at each session:



- o Respect one another.
- o Be an attentive listener.
- o Do not use names when telling personal stories.
- o Keep personal stories shared by others confidential.



Note: Add the last two group rules if not mentioned by the participants.

Keep these rules posted at each of the sessions, and do your best to uphold them so participants will feel safe to share what they are thinking and feeling.

- ♦ Ask participants if they can all agree to these Group Rules that will be posted at each session.
- ♦ Distribute Workbooks and ask participants to write their names on the cover page.
- ♦ Explain that Workbooks will be collected at the end of each session.

Page 1-2

Session 1: SEXUAL VIOLENCE

Transition



- ♦ We are here to listen to each other and learn from each other.
- ♦ We will discuss various relationships during the RELATE sessions. However, the focus will be mostly on dating relationships and sexual violence.
- ♦ Sexual violence is any sexual act that is committed without voluntary consent, such as rape or molestation.
- ♦ Sexual violence can also be physical (hitting, assault), verbal (name calling) or mental (public embarrassment).
- ♦ We will begin by looking at sexual violence more closely.

Activity 1: Percentages

- ♦ Refer to a line on the floor of the room created with masking tape. State that one end of the line represents 0%, the middle of the line represents 50%, and the other end of the line represents 100%.
- ♦ Ask for 3-5 volunteers to stand on the line according to what they believe is the correct percentage.

What percentage of women report having been a victim of sexual assault in their lifetime?

- ♦ Invite the rest of the participants to vote for whom they think is standing in the correct position. (25%)
- ♦ Ask for 3-5 different volunteers to stand on the line according to what they believe is the correct percentage.

What percentage of men report having been a victim of sexual assault in their lifetime?

- ♦ Invite the rest of the participants to vote for whom they think is standing in the correct position. (12%)



5 minutes

Page 1-3

Session 1: SEXUAL VIOLENCE

Reflection Question



- ♦ What do you think about these percentages?

Transition



- ♦ We will now review some statistics that state the seriousness and far-reaching effects of sexual violence.

Activity 2: Sexual Violence Statistics

- ♦ Refer to Sexual Violence Statistics on Workbook page WB 1-1.
- ♦ Ask participants to circle the most shocking statistic on the page.
- ♦ Ask participants to find a partner and share why that one statistic was chosen.
- ♦ Invite participants to share important points from their discussion.



20 minutes

Reflection Questions



- ♦ What are some of the important points you had in common?
- ♦ How can you decrease your chances of becoming a victim of sexual violence?

Session 1: SEXUAL VIOLENCE

Activity 3: Did You Know?

- ♦ State the following:

Rape can be committed by a man against a woman, a man against a man, a woman against a man, and a woman against a woman.



10 minutes

Reflection Questions



- ♦ What is your reaction to this statement?
- ♦ Where do you get your views about relationships and sexual violence?
- ♦ Why is this information about sexual violence important for someone your age to know?

Closing the Session



- ♦ Thank the participants for their willingness to share during this session.
- ♦ State that the next session will be about recognizing healthy relationships.
- ♦ Remind participants of the next session date and time.
- ♦ Collect Workbooks.



5 minutes

Session 2: HEALTHY vs. UNHEALTHY



OBJECTIVES

- ♦ Participants will identify characteristics of healthy and unhealthy behaviors in relationships.
- ♦ Participants will increase their awareness of how to maintain healthy relationships.

TIME



1 hour

Materials



- Attendance Sheet
- Newsprint or Chalkboard
- Markers
- Pens/pencils

Workbook



- All Healthy Relationships are Characterized by...
- Unhealthy Behaviors
- Make the Difference

Session 2: HEALTHY vs. UNHEALTHY

Opening the Session



- Welcome participants back to RELATE: Relationship Education Leading Adolescents Toward Empowerment
- Ask participants to initial the Attendance Sheet.
- Post Group Rules.
- Distribute Workbooks.
- Review:



5 minutes

How has information about sexual violence affected the way you view dating relationships?

