

DATING FOR REAL:
Building Safe and
Healthy Relationships

Dating for Real: Building Safe and Healthy Relationships

A Six-Session Curriculum and Three-Video Series
On Healthy Relationships For Youth & Young Adults

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Designed for use with the three-part videotape series
Dating for Real: Building Safe and Healthy Relationships

Note: This resource is also being distributed
under the alternative title, ***Love—All That and More***
which includes facilitator's guides for use in religious education settings.

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Dating for Real: Building Safe and Healthy Relationships is an educational videotape series and curriculum for use with youth and young adults in classrooms, community groups and other settings.

Dating for Real: Building Safe and Healthy Relationships is designed to:

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

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

Each of the six sessions in this curriculum is designed for one class period, approximately 50 minutes. Sessions One through Three include Parts 1, 2, and 3 of the videotape series, ***Dating for Real: Building Safe and Healthy Relationships***, followed by a guided discussion of content and main themes illustrated in the videotapes. Sessions Four through Six include classroom activities utilizing small group discussion, role-plays, and action planning to reinforce program goals and expand skills in related areas.

A two-paged Student Resource List containing telephone hotline numbers and web-site addresses for youth and young adults is also provided with this curriculum. The resource lists are intended to be distributed to participants at the end of Session Three. There is space on the resource list for participants to add local contact phone numbers.

The chart on the following pages provides a quick overview of the objectives and central themes of each session.

SESSION ONE

Dating for Real: Building Safe and Healthy Relationships Part 1, *What Do You Want?* (videotape)

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

SESSION TWO

Dating for Real: Building Safe and Healthy Relationships Part 2, *Let's Talk About Sex* (videotape)

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

SESSION THREE

Dating for Real: Building Safe and Healthy Relationships Part 3, *Putting It All Together* (videotape)

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

SESSION FOUR

Wanted—A Great Relationship.

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

OBJECTIVES

- Increase awareness of gender stereotypes portrayed in the media and how these images promote unrealistic standards and expectations for men and women.
- Understand the connection between unequal power and abuse in dating relationships.
- Understand that in order to achieve true intimacy with another person, partners must share power and respect each other's feelings, opinions, and decisions.
- Learn that it takes mutual respect, trust, and communication for sex to be experienced as an act of love versus rape or abuse.
- Recognize that jealousy and conflict are normal experiences that can be addressed in healthy ways.
- Understand how equality, trust, communication, compromise and respect work together to create relationships which are nurturing, supportive, healthy, and fun for both partners.
- Identify valued characteristics in a dating partner.
- Increase ability to make healthy dating choices.

SESSION FIVE

Dating—Proceed with Caution.

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

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

SESSION SIX

Take Action!

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

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

Talking about dating with youth and young adults

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

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

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

Preparing children for healthy relationships

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

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

Defining a healthy relationship

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

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

Defining an abusive relationship

In an abusive relationship, the abusive partner dominates and controls the other, resulting in an environment of fear and intimidation. Abusive relationships don't usually start out that way. Few of us would choose to get involved with someone who was mean or controlling at

the beginning of a relationship. Over time, however, the abusive partner becomes increasingly possessive and controlling. This control can take many forms, such as expecting a partner to dress a certain way, be home to receive his/her calls, or give up spending time with other friends and family members. These behaviors may escalate into acts of physical abuse and sexual coercion. After a violent episode, the abusive partner may become loving and affectionate, seek forgiveness, and make promises to change. As a result, the abused partner may find it increasingly difficult to end the relationship.

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

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

Root causes of dating and domestic violence

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

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

Increasing safety for lesbian, gay, bisexual and questioning youth

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

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

Preparing to present **Dating for Real: Building Safe and Healthy Relationships**

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

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

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

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

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

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

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

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

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

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

Compile and post local telephone numbers for domestic violence, sexual assault, and child abuse services on the board at the beginning of each session. Have an adequate number of resource lists available for participants at the end of Session Three. You will notice that a space is provided on the resource lists for students to write in local contact phone numbers.

Tips for facilitating discussion

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

Assisting individuals who have witnessed or experienced abuse

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

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

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

In order to expand the impact of this program in your community, ***Dating for Real: Building Safe and Healthy Relationships*** can be used:

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

Session One:

What Do You Want?

Session One Overview

Part 1 of the video series *Dating for Real: Building Safe and Healthy Relationships* is titled *What Do You Want?* This 22-minute video begins with youth sharing their visions of an “ideal” partner. This segment illustrates how gender stereotypes, reinforced in the media, get in the way of true intimacy and connection. The negative impact of these messages on girls is further illustrated in a science fiction-like vignette entitled, “What They Gave For Love.”

Session One Main Themes

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

Session One Objectives

Participants will...

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

Time Needed

Approximately 50 minutes total

Introduction and ground rules: 8 minutes

Videotape Part 1: 22 minutes

Discussion: 20 minutes

Materials Needed

- ***Dating for Real: Building Safe and Healthy Relationships***
Part 1, *What Do You Want?*
- Large paper and marker

As *What Do You Want?* begins, viewers see the phrase “Hooking up” appear on-screen. A young man talks about seeing a girl for the first time and knowing that one day he would date her. “And lo and behold, two years later, we’re going out,” he says, smiling. The words “What do you want?” appear on screen next. A montage of young people describing what they want from a relationship follows. Their answers include equality, a good sense of humor, long legs, a great body, “somebody who wants to be there for me,” complete honesty, same religious goals, a good kisser. One young man says, “I would like for my partner to be a virgin, too.”

After the video title, the two narrators appear on screen. “Young or old, rich or poor... It doesn’t matter who you are, sooner or later most of us want to hook up with another person. We’re not talking only about marriage. We’re talking about love and friendship—and for some people sex. Actually connecting with someone and building a good relationship can be tough.”

Next, viewers see a cartoon of a malfunctioning computer whose screen reads, “Dating Error Message: Relationship Not Working.” This introduces the next segment, in which young people talk about the problems they have encountered in relationships. “I was used as a trophy for him,” one girl says. Another young man says that his girlfriend would make fun of him when she disagreed with him. A young woman says that her boyfriend would raise his fist at her when he didn’t like what she said.

The female narrator explains, “Connecting is hard because there are all these rules about men and women.” The male narrator adds, “Women are supposed to look hot but be nice. Men are supposed to look cool but be tough.” As the female narrator puts it, “Nobody ever talks about those rules, but we all know how to follow them.” From here, the video turns to a collection of young women who give examples of the kind of misleading information they’ve received from magazines, about how to be cool, beautiful, attractive to men. From these women’s remarks, it is clear that the media has a significant power to shape teens’ self-image. One young woman, Danica, mentions magazines that “tell you how to be attractive to a boy, ask questions, show interest in what he does,” while another young woman, Jenny, remarks that she often got the feeling that “it was more important that you have a date than what kind of a relationship it was.”