Transition



- ♦ A major focus of RELATE is to help you create and maintain healthy relationships as a way to prevent violence.
- ♦ This session will give you a chance to evaluate your own healthy relationships.
- ♦ We will begin with a short True or False quiz.

Session 2: HEALTHY vs. UNHEALTHY

Activity 1: True or False

- ◆ Based on the last session on sexual violence, ask participants to hold “thumbs up” for True or “thumbs down” for False for the following statement:

Most violent acts are committed by
someone the victim knows.
(True)



5 minutes

Reflection Question



- ◆ How surprised are you regarding this truth?

Transition



- ◆ Creating and maintaining a healthy relationship helps prevent you from becoming a victim of violence.
- ◆ You will now get the opportunity to think about the healthy relationships in your life.

Session 2: HEALTHY vs. UNHEALTHY

Activity 2: Think About

- ♦ Ask participants to think about the various people they have relationships with in their life: parents, teachers, coaches, neighbors, boyfriends/girlfriends, best friends, brothers/sisters, yourself.
- ♦ Ask participants to think about a healthy relationship in their life and share a specific example of what makes the relationship healthy.



5 minutes

Transition



- ♦ We will now explore the five characteristics of any healthy relationship.

Activity 3: Healthy Relationships

- ♦ Refer to All Healthy Relationships are Characterized by... on Workbook page WB 2-1.
- ♦ Divide participants into 4 groups.

Dating Relationship
Peer Relationship
Adult Relationship
Self Relationship



15 minutes

- ♦ Assign one of the five healthy characteristics to each group to create and perform a brief skit that demonstrates what that healthy characteristic looks like in their relationship group.

Reflection Questions



- ♦ What healthy behaviors did you notice in the skits?
- ♦ We demonstrated 4 out of the 5 characteristics, what would the remaining healthy characteristic look like in a dating relationship?

Page 2-4

Session 2: HEALTHY vs. UNHEALTHY

Transition



- ♦ We will now look at examples of unhealthy behaviors in relationships.

Activity 4: Unhealthy Behaviors

- ♦ Ask participants to now think of a relationship where the other person demonstrates the opposite of the healthy behaviors demonstrated.
- ♦ Ask for specific examples of what makes these relationships unhealthy.
- ♦ Refer to Unhealthy Behaviors on Workbook page WB 2-2.

Reflection Question



- ♦ What unhealthy behaviors do you think could be added to this page?

Activity 5: Make the Difference

- ♦ Refer to Make the Difference on Workbook page WB 2-3.
- ♦ Ask participants to complete the page alone, changing the unhealthy behaviors into healthy behaviors that would improve the relationship.
- ♦ Read each scenario aloud and ask for volunteers to share the healthy characteristics they used to improve the relationships and how they used them.



15 minutes



15 minutes

Note: Refer to group Rules and caution participants to refrain from naming names in their examples.

Note: If not mentioned, you can add cruelty to animals and obsession with weapons.



10 minutes

Page 2-5

Session 2: HEALTHY vs. UNHEALTHY

Reflection Questions



- ♦ Why is being involved in healthy relationships important to people your age?
- ♦ How can your relationship with yourself affect other relationships in your life?
- ♦ How can you improve your relationship with yourself?
- ♦ How can you improve your relationship with others?

Closing the Session



- ♦ Thank the participants for their willingness to share during this session.
- ♦ State that the next session will include building a communication skill that helps you create and maintain healthy relationships.
- ♦ Remind participants of the next session date and time.
- ♦ Collect Workbooks.



5 minutes

Session 3: ASSERTIVENESS TECHNIQUES



OBJECTIVES

- ♦ Participants will distinguish between passive, assertive and aggressive behaviors.
- ♦ Participants will explore the value of assertive communication in developing and maintaining healthy relationships.

Time



1 hour

Materials



- Attendance Sheet
- Newsprint or Chalkboard
- Markers
- Turtle, Owl, Shark pictures
- Pens/Pencils

Workbook



- Communication Cues
- Being Assertive
- Assertiveness Techniques

Page 3-1

Session 3: ASSERTIVENESS TECHNIQUES

Opening the Session



- ♦ Welcome participants back to RELATE: Relationship Education Leading Adolescents Toward Empowerment
- ♦ Ask participants to initial the Attendance Sheet.
- ♦ Post Group Rules.
- ♦ Distribute Workbooks.
- ♦ Review:

What do you remember about the characteristics of healthy relationships?

Transition



- ♦ Sometimes it is difficult to communicate boundaries, thoughts and feelings, needs, etc.
- ♦ This session will help you develop a communication skill to help you create and maintain healthy relationships.
- ♦ We will begin by pretending we are all in the same situation.

Activity 1: How Would You Respond?

- ♦ Post pictures of a Turtle, Owl and Shark in three different places in the room.
- ♦ State that you will read a scenario and participants are to stand near the picture that best represents how they would behave?
 1. Your boyfriend/girlfriend gets angry when you talk to another boy/girl.
 2. You find out your best friend is going to a party with the person you wanted to go with.



5 minutes



5 minutes

Page 3-2

Session 3: ASSERTIVENESS TECHNIQUES

Reflection Question



- ♦ Why do you think you might respond in different ways under different circumstances?

Activity 2: Show and Tell

- ♦ As a peer facilitator, be prepared to share a time when you were confident and relaxed while communicating with someone. Briefly ‘show’ how you communicated (verbally and non-verbally) and ‘tell’ what was said.
- ♦ State that this kind of communication is known as an assertive style.



5 minutes

Transition



- ♦ In order to understand the advantage of being assertive, we will compare it to the other communication styles of passive and aggressive.

Session 3: ASSERTIVENESS TECHNIQUES

Activity 3: Communication Cues

- ♦ Review the three styles of communication and their definitions:

Passive



This style invites, encourages or permits others to take advantage of you. You withdraw rather than standing up for what you believe. You act as if others are more important than you.

Assertive



This style expresses your thoughts and feelings openly and honestly without disregarding the thoughts and feelings of others. You act according to the belief that all people, including you, are equally important.

Aggressive



This style intentionally attacks, takes advantage of or hurts others in order to get what you want. You act on the belief that others are not as important as you.

- ♦ State that the assertive style is generally the ideal communication style, but there are situations where the passive or aggressive styles are necessary.

Use the passive style if someone is threatening you or him/herself with a weapon.

Use the aggressive style during an emergency to direct people.

- ♦ Refer to Communication Cues on Workbook page WB 3-1.
- ♦ Ask for volunteers to read the descriptions under each category. Discuss and demonstrate them as necessary.
- ♦ Ask participants to circle or highlight the “Assertive” column.



15 minutes

Note: The passive and aggressive styles should only be used when health and safety are concerns.

Session 3: ASSERTIVENESS TECHNIQUES

Reflection Question



- ♦ How can an assertive style of communication be useful?

Note: Refer to All Healthy Relationships are Characterized by... on Workbook page WB 2-1, if necessary.

Transition



- ♦ Now we will demonstrate the three communication styles of passive, assertive and aggressive.

Activity 4: Being Assertive

- ♦ Refer to Being Assertive on Workbook page WB 3-2.
- ♦ One peer facilitator will read each scenario aloud. Another peer facilitator will demonstrate the passive, assertive and aggressive manners described on the page.
- ♦ After each scenario is demonstrated, ask the participants the Reflection Questions.



10 minutes

Reflection Questions



- ♦ What differences did you notice in the three styles of communication?
- ♦ What kind of unintentional 'messages' did the demonstrations portray?

Page 3-5

Session 3: ASSERTIVENESS TECHNIQUES

Transition



- ♦ Earlier we discussed how assertive communication can be useful.
- ♦ Now we will look more closely at this technique.