In the segment that follows, young women describe the ways that they felt themselves being dismissed or ignored by their boyfriends. Naomi describes how her boyfriend would interrupt her: “In the middle of my sentence he would completely change the subject.” Another young woman, Vanessa, says that her boyfriend would make fun of her choices in music or clothes. She admits that after a while she started to dress the way he wanted her to look. “Basically I took the real Vanessa and put her in a little box, and I became another Vanessa for this person.”

The female narrator returns. “Becoming someone else... Is that what it takes to get a date?” A humorous movie spoof follows. A voice-over says, “From the producers of *I Saw Who You Kissed Last Summer* and *Shriek 2* comes a new motion picture for everyone who has ever wanted a date.” Two girls are walking through the school hallways, discussing the fact that every girl in the school has a boyfriend. The new girl in the school notices that the other girls seem to be disfigured, missing their eyes, missing their mouth. What was going on? Her friend explains, “To get a boyfriend, you have to give something up of yourself. It used to be you had to give up your opinions and ideas, or your friends.” When she embraces her boyfriend, her blonde wig falls off and it becomes apparent that she has lost her brain. The voice-over ends the spoof: “Was it too big a price to pay for social acceptance and a guaranteed date? *What They Gave for Love*—the movie that shows you what it really takes to get a boyfriend.”

The narrators tells viewers, “It may seem like a horror movie about girls willing to give up body parts to get a boyfriend is just about as stupid as it gets, but the fact is that girls and women have been forced to do some pretty weird stuff to hook up with men.” The narrators use the example of foot binding in China. The female narrator comments, “These women couldn’t walk, but they had husbands.”

As the video proceeds, the young women share their views about seeing themselves as worthwhile even without a relationship. A relationship doesn’t determine your value. The female narrator asks, “How common is it to give up things we love for another? What about giving up goals? What does that cost, and who pays for it?” The young women discuss how much they want to be accepted for who they are—not who their boyfriends want them to be. One says, “You’re never going to be happy with someone if you’re trying to be someone else.”

The male narrator asks, “What about the rules for guys?” The young men answer that they’ve been led to believe that men are supposed to be strong, tough, fighters, warriors. One speaker relates a time when he was challenged by other young men. “You feel you have to fight when you’re being disrespected.” The young men each describe ways that they have felt pressured to behave “like a man.”

The next segment is entitled “Reel Men,” and shows a sequence of action-hero type men such as Arnold Schwarzenegger, Antonio Banderas, James Bond, Mel Gibson, Wesley Snipes, and Tom Hanks. The male narrator says, “Real men never get hurt or killed. You know they are powerful by their big guns, cool cars, and hot women. Once in a while you’ll see an action hero with a woman fighting by his side, but even if she gets to carry a gun, she still has to wear fewer clothes than the ‘reel’ man.” The young men agree that action-hero movies “give you an ideal that you’re not going to live up to. But if you can’t live up to it, then maybe you’re not a real man. So you’re in a Catch-22 situation.” TV wrestling, music video, and video games are other examples of ways that men are portrayed as having power.

As the narrators explain, “The problem is, we are human beings, not action heroes. We can still get hurt by the people we care about. And because of the rules for men, when we do get hurt or scared, some of us might try to gain control, and we may end up hurting the people that we love.” This leads to a discussion about anger. Some young men have been told that “The only emotion that it’s okay [for a man] to display is anger.”

The women return to give examples of ways that they have been controlled by their dating partners. Some describe jealousy, demands of submissiveness, or escalating anger they felt from their dating partners. One young woman recalls a couple she knew, two “really popular” teens who were in a relationship in which the woman was being abused by her boyfriend. Shonn B remarks on how disheartening it is to see inequality in a relationship. The young women interviewed make it clear that as much as they might want to be in a relationship with someone, they also don’t want to lose their self-worth or independence. One youth says, “You don’t own people.”

At this point, the title appears again, “What do you want?” The speakers who have been appearing throughout the program are shown offering their own answers. As the video ends, the onscreen graphic asks again, “What do you want?” Answers appear such as, “Friendship, love, trust, support, sex, honesty, safety.”

Session One Teaching Instructions

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

Session One Discussion Questions

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

Session One Challenges and Opportunities

Creating an environment that is emotionally safe enough for discussion may be an initial challenge for some facilitators and groups. Students may be too self-conscious at first to talk openly about issues that have traditionally not been discussed in a classroom setting. Sharing personal attitudes about gender and relationships takes a significant amount of self-awareness and courage. Students may be concerned about being judged by you or their peers. They may express general feelings of nervousness by laughing at one another, making jokes, or expressing what might be considered sexist attitudes. Some groups may instead become unusually quiet, while students wait for someone else in the group to “break the ice.”

Keep your expectations low. Don’t push or rush through the questions. Allow viewers time to find their voices and get comfortable expressing themselves to one another. Lighten up and convey respect for people having different experiences and opinions. This is not the time to lecture. It is an important opportunity to invite students to participate in whatever ways they are comfortable and to encourage them to speak their truths without fear of teasing or ridicule. Once past any initial reservations, most groups will seize this unique opportunity to talk about intimate relationships. You will know that you have mastered the ability to facilitate discussion when students begin asking each other their own questions.

DATING FOR REAL: BUILDING SAFE
AND HEALTHY RELATIONSHIPS

Session Two:

Let's Talk About Sex

Session Two Overview

In this 19-minute segment of the videotape, entitled *Let's Talk About Sex*, youth discuss their values and attitudes about sex and explain that communication is vital to building trust and intimacy. The high-pressure tactics of a car salesman are used in the vignette, "The Man Who Wouldn't Listen," as a humorous, yet all too real, metaphor for sexual coercion.

Session Two Main Themes

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

Session Two Objectives

Participants will...

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

Time Needed

Approximately 50 minutes total

Review ground rules: 5 minutes

Videotape Part 2: 19 minutes

Discussion: 26 minutes

Materials Needed

- ***Dating for Real: Building Safe and Healthy Relationships***
Part 2, *Let's Talk About Sex*
- Ground rules from Session One

As *Let's Talk About Sex* opens, we see the video title appear against the backdrop of heavy make-out scenes from popular Hollywood movies such as *Romeo and Juliet*, *10 Things I Hate About You*, and *Clueless*. The male narrator says, “When it comes to sex and dating, television and movies aren’t the best handbook on relationships and how to get one, but they do give us definite rules on how to act like a guy, how to act like a girl, and how to get a date.” The female narrator follows up with the notion that these rules aren’t set in stone, and there is no official list, but “we follow them without being told.”