Activity 5: Assertiveness Techniques

- ♦ Refer to Assertiveness Techniques on Workbook page WB 3-3.
- ♦ Briefly model each technique: “I” Messages, Broken Record, Escaping
- ♦ Divide participants into four small groups. Privately assign each group one of the techniques, giving the same technique to two groups.
- ♦ Instruct groups to prepare a brief skit to demonstrate their assertiveness technique. Remind participants to refer to Communication Cues on Workbook page WB 3-1, if needed.
- ♦ Ask the audience to guess the assertiveness technique demonstrated.



15 minutes

Note: Two groups will have the same technique, making it more of a challenge for the audience to guess the technique demonstrated.

Reflection Questions



- ♦ Why is the assertive style of communication the best to use in a dating relationship?
- ♦ How could being assertive at the start of a relationship help prevent it from turning into an unhealthy or violent relationship?

Session 3: ASSERTIVENESS TECHNIQUES

Closing the Session



- ♦ Thank the participants for their willingness to share during this session.
- ♦ State that the next session will deal with protecting yourself against violence, so participants will get the chance to practice assertiveness techniques again.
- ♦ Remind participants of the next session date and time.
- ♦ Collect Workbooks.



5 minutes

Page 3-7

Session 4: PROTECTING YOURSELF FROM VIOLENCE



OBJECTIVES

- ◆ Participants will identify actions, behaviors and words that constitutes sexual harassment.
- ◆ Participants will identify the “warning signs” of violence.

Time



1 hour

Materials



- Attendance Sheet
- Newsprint or Chalkboard
- Markers
- 3 Bells
- Pens/Pencils
- Local Referral Information

Workbook



- Eye of the Beholder
- Three Warning Bells

Newsprint



- Flirting vs. Sexual Harassment

Page 4-1

Session 4: PROTECTING YOURSELF FROM VIOLENCE

Opening the Session



- ♦ Welcome participants back to RELATE: Relationship Education Leading Adolescents Toward Empowerment
- ♦ Ask participants to initial the Attendance Sheet.
- ♦ Post Group Rules.
- ♦ Distribute Workbooks.
- ♦ Review:



5 minutes

How have you used the assertiveness technique since last session?

Transition



- ♦ This session will focus on sexual violence and its warning signs in dating relationships. However, these warning signs could be present in your relationships with friends, adults, or oneself.
- ♦ We will begin by identifying behaviors that lead to violence in relationships.

Session 4: PROTECTING YOURSELF FROM VIOLENCE

Activity 1: Flirting vs. Sexual Harassment

- ♦ Review and discuss the characteristics of:

Flirting

wanted
complimentary
returned

Sexual Harassment

unwanted
disrespectful
not returned



- ♦ Invite participants to add characteristics to the two lists.
- ♦ Read the following scenarios and ask participants if they think the behavior is flirting or sexual harassment:

1. Several times in one day Kailash glances over at Dale and then quickly turns away. One day Dale approaches Kailash and asks what the problem is. Kailash says there is no problem, but would like to get to know Dale better. Dale says, "Why didn't you say so?" and they quickly become better acquainted.
2. Sam works at the local pizza shop. One night, Sam forgets to turn off the pizza oven. The next day the supervisor tells Sam that if they go out on a date, the incident will not be reported to the store manager.
3. Ha would like to ask Jamie out but is shy and does not have the nerve. One day Ha sees Jamie coming down the hall and stretches an arm across the path so Jamie cannot get by.
4. Jordan has had a crush on Dominique for a few months and all of Jordan's friends know it. When Jordan is standing with them and Dominique walks by, all Jordan's friends grab their crotches in unison. Both Jordan and Dominique are embarrassed.

- ♦ Ask the Reflection Questions after each scenario.



20 minutes

Note: Examples of sexual harassment include: sexual comments/jokes, name-calling, leering, touching, grabbing, pinching, unwanted kissing, flashing, mooning, spreading sexual rumors.

Note: Avoid debating whether an answer is flirting or sexual harassment.

Session 4: PROTECTING YOURSELF FROM VIOLENCE

Reflection Questions



- ♦ Why do you think some people might see this as sexual harassment instead of flirting? Or flirting instead of sexual harassment?
- ♦ Would it make a difference if you knew who was male and who was female?
- ♦ Why is it important to know the difference between sexual harassment and flirting?

Transition



- ♦ Two people attempting to get to know one another better in a dating relationship may begin with flirting. However, flirting to one person may be sexual harassment to another.

Activity 2: Eye of the Beholder

- ♦ Refer to Eye of the Beholder on Workbook page WB 4-1.
- ♦ Ask for a volunteer to read the page aloud.



5 minutes

Reflection Questions



- ♦ What does this definition mean?
- ♦ Why is this definition important?

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Session 4: PROTECTING YOURSELF FROM VIOLENCE

Transition



- ♦ As a dating relationship grows, two people usually start to spend quality time together and begin to know each other better. This is when the foundation for a healthy or unhealthy relationship is usually formed. Watch out for those unhealthy behaviors. (Refer to Unhealthy Behaviors on Workbook page WB 2-2.)
- ♦ Unhealthy behaviors in a dating relationship can lead to sexual violence. You can help protect yourself from this type of violence by stating clear boundaries regarding physical intimacy.
- ♦ Research has defined three different stages of behavior that precede violence within any type of relationship. This is known as the Warning Bells concept which we will explore next.

Activity 3: Three Warning Bells

- ♦ State that one way to think of the Warning Bells concept is whenever something in a relationship signals a sense of danger, a little voice or bell ‘sounds off’ in your head. (Ring one of the bells.)
- ♦ Refer to Three Warning Bells on Workbook page WB 4-2.
- ♦ Ask for three volunteers to read the different stages: Intrusion, Desensitization and Isolation. (Ring a bell after each description.)



10 minutes

Reflection Questions



- ♦ What do you think about these three stages?
- ♦ How does one stage build upon the previous stage?
- ♦ How can understanding unhealthy behaviors in a relationship help you avoid potential violence?

Page 4-5

Session 4: PROTECTING YOURSELF FROM VIOLENCE

Transition



- ♦ We will now read a story to you about the three stages of behavior that can lead to sexual violence.

Activity 4: Stop the Story

- ♦ Divide participants into three groups. Assign one stage to each group: Intrusion, Desensitization, Isolation
- ♦ Give each group a bell. Instruct the groups to ring their bell when they hear evidence of their stage during the story.
- ♦ As peer facilitators, one will read the story aloud and one will stop and ask reflection questions during the story.



15 minutes

Three Warning Bells Story

Amari and Keisha know each other from Algebra class. Amari thinks Keisha is cute and invites her to a party after the Homecoming game. They meet at the party and Amari is surprised at the way Keisha is dressed. He has never seen her dressed like that before. Amari walks over to Keisha, stands really close, and says, "Wow, Keisha, you look GREAT in that dress!" Then he leans over and says, "I can see right through your top!"



Note: At this point, someone should be ringing the "Intrusion" bell. This signals the first stage of violence.

If no one rings the bell, ask if anyone recognizes any warning sign.

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Session 4: PROTECTING YOURSELF FROM VIOLENCE

Reflection Questions



- ♦ What made you ring the Intrusion bell?
- ♦ What other comments or behaviors represent the first stage of violence?
- ♦ Why do you think this stage is called Intrusion?

Throughout the night, Amari notices that Keisha keeps dropping things and then bends over to pick them up. They talk and dance real close throughout the night.

Amari makes several suggestive remarks and Keisha tells him she is uncomfortable. He says, "Oh lighten up! I'm just playing with you. What's the matter, don't you trust me?"



Reflection Questions



- ♦ What made you ring the Desensitization bell?
- ♦ What other comments or behaviors represent the second stage of violence?
- ♦ Why do you think this stage is called Desensitization?