Laura begins this segment. “He was my boyfriend,” she says, “so I was supposed to do these things to please him and wasn’t supposed to worry about myself and what I was really feeling. It was just about... him.” Jenny states the same thing, yet expresses that she accepted the unspoken rules. “I wanted him to be the man,” she says, “for him to make the decisions. I didn’t want to be forward so he would think, ‘Gosh, she’s abrasive.’” As the only male in this segment, Ariel says, “If the man is in control of the relationship, I wouldn’t like that situation because... my girlfriend would not be able to be herself with me.”

We then cut back to the male narrator. He proposes an interesting question: “Why not have a relationship where one person has all the control if the other person says it’s okay? What’s the big deal? What do you lose? Especially if you’re the one on top?” Ariel offers his own answer: “When two people are able to connect, they connect heart to heart. If I’m above [my dating partner],” he explains, “there’s not a sense of trust.”

The narrators return to tell viewers that in a healthy relationship, the partners should be equals—just like friends are equals. But can we compare a friendship to a romantic relationship? What about sex? In dating relationships, the narrators explain, one of the ways people sometimes express their feelings is through sex. “What does what mean for a girl?” the male narrator asks. The female narrator asks, “What would you call a girl who has sex with a lot of guys?” Both males and females answer this question. The answers are all pejorative: “Slut.” “Whore.” “Ho.” When the same people are asked to describe a guy who has sex with a lot of girls, the responses are more positive: “Popular.” “Player.” “A winner.” “A stud.”

Shonn B begins the next segment by explaining that, for young men, sex is a rite of passage. It’s how boys enter manhood. Laura adds the female perspective: “If you say no, what’s he gonna think about me? If I say yes, what’s he gonna think about me tomorrow?” Her questions go unanswered. Shonn comes back to say that the qualities that he looks for in a girl are never discussed among guys. If she’s smart, funny, or perceptive, it doesn’t matter. What does get discussed? “How good she looks, and how quick I’m gonna hit it.”

Equality, connection, love, respect. The narrators ask, “How can the pieces fit when there are different rules for guys and girls?” A new face, Josh, tells his story. “There have been

quite a few times when I've had girls that wanted to have sex, but I won't have sex with them. I want to be in love when I have sex. I would prefer to be married." A young woman explains how she viewed sex: "I thought, 'Oh, he's my boyfriend, I guess I have to,' or 'I guess we're supposed to do that.'"

Ariel bluntly states, "I had sex when I was fourteen years old. And it wasn't special in any sense of the word. It was a one night stand." In response to the peer pressure he received to find a girl to sleep with, Shonn B says, "I lied." He told his friends that he was having sex just to fit in with the guys in the locker room. Michele maintains, "You need to be comfortable with the relationship itself," before you can be comfortable having a sexual relationship.

"A lot of my motivation," Danica confides, "was not wanting to be left out of this 'thing' that I thought everyone was doing—which maybe they were and maybe they weren't." She ultimately realized that doing what she thought everyone else was doing wasn't necessarily the best choice. "It didn't make me feel connected with the other person. It made me feel mostly lonely... and sad." Shonn B shares his own hindsight: "You slowly realize these stories these guys were telling you are false, made up. They were doing the same thing you were doing—just a little better."

The next segment begins with the narrators discussing the ironic fact that we exist in a sex-saturated society, yet as individuals we are often reluctant to talk directly about sex. "If we care about our partner, and we want them to care about us, we've got to learn to talk, and we've got to learn to listen." A comic vignette called "The Man Who Wouldn't Listen" begins next. Viewers see a young man walking into a car dealership. He is cajoled by a car salesman to take the nicest car on the lot for a test drive. While driving, the young man tries to explain that he is still in school, and that he already has a car, that he can't really afford to buy this one. The salesman doesn't listen to him, and tells him that everyone needs a new car. After the ride is over, the young man frantically tries to tell the salesman that he does not want the car. With love music in the background, the salesman says, "I hear you saying no, but I think your heart is saying yes." The car mechanic comes in, and he and the salesman attack the young man, forcing him to sign the car contract. The bold warning, "It Should Never Be Too Late To Say NO" flashes on the screen, and the announcement, "A message from Reality Check," ends the scene.

The narrators explain, "For many of us, sex is confusing. Knowing what to do, how to do it, how you feel about it, wanting it, not wanting it.... What can turn a great experience into something horrible?" Young men and women give us their testimonies. Ariel talks about one particular date when things began to heat up. Suddenly, his date stopped and said that she wasn't ready to go further. "I was really confused and definitely disappointed," he recalls. "It's not easy for guys to say, 'Wow, you said 'no,' and that makes me feel really disappointed because I had this expectation.' Communication doesn't flow like that.

We're not taught to express our emotions like that. And in the context that the man is supposed to be in control of the relationship, that looks like a failure. If I let her say 'no' to me, then I'm a wimp."

Courtney shares her experience. "I told him I didn't want to do that, and it still happened. And that's awful, because at that point he was only the second or third guy I've talked to. It seemed like he didn't hear me when I said 'no.'" The camera cuts back to Ariel: "I had been trained to translate that [rejection] into anger, directed towards her." But Ariel quickly realized that his date was not to blame for his disappointment and frustration. The responsibility lay with his own high expectations. "I also have a conscience and a heart," he continues. "I really don't want to hurt my girlfriend or pressure her. She has a responsibility primarily to herself, and when she was saying 'no, I'm not ready to go any further,' she was maintaining that responsibility, and she has the right to do that. The bottom line is that she doesn't owe me sex."

Ariel admits that he went home disappointed that night. "But that's okay, that happens in relationships, it's a part of love and life. In terms of the connection that it fostered, she then trusted me not to be abusive, and not to pressure her. It built from there into a positive relationship." Christina backs up Ariel's remarks by saying how she cared for her partner even more when she knew that she wouldn't be pressured to have sex.

The narrators return to ask the viewers, "When there's force, what happens to love? What happens to respect? What happens to sex itself? How does it change? What is sex about anyway?" Several young people give their definitions. Yaacov explains, "It's a physical show of your emotional, mental, and psychological connection and commitment to that person." Danica sums it up. Sex, she says, "should be about celebration." Kip adds, "It's one of the few decisions that you have that is genuinely yours."

Next, viewers see a cartoon segment. A single character is using a telescope to gaze up at the sky. The narrator's voices are heard. "Can you see it... A great relationship? It's hard sometimes to even imagine." As the video ends, Shonn B describes the feeling of security and trust that comes from a healthy relationship. "You don't feel so alone, you feel there's someone there in your corner at all times regardless of the circumstances, someone you can always trust, and that's a good feeling. It's like having a home."