Note: If no one rings the "Intrusion" bell, continue with the story, but mention it at the end of the story as another example of intrusion.

Note: At this point, someone should be ringing the "Desensitization" bell. This signals the second stage of violence.

If no one rings the bell, ask if anyone recognizes any warning sign.

Session 4: PROTECTING YOURSELF FROM VIOLENCE

After several dances, Keisha says, "Boy, it sure is hot in here!" Amari says, "Let's go outside to get some fresh air." When they get outside, Amari decides that he wants to sit down by the lake where they can be alone. Keisha agrees to go, reluctantly.



Note: At this point, someone should be ringing the "Isolation" bell. This signals the third stage of violence.

If no one rings the bell, ask if anyone recognizes any warning sign.

Reflection Questions



- ♦ What made you ring the Isolation bell?
- ♦ What other comments or behaviors represent the third stage of violence?
- ♦ Why do you think this stage is called Isolation?
- ♦ How do you think Keisha felt in this story?
- ♦ What assertive behavior could Keisha use as protection in this story?
- ♦ What can you do if you hear one of the three warning bells ring?

Transition



- ♦ You have a right to be free of sexual harassment, uncomfortable situations and violence. Always tell a trusted adult of any such situations.
- ♦ A trusted adult is someone who cares about you and will not harm you.

Session 4: PROTECTING YOURSELF FROM VIOLENCE

Closing the Session



- ♦ Thank the participants for their willingness to share during this session.
- ♦ State that the next session allows for personal reflection.
- ♦ Remind participants of the next session date and time.
- ♦ Collect Workbooks .



5 minutes

Note: Distribute local referral information, if available, to interested participants.

Session 5: PERSONAL VALUES & RELATIONSHIP GOALS



OBJECTIVES

- ♦ Participants will examine the qualities they value most in relationships with others.
- ♦ Participants will set goals for improving their current or future relationships.

Time



1 hour

Materials



- Attendance Sheet
- Newsprint or Chalkboard
- Markers
- Pens/pencils
- 1.5"x2" Post-It Notes
- Local Referral Information
- Post-Survey Questionnaires

Workbook



- Relationship Grid
- Value Busters
- Making Healthy Decisions
- Dealing with Violence

Newsprint



- Relationship Qualities

Page 5-1

Session 5: PERSONAL VALUES & RELATIONSHIP GOALS

Opening the Session



- ♦ Welcome participants back to RELATE: Relationship Education Leading Adolescents Toward Empowerment
- ♦ Ask participants to initial the Attendance Sheet.
- ♦ Post Group Rules.
- ♦ Distribute Workbooks.
- ♦ Review:



5 minutes

What behavior may precede violence within any type of relationship?

Transition



- ♦ This session will allow you to apply the information presented during RELATE to your own relationships.
- ♦ This final session will be different for each of you as it is designed to encourage personal reflection. For this reason, you may volunteer to share with the group, but you will not be asked or expected to share.
- ♦ By the end of this session you will develop one or two relationship goals that will guide you in improving current relationships or in forming new relationships.
- ♦ We will now look at our values, things we care most deeply about. Values are based on what we learn in our families as well as our life experiences outside our families.



Session 5: PERSONAL VALUES & RELATIONSHIP GOALS

Activity 1: Relationship Grid

- ◆ Refer to Relationship Grid on Workbook page WB 5-1, a grid to identify relationship characteristics that are valued and considered important.
- ◆ Distribute 12 Post-It Notes to each participant.
- ◆ Explain to participants that 3 qualities that may be important to a relationship will be reviewed. They are to write the highlighted words on the Post-It Notes and then prioritize in order of importance on their grid.

My partner/friend maturely handles any conflicts s/he has with me.
My partner/friend looks for and encourages the best in me.



- ◆ After a few minutes, call out an additional 3 qualities for participants to write and then re-prioritize all 6 qualities.

My partner/friend treats me with respect.
My partner/friend likes to do the same things as me.
My partner/friend supports me when I'm feeling down.

- ◆ Repeat this process two more times, adding 3 qualities each time until all 12 qualities have been named and prioritized.

My partner/friend respects my morals and values.
My partner/friend is willing to have a 'give and take' relationship (compromises).
My partner/friend listens to me and understands me.

My partner/friend is a responsible and dependable person.
My partner/friend communicates honestly with me.
My partner/friend helps me make good decisions/healthy choices.



20 minutes

Session 5: PERSONAL VALUES & RELATIONSHIP GOALS

Reflection Questions



- ◆ Regardless of how you prioritized the 12 qualities, what did you base your choices on?
- ◆ Why is it important to know what you value in a relationship?
- ◆ How do you think your values relate to the 5 characteristics of a healthy relationship? (Refer to All Healthy Relationships are Characterized by... on Workbook page WB 2-1.)
- ◆ Why might it be difficult to be in a relationship with someone whose values are very different than yours?

Note: You may want to give an example of a dating relationship where there was a conflict in values.

Transition



- ◆ We will now explore how your relationships match or clash with your values.

Activity 2: Values Busters

- ◆ Refer to Values Busters on Workbook page WB 5-2.
- ◆ Ask participants to think about a person they are currently in a close relationship with and write their name at the top of the page. The purpose of this activity is to see how that person supports or does not support their values.
- ◆ Ask participants to write their top 3 values (from Relationship Grid activity) in the boxes in the first column, one per box.
- ◆ Ask participants to write in the other columns how that person named at the top of the page supports or does not support each value.
- ◆ Ask participants to create 1-2 goals to help them bring their relationship into alignment with their values, building on the characteristics of a healthy relationship. (Refer to All Healthy Relationships are Characterized by... on Workbook page WB 2-1.)



10 minutes

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Session 5: PERSONAL VALUES & RELATIONSHIP GOALS

Reflection Questions



- ♦ How does it feel when our values are being upheld in a relationship?
- ♦ How does it feel when our values conflict with what we experience in our relationship?
- ♦ How can creating personal goals help you avoid becoming a victim of violence?

Transition



- ♦ These sessions on RELATE have taught you skills to avoid becoming a victim of sexual violence, but there is no guarantee this will not happen to you.
- ♦ We will review some suggestions on making healthy decisions in order to decrease your chances.

Activity 3: Making Healthy Decisions

- ♦ Refer to Making Healthy Decisions on Workbook page WB 5-3.
- ♦ Ask for volunteers to read the suggestions aloud.



5 minutes

Reflection Questions



- ♦ Why is the last suggestion to seek help from a trusted adult important.
- ♦ What suggestions do you think could be added to this page?

Session 5: PERSONAL VALUES & RELATIONSHIP GOALS

Transition



- ♦ In order to help you remember what we have discussed in RELATE we have some tips for dealing with violence.

Activity 4: Dealing with Violence

- ♦ Refer to Dealing with Violence on Workbook page WB 5-4.
- ♦ Ask for a volunteer to read the tips under the heading 'Remember...'
- ♦ Encourage participants to complete the information at the top of the page to keep. Make note of the Hotline number.



5 minutes

Closing the Session



- ♦ Thank the participants for their willingness to share during this session.
- ♦ State that the workbooks are theirs to keep.
- ♦ Distribute Post-Survey Questionnaires. State that in order to evaluate the success of RELATE, we need to find out what you think at the end of the sessions. Collect and do not discuss.
- ♦ Invite participants (including peer facilitators) to share one thing they learned or explored through the entire RELATE session. Or, use the following RELATE Discoveries:



15 minutes

I now **R**ealize _____.
Each session made me think about _____.
I **L**iked _____.
A new goal I have is to _____.
The one thing I told someone else is _____.
I **E**xpect to _____.

Note: Distribute local referral information, if available, to interested participants.

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