Session Two Teaching Instructions

1. Ask the class to review their list of ground rules from Session One. Add new rules if necessary.
2. Show ***Dating for Real: Building Safe and Healthy Relationships*** videotape: Part 2, *Let's Talk About Sex*.
3. Facilitate a discussion using the questions on the following page.

Session Two Discussion Questions

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

Session Two Challenges and Opportunities

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

Session Three:

Putting It All Together

Session Three Overview

This session emphasizes that love alone does not make a relationship work. In this 23-minute segment of the videotape series, young people discuss their experiences with jealousy and conflict and share strategies for building healthy relationships. The vignette, “Jamal’s Blind Date,” suggests that dating a robot may be the only way to avoid conflict and the vignette, “He Oughta Know,” illustrates the need for partners to listen and communicate about their thoughts and feelings.

Session Three Main Themes

- Love alone is not enough for a healthy relationship. Partners need skills for sharing power, resolving conflicts, handling jealousy, building trust, communicating effectively and knowing how and when to compromise.
- Some degree of jealousy is a natural feeling that comes from insecure feelings about ourselves and our partner’s commitment to the relationship. Jealousy becomes abusive when it is used to dominate and control another person.
- Signs of extreme jealousy include your partner needing to know where you are at all times, not wanting you to have your own friends or spend time with other people, and always expecting you to be available to him or her. Extreme jealousy is not a sign of “love;” it is your partner’s attempt to control your life. This kind of jealousy is a “red flag” for future dating violence.
- When you trust someone, you make yourself vulnerable to being hurt if they let you down.
- Lying to someone, even about little things, teaches them that they cannot trust you.
- Good communication requires talking and listening—really listening. Communication is impaired when one partner doesn’t take the other’s feelings seriously, bullies or blames the other, or is more concerned about being “right” than listening with an open heart and mind.

- Good communication is impossible when one partner is afraid of the other.
- Compromise and negotiation are effective strategies for resolving conflict when both people have equal power and respect for each other's rights and values.
- You have the right to end a relationship at any time. You should not be forced to stay in a relationship. While breaking up is never easy, it is often necessary in the search for a healthy relationship.

Session Three Objectives

Participants will...

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

Time Needed

Approximately 50 minutes total

Videotape Part 3: 23 minutes

Discussion: 27 minutes

Materials Needed

- ***Dating for Real: Building Safe and Healthy Relationships***
Part 3, *Putting It All Together*
- Ground rules from Session One
- Copies of handout on pages 39-40: *Student Resource List*.

Putting It All Together begins with an animation segment. The lead singer in a rock band wails “someone to love” over and over again. The words “Love is...” appear on the screen. The narrators say, “Love is probably the coolest, most craziest, most powerful, most painful, most spiritual, most misused word in the English language.” Danica appears next. “You could be in love with someone and that doesn’t mean it’s going to be a good relationship.” Yaacov expresses his doubts about those three little words. “The words ‘I love you’ don’t really have much meaning anymore, if it’s in order to get somebody into bed.”

“The road to a great relationship is not what we expect,” says the female narrator. Her comment leads to a vignette titled “Jamal’s Blind Date.” In this vignette, we see Jamal pulling up to a house rather quickly, checking himself in the mirror before knocking at the door. When Jamal’s friend answers the door, he tells Jamal that his blind date is waiting inside. Inside we see a beautiful young woman finishing her makeup. She turns and walks towards Jamal. “I’m Jill,” she says. “I’m Jill, I’m Jill, I’m Jill,” she repeats as her head ticks uncontrollably. “She’s a robot!” Jamal’s friend exclaims excitedly. “A robot?” Jamal repeats. “Why am I trying to date a robot instead of a real girl?” His friend asks, “Didn’t you say you wanted to have a relationship without conflict?” Jamal nods. “Didn’t you say you wanted a girl to agree with you at all times?” Again, Jamal nods. His friend says simply, “Ain’t nobody human like that.” The words “Conflict: Deal With It” are boldly displayed on the screen.

Several young people appear on screen to describe the conflicts they’ve experienced in relationships. Kip admits, “I have to laugh because we’ve argued about opening cereal boxes.” Vanessa says, “Every time we’d do things, it was what *he* wanted to do... and I don’t like that.”

“Because Romeo and Juliet died right after they fell in love, they never had to deal with what happens in all long-term relationships,” the narrators explain. “...Disagreements and conflicts. Maybe it’s how we handle these conflicts that makes or breaks our relationships. Take the “J” word: jealousy. That’s gotta be number one on most people’s Top Five lists of reasons to feel bad or break up.” The segment that follows begins with a Top Five List of conflicts couples have. Sure enough, jealousy is number one.

Laura describes her own experience of jealousy. “We all have these fears within us: we’re not good enough for the other person, or they’re gonna cheat on us. And we have all this doubt, which I think is pretty natural.” Next, Shonn B tries to shed some light on the contradiction in his own feelings of jealousy. He thinks that it’s okay for him to talk with other girls, but when his girlfriend talks to other guys, it tears him apart. Danica says, “I’m not jealous because my partner’s doing something bad, because she’s not. It’s something that precedes the relationship, like insecurities I have that she’s not responsible for.” Kip also addresses the issue. “I just got so used to the notion that she’s beautiful, there’s gonna be a

lot of guys looking at her. I kept on telling myself, ‘that’s a compliment, that’s a compliment, you’re with her.’ In no way was it her fault, it was other guys looking at *her*. Why would I be jealous of that?”

Shawn relates the story of a boyfriend who would call repeatedly to check up on him, and ask why he was out so late. He realized that he was in a bad situation because his boyfriend didn’t have any trust in him. Danica tells the story of her battle with jealousy and insecurity. Rather than demand that her partner not spend time with friends, she decided to let her partner know her feelings, and then figure out how to handle those feelings herself. She says that she’s had boyfriends in the past who would expect her to stop spending time with her friends, and that helped her to realize that asking that of your partner is simply not fair.

In the next segment, a cartoon couple is sitting in a car when they are attacked by the green dragon of jealousy. “We all get jealous, we all get angry,” the female narrator explains. “Only robots and badly-written characters in sci-fi movies can get away without feelings of insecurity,” the male narrator adds. “It’s what we do with our jealousy that counts. For some of us, jealousy is a monster that eats our relationships alive. For others, it’s a non-existent issue. What’s the secret of making jealousy go away?” The young men and women interviewed all answer individually, “Trust.”

One youth explains it this way: “There has to be some point where you say, ‘Okay, I trust you. And I trust that when I’m not with you, you’re not gonna do anything to hurt me.’ But I think that’s so unbelievably difficult to do.” The male narrator describes the vulnerability that comes with trusting someone—that opening up, giving of a small part of yourself can be a hard thing to do. Kip agrees. “[Opening up] was definitely one of the fears I had. There was someone that I love, and I know them, and pretty soon, they know everything about me. My intimate secrets, things from my heart... It was sort of scary. Maybe I thought of it as she had ammunition against me, she could throw it back in my face.” Another young man, Ariel, explains the need for opening up. “When you make yourself vulnerable, you put yourself out there... in a way that, if I’m walking around with my defenses up, not being vulnerable, I’m covering myself, I’m protecting myself so I won’t get hurt. For me to try to make a connection with another person while I have these walls around me, I get stuck.”

At this point, the female narrator asks, “What makes or breaks trust?” Viewers hear from Fabian, who recalls a time when his girlfriend confronted him about another girl he had on the side. He would have liked to be able to simply tell her to forget about it, that it would never happen again, but he couldn’t repair what had happened so easily. He knew he had lied to her and hurt her feelings. Yaacov questions the act of lying itself. “Once you start to lie,” he says, “you question yourself, you question your commitment to the relationship. If you could lie, maybe they could lie to you. And if they could lie to you, and you can lie to them... then what do you have now?”

“Okay, in an ideal world, if we’re in love,” the male narrator begins, “then we would want to base our romantic relationships on respect and equality,” the female finishes. “We’d want to learn how to deal with conflict, since we don’t plan on dating a robot. We don’t want to crash and burn against any emotional walls like possessive jealousy. We want to learn how to develop trust, by learning to be honest and not lying to our partner. But we live in the real world. How can we get all that?”

Ryan gives his answer. “You can have tons of things in common, and you may have a great time when you’re together, but if you can’t talk about issues that are creating conflict between the two of you—and everybody has conflicts, it’s not necessarily a sign that you’re completely incompatible people—then you have to be able to work through those by communicating with one another.” Naomi admits that communication can be hard “because if you can have that conversation, and the relationship falls apart, you might think, ‘If I didn’t bring this up, would we still be together?’ But the truth is, if it was important enough to bring up, don’t you want it to be important to him too?” Another young woman, Laura, says adamantly, “I have no fear that he’s gonna say back to me, ‘Well, I don’t care what you think.’ He’s going to listen to me, and he’s going to hear what I’m saying.”

The next scene is titled, “He Oughta Know.” We see a couple driving, listening to music, not speaking to one another. The girl’s thoughts can be heard. “He oughta know what I think.... He oughta know what I feel.... He oughta know what I want.... He oughta know that I don’t like this song.... He oughta know that I love him.” A male narrator’s voice is heard off-screen: “He oughta know, but he doesn’t, unless you tell him.” The word ‘communication’ flashes on the screen. “Even if you’re in love,” the narrator says, “you can’t read someone’s mind. Try talking and listening. With some practice, it can work.”

The male narrator returns. “If communication is one of the secrets to a great romantic connection, why aren’t we all doing it?” Vanessa describes how she felt when she tried to communicate in a bad relationship. “I told him I had been depressed for a while, and I told him about the reasons that I was depressed. He just started telling me, ‘Be quiet, you’re being a big baby, get over it.’ He totally crushed me. I tried to open up to him, and he totally stepped on me.” Ariel tries to explain that “there’s a point where the emotions are so high, that it’s so challenging to try to think clearly, or try to really listen accurately. Sometimes taking space is super helpful.”

The two narrators explain the distinction between healthy and unhealthy dialogues. “There’s communication, and then there’s manipulation, humiliation, threats, intimidation, and name-calling.” These are all forms of talking, but not forms of listening. And when you don’t listen, you don’t communicate. The words, “Compromise and Negotiation” appear on-screen. Compromise can be a great strategy when both people agree in principle, but disagree on the specifics. Sometimes compromise is not an option—for instance, when the

other person wants you to do something dangerous, illegal, or something you don't feel comfortable doing. It only works when both people respect each other.

In this last segment, we learn how important and difficult it is to compromise. Danica relates, "When I'm in a conflict with my partner, and I feel myself digging my heels in, and wanting to be stubborn, and wanting to be right, I will stop and pray to open my heart." Kip also talks about his battles with stubbornness. "Compromise was the last thing on our minds. We both felt we were so right. But in order to be a person with respect, and in order to have pride, you have to give it out."

Respect. The word lightens up the screen. The narrators return for the last time. "Respect," the female narrator muses. "Maybe that's what all good relationships boil down to." The male narrator adds, "It's not just love that makes things work. It's love and respect together. Maybe what we all want out of a relationship can only be found through respect." What are all the good things that can come from respect? The youth answer this final question with responses like love, intimacy, fun, trust, open-mindedness, communication, honesty, friendship, understanding, fairness, growth, support, and encouragement.

Session Three Teaching Instructions

1. Ask the class to review their list of ground rules from Session One. Add new rules if necessary.
2. Show ***Dating for Real: Building Safe and Healthy Relationships*** Part 3, *Putting It All Together*.
3. Facilitate a discussion using the questions on the following page.
4. Distribute the two-paged *Student Resource List* to each participant. Post local contact phone numbers for participants to add to their resource lists. (There is blank space at the bottom of the lists for this purpose).
5. Ask students to think about the question, “What do you want in a relationship?” Invite them to write their own responses on a blank sheet of paper.

Session Three Discussion Questions

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

Session Three Challenges and Opportunities

It is likely that students in any class or group will have varying levels of experience with dating relationships. Some may be involved in a long-term relationship, while others may have only briefly considered the idea. Some students in the class or group may be experiencing or witnessing abuse at home, while others may have positive role models. Almost every student in the class or group will have a friend or loved one who has been in an abusive relationship, and one or more students themselves may currently be in an abusive relationship. This discussion provides an opportunity for students to learn from and support one another. You have the important task of encouraging all viewers to seek help for themselves or loved ones who are in abusive relationships. Post telephone numbers for local domestic violence or sexual assault centers, provide handouts with local help resources, or invite representatives from local agencies to participate. There is blank space on the resource list for participants to write in local contact numbers, so be sure to post these phone numbers in a prominent location.

You can help young people reach out to someone who is being abused by teaching them how to listen and support a victim. The most important things a peer can do are to listen, believe, and offer support and assistance to the victim in increasing her or his safety. It's also very important that young people confront abusive attitudes and behaviors in their peers when it is safe to do so. This can be as simple as letting someone know that you do not appreciate sexist jokes or demeaning remarks. When someone witnesses an act of violence or is concerned for someone's immediate safety, they should call 911 or seek the help of law enforcement professionals.

TOLL-FREE HOTLINES

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

Toll-free hotlines you can call anywhere, any time:

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

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

The National Runaway Switchboard (800) 621-4000 offers crisis intervention, message relay and conference calling to parents, and referrals to shelters and other services in your area. Telephone counselors will help you develop a plan of action so that you can stay safe. (www.nrscrisisline.org)

Rape, Abuse, and Incest National Network (RAINN) (800 656-HOPE.) Need someone who understands how to help a survivor of sexual abuse or assault? RAINN provides crisis counseling, information and referrals and can transfer your call to a rape crisis center in your area. (www.rainn.org)

Child Help USA-National Child Abuse Hotline (800) 422-4453 has professional counselors available for crisis intervention and referral to local child protective services and community agencies. This hotline has access to translators in over 100 languages. (www.childhelpusa.org)

Please write down your own local contact numbers here:

WEBSITES FOR YOUTH AND YOUNG ADULTS

Bullying Survival Guide

This on-line guide produced by BBC Online Education contains guidelines for dealing with all aspects of bullying from school to work. (www.bbc.co.uk/education/archive/bully)

Cyberangels, Inc.

Promoting itself as the largest internet safety organization, this site provides information and resources for youth as well as parents and educators. (www.cyberangels.org/index.html)

Girl Power!

This site is part of a national public education campaign of the U.S. Department of Health and Human Services to help and encourage 9 – 14 year-old girls to make the most of their lives. (www.health.org/gpower/index.htm)

Information for Students and Young People

This section of the National Clearinghouse on Families and Youth site offers information for and about young people, including ways to get involved in the community and help others. (www.ncfy.com/students.htm)

Love Doesn't Have to Hurt Teens

This colorful site created by the American Psychological Association provides information about abuse and respect in dating relationships and how to get help for self and friends. (www.apa.org/pi/pii/teen/homepage.html)

National Crime Prevention Council

The Teen page of this site provides links for teens relating to violence prevention, school safety, date rape, hotlines, and other resources. (www.ncpc.org/teens.htm)

Out Proud

This site, provided by the National Coalition for Gay, Lesbian, Bisexual & Transgendered Youth, offers information about community role models, resources to increase safety and school support, and opportunities for youth to communicate with each other about sexual orientation. (www.outproud.org)

SafeNetwork Project

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

SafePlace Teen Site

This site is hosted by SafePlace: Domestic Violence and Sexual Assault Survival Center in Austin, Texas and provides information on dating and sexual violence, sexual harassment, and healthy relationships. (www.austin-safeplace.org/teens/index.htm)

Smartgirl.com

This site provides an on-line forum specifically for teenage girls to communicate about issues that are important to them, including love and friendship. (www.smartgirl.com)

Teen Voices

This on-line and print magazine challenges the mainstream media's image of girls and provides a forum for discussions about self-esteem, racism, sexism, pop culture, and health issues. (www.teenvoices.com)

When Love Hurts

This Australian site provides a complete guide for girls on love, respect and relationship abuse. (www.dvirc.org.au/whenlove)

Session Four:

Wanted—A Great Relationship

Session Four Overview

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

Session Four Objectives

Participants will...

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

Time Needed

Approximately 50 minutes total

Brainstorm characteristics of an ideal partner: 15 minutes

Write interview questions on handout: 15 minutes

Discussion: 20 minutes

Materials Needed

- Flip chart or chalkboard
- Marker or chalk
- Copies of handout on page 44: *Wanted—A Great Relationship*
- Pens or pencils

Session Four Teaching Instructions

1. Write the words “Ideal Partner” in front of the room. Tell students you want them to create a job description for an ideal partner. Brainstorm what an ideal partner would be like using the following questions as a guide:

How does this person act at school, work, when he or she is alone with you?

What does this person get upset about and how does he or she show it?

What makes this person happy and how does he or she show it?

How does this person make decisions? Talk about sex? Resolve conflict?

How does this person communicate with you, his or her friends, your friends, family?

How does this person feel about him or herself?

How do you feel about yourself when you are with this person?

2. When your job description is complete, pass out copies of the handout on page 44: *Wanted—A Great Relationship* and read the instructions to the class. Ask students to take approximately 15 minutes to create their own list of “interview” questions using the handout for this activity.
3. Convene the class and ask for volunteers to share questions or have students randomly exchange papers and answer another student’s questions.
4. Facilitate a discussion using the questions on the following page.

Session Four Discussion Questions

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

WANTED—A GREAT RELATIONSHIP

When you apply for a job, what kinds of questions do you get asked? What does the employer want to know before he or she decides you're the right person for the job? Imagine you could interview someone before you went out or got intimately involved with the person. What kinds of information would you want to know? Use the space below to write 10 questions you would like to ask someone before getting involved. Remember that open-ended questions provide the most information. Open-ended questions begin with words like "How" or "What" and cannot usually be answered with the words "yes" or "no." Be creative, think of questions that will really give you the information you need to make a good choice.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Session Five:

Dating—Proceed with Caution

Session Five Overview

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

Session Five Objectives

Participants will...

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

Time Needed

Approximately 50 minutes total

Divide students into groups and select cards: 5 minutes

Small group discussion: 20 minutes

Perform role-plays for class: 20 minutes

Inform students of local help services: 5 minutes

Materials Needed

- 1 copy of *Risk Cards* on page 47
- Copies of handout on page 48: *Dating—Proceed with Caution*
- Copies of handout on page 49: *Girl Talk/Guy Talk*
- Copies of handout on page 50: *Ten Warning Signs*
- Scissors or paper cutter
- Bowl or sack

Session Five Teaching Instructions

1. Cut out the *Risk Cards* on page 47 and put them into a bowl or sack.
2. Divide students into groups of three to five people. Invite one person from each group to select one card.
3. Pass out copies of the handout on page 48: *Dating—Proceed with Caution* and read the instructions to the class.
4. Once the handout has been read, give the groups approximately 20 minutes to discuss the questions on the *Dating—Proceed with Caution* handout and then create a short skit or role-play to demonstrate how to handle the situation described on their Risk Card safely and assertively. Encourage students to include all group members, as peers or adults, in each skit or role-play.
5. Provide an opportunity for each group to perform their skit or role-play for the rest of the class. Discuss the important roles of peers and adults in helping young people take care of themselves in these situations. Repeat with remaining cards.
6. Post telephone numbers for local domestic violence/ sexual assault centers or other community resources.
7. Pass out copies of the handout on page 49: *Ten Warning Signs* and the handout on page 50: *Girl Talk/Guy Talk*. Ask students to read both handouts before the next class session.

RISK CARDS
Copy and cut out

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

DATING—PROCEED WITH CAUTION

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

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

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

TEN WARNING SIGNS

What would you do if you thought your friend was in an abusive relationship? Most of the time, violence takes place when the couple is alone. You might not see dramatic warning signs like black eyes and broken bones. So how can you tell for sure? For one thing, listen to your instincts. You probably wouldn't be worried without good reason.

Here are some signs to look for that might mean your friend is in trouble and needs your help.

1. When your friend and her boyfriend are together, he calls her names or puts her down in front of other people.
2. He acts extremely jealous when she talks to other guys, even when it's innocent.
3. She apologizes for her behavior and makes excuses for him.
4. She frequently cancels plans at the last minute, for reasons that sound untrue.
5. He's always checking up on her, calling or paging her, and demanding to know where she has been and who she has been with.
6. You've seen him lose his temper, maybe even break or hit things when he's mad.
7. She seems worried about upsetting him or making him angry.
8. She is giving up things that used to be important to her, such as spending time with friends or other activities, and is becoming more and more isolated.
9. Her weight, appearance or grades have changed dramatically. These could be signs of depression, which could indicate abuse.
10. She has injuries that she can't explain, or the explanations she gives don't make sense.

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GIRL TALK/GUY TALK

A long talk with a friend can mean a lot to someone who feels isolated by an unhealthy relationship. “I was embarrassed to talk about it and no one asked!” remembers Rosalind Wiseman, whose boyfriend abused her during her freshman year of high school. “Now I understand how hard it was for them to know what to say or how to respond.” Wiseman, co-founder of the Empower Program in Washington DC, suggests ways that you can bring up dating violence.

GIRL TALK:

If you are worried about a girlfriend...

- DO listen to what she has to say.
- DO tell her that you are there for her whenever she wants to talk. Let her know you care about her, and that you are worried about her.
- DO talk to her in private, and keep what she says confidential.
- DO let her know why you are concerned. Be specific. Refer to certain incidents you have witnessed, and not to the relationship in general. Let her know what you saw and how it made you feel. Tell her how you see his behavior having an impact on her: “He put you down and he manipulated you and you made excuses for what he did. The way he treated you made me worry about your safety.”
- DO offer to get information for your friend.
- DON'T be judgmental.
- DON'T make her feel ashamed. She probably feels bad enough already.
- DON'T give ultimatums—“It’s him or me!” “Leave him or I’m telling.” Your friend may end up apologizing for his behavior, or lying to cover up for him, and she may end up going back to him.

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GUY TALK:

It’s hard to talk to a friend when you think his behavior is out of control. You want to believe him when he says that you’re wrong. But if you have seen behavior that makes you think he may be hurting his girlfriend, you owe it to him, to her, and to yourself to take a stand. It may be the hardest thing you’ve ever done... but it could make a real difference in all of your lives.

- DO be specific about what you saw, and how it made you feel. “I didn’t like it when you told your girlfriend she was stupid in front of all of us, and I can only imagine how it made her feel.”
- DO take a stand. “I’m not going to sit here as your friend and watch this happen and not say anything about it.”
- DO give him a reality check. His violent actions will have consequences. “This is a crime, and you could be arrested.”
- DO urge him to seek help. He can talk to a counselor, a coach, a member of the clergy, any trusted adult—even an older brother or mentor.
- DO offer to get information for your friend.
- DON'T make him feel ashamed of himself. You care about your friend, and you want his behavior to change. If you didn’t think he had it in him to be a decent person, you probably wouldn’t be hanging out with him.

Session Six:

Take Action!

Session Six Overview

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

Session Six Objectives

Participants will...

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

Time Needed

Approximately 50 minutes total

Review main themes of ***Dating for Real: Building Safe and Healthy Relationships***: 5 minutes

Identify action steps using the *Take Action!* handout: 15 minutes

Brainstorm ideas for class or group project: 10 minutes

Develop action plan for project: 20 minutes

Materials Needed

- Copies of handout on page 54: *Take Action!*
- Pens or pencils
- Flip chart and marker

Session Six Teaching Instructions

1. Review the main themes of the videotape series and discuss any final questions or comments. Introduce the concept of action planning by explaining that change happens on multiple levels. Ask students to identify examples of changes that individuals can make:
 - to improve their own relationships
 - to help their friends and families
 - to effect changes in the way other people in the community relate to one another
2. Pass out the handout on page 54: *Take Action!* and read the instructions to the class. Give students approximately 15 minutes to list action steps corresponding to each level on the handout.
3. After 15 minutes, brainstorm potential class or group projects for promoting safe and healthy relationships and preventing dating and sexual violence. Discuss the ideas presented. Have the class or group select a project that is interesting, fun, and manageable given your circumstances, budget, and time available.
4. Use the discussion questions on the following page to plan your project or event.

Session Six Discussion Questions

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

TAKE ACTION!

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

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

1. _____
2. _____
3. _____

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

1. _____
2. _____
3. _____

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

1. _____
2. _____
3. _____

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

1. _____
2. _____
3. _____

Resources

HOTLINES

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

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

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BOOKS FOR YOUTH AND YOUNG ADULTS

Abner, Allison, and Vallarosa, Linda. Finding Our Way: The Teen Girl's Survival Guide. New York: Harper Perennial, 1996.

Bass, Ellen, and Kaufman, Kate. Free Your Mind: The Book for Gay, Lesbian, and Bisexual Youth and their Allies. New York: Harper Collins, 1996.

Bateman, Py and Mahonely, Bill. Macho: Is That What I Really Want? Briarcliff Manor, New York: Youth Education Systems, 1989.

Dee, Catherine. The Girls' Guide to Life: How to Take Charge of the Issues That Affect You. New York: Little, Brown & Co., 1997.

Feed Your Head: Some Excellent Stuff on Being Yourself. Center City, MN: Hazelden, 1991.

Kuklin, Susan. Speaking Out: Teenagers Take on Race, Sex, and Identity. New York: Putnam, 1993.

Levy, Barrie. In Love and in Danger: A Teen's Guide to Breaking Free of Abusive Relationships. Seattle, WA: Seal Press, 1993.

Tune into Your Rights: A Guide for Teenagers About Turning off Sexual Harassment. University of Michigan, Ann Arbor, 1985. (734) 763-9910.

What You Need to Know About Dating Violence: A Teen's Handbook, Liz Claiborne, 2000. (800-449-STOP).

BOOKS FOR ADULTS

- A Parent's Handbook: How to Talk to Your Children About Developing Healthy Relationships. New York: Liz Claiborne, 2000. (www.lizclaiborne.com/lizinc/lizworks/women/parents.asp)
- Fortune, Rev. Marie M. Love Does No Harm: Sexual Ethics for the Rest of Us. New York: The Continuum Publishing Group, 1995.
- Gaddis, Patricia. Dangerous Dating. Colorado Springs, CO: Waterbrook Press, 2000.
- Kivel, Paul. Boys Will Be Men: Raising Our Sons for Courage, Caring and Community. New Society Publishers, 1999.
- Levy, Barrie, editor. Dating Violence, Young Women in Danger. Seattle, WA: Seal Press, 1991.
- Levy, Barrie and Occhiuzzo Giggans, Patricia. What Parents Need to Know About Dating Violence. Seattle, WA: The Seal Press, 1995.
- Miedzian, Myriam. Boys Will Be Boys: Breaking the Link Between Masculinity and Violence. New York: Doubleday, 1991.
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- Whitlock, K. Bridges of Respect: Creating Support for Lesbian and Gay Youth. American Friends Service Committee, 1989. 1501 Cherry Street, Philadelphia, PA 19102.
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- Wolfe, David A., et al. Alternatives to Violence: Empowering Youth to Develop Healthy Relationships. Sage Publications, 1996.

CURRICULA AND RESOURCES FOR EDUCATORS AND COUNSELORS

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Foshee, Vangie. Safe Dates Program. University of North Carolina, 1996, (919) 966-6353.

Getting What You Want: A Peer Guide Into Healthy Relationships. Young Mothers for Young Women, 1999. 20 Merivale St. South Brisbane Qld 4101, (0738444866)

Healthy Relationships: A Violence-Prevention Curriculum. Men For Change, Box 33005, Quinpool Postal Outlet, Halifax, Nova Scotia, Canada B3L4T6; 1992.
(<http://fox.nstn.ca/~healthy/>)

In Touch with Teens: A Relationship Violence Prevention Curriculum. Los Angeles Commission on Assaults Against Women, 1993. (www.lacaaw.org/prevention/teens.html)

Kivel, Paul and Creighton, Allan. Making the Peace: A 15 Session Violence Prevention Curriculum for Young People. Hunter House Inc., 1997.

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Rosenbluth, Barri. Expect Respect: A Support Group Curriculum for Safe and Healthy Relationships, 2nd edition, 2000. SafePlace, Austin, TX (www.austin-safeplace.org)

Stein, Nan and Cappello, Dominic. Gender Violence/Gender Justice: An Interdisciplinary Teaching Guide for Teachers of English Literature, Social Studies, Psychology, Health, Peer Counseling, and Family and Consumer Sciences (Grades 7-12). 1999. (www.wellesley.edu/WCW/crwsb.html)

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Voelkel-Haugen, Rebecca and Rev. Fortune, Marie M. Sexual Abuse Prevention: A Course of Study for Teenagers. Cleveland, OH: The United Church Press, 1996.

EDUCATIONAL VIDEOTAPES

Curriculum in a Box: Relationships. Human Relations Media (800) 431-2050.
(www.hrmvideo.com)

Dangerous Relationships. Human Relations Media (800) 431-2050. (www.hrmvideo.com)

Exploring Healthy Relationships. Human Relations Media (800) 431-2050.
(www.hrmvideo.com)

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Take Charge: Resisting Sexual Pressure. Human Relations Media (800) 431-2050.
(www.hrmvideo.com)

Tough Guise. Media Education Foundation. (www.mediaed.org)

Twisted Love: Dating Violence Exposed. In The Mix Thirteen/WNET.
(http://www.pbs.org/inthemix/educators)

What is Love? What is Sex? Human Relations Media (800) 431-2050.
(www.hrmvideo.com)

When Relationships Break. Human Relations Media (800) 431-2050. (www.hrmvideo.com)

Young Asians Rising/Breaking Down Violence Against Women. Asian Domestic Violence Prevention Collaborative, Nihonmachi Legal Outreach, (415) 567-6255,
(www.youngaznlife.org)

WEBSITES FOR YOUTH AND YOUNG ADULTS

Bullying Survival Guide

This on-line guide produced by BBC Online Education contains guidelines for dealing with all aspects of bullying from school to work. www.bbc.co.uk/education/archive/bully

Cyberangels, Inc.

Promoting itself as the largest internet safety organization, this site provides information and resources for youth as well as parents and educators. www.cyberangels.org/index.html

Girl Power!

This site is part of a national public education campaign of the U.S. Department of Health and Human Services to help and encourage 9-14 year-old girls to make the most of their lives. www.health.org/gpower/index.htm

Information for Students and Young People

This section of the National Clearinghouse on Families and Youth site offers information for and about young people, including ways to get involved in the community and help others. www.ncfy.com/students.htm

Love Doesn't Have to Hurt Teens

This colorful site created by the American Psychological Association provides information about abuse and respect in dating relationships and how to get help for self and friends. www.apa.org/pi/pii/teen/homepage.html

Love is Not Abuse

Liz Claiborne Inc. offers one of the most comprehensive sites available for young people interested in recognizing and understanding abuse in dating relationships. This site includes stories, facts, a quiz, do's and don'ts for helping victims and abusers and resource information. www.loveisnotabuse.com

National Crime Prevention Council

The Teen page of this site provides links for teens relating to violence prevention, school safety, date rape, hotlines, and other resources. www.ncpc.org/teens.htm

Out Proud

This site, provided by the National Coalition for Gay, Lesbian, Bisexual & Transgendered Youth, offers information about community role models, and resources to increase safety and school support. www.outproud.org

SafeNetwork Project

The Teens and Abuse section of this site provides information about the impact of abuse on teens, legal remedies, and resources. www.safenetwork.net/teens/teens.html

SafePlace Teen Site

This site is hosted by SafePlace: Domestic Violence and Sexual Assault Survival Center in Austin, Texas and provides information on dating and sexual violence, sexual harassment, and healthy relationships. www.austin-safeplace.org/teens/index.htm

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This site provides an on-line forum for teenage girls to communicate about issues that are important to them, including love and friendship. www.smartgirl.com

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This on-line and print magazine challenges the mainstream media's image of girls and provides a forum for discussions about self-esteem, racism, sexism, pop culture, and health issues. www.teenvoices.com

When Love Hurts

This Australian site provides a complete guide for girls on love, respect and relationship abuse. www.dvirc.org.au/whenlove/

NATIONAL ORGANIZATIONS

American Association of University Women

www.aauw.org/

Center for the Prevention of Sexual and Domestic Violence

www.cpsdv.org

Education Wife Assault (Canada) (416) 968-3422

www.womanabuseprevention.com/

Family Violence Prevention Fund

www.fvpf.org

National Center for Disease Control and Prevention

www.cdc.gov/

National Coalition Against Domestic Violence

www.ncadv.org

National Gay/Lesbian/Straight Education Network (GLSEN)

www.glsen.org/

National Organization for Women

www.now.org/index.html

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

National Violence Against Women Prevention Research Center

www.vawprevention.org

U.S. Department of Justice, Office of Justice Programs, Violence Against Women Office

www.ojp.usdoj.gov/vawo/