

**LAWS/LCSJ  
Teen Violence Prevention Program  
Curriculum  
2008-2009**

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**Healthy Friendships and Healthy Relationships  
Youth After School Program  
Loudoun County Department of Parks and Recreation**

## **Healthy Friendships & Healthy Relationships Lesson Plan Session #1-“Rights and Responsibilities”**

### ***Audience***

Sixth, Seventh, Eighth Grade

### ***Objectives***

- To create a safe atmosphere where students feel comfortable participating, listening, and respected
- To differentiate between healthy and unhealthy behaviors
- To increase respect for self and others
- To identify sources of information and support for preventing or correcting unhealthy behaviors and attitudes

### ***SOL Compatibility***

Family Life Education Standards of Learning (Sixth Grade):

- (6.7) The student will describe personal characteristics that can contribute to happiness for self and others.
- (6.8) The student will demonstrate increased understanding of child abuse and neglect, including emotional and sexual abuse.

Health Education Standards of Learning (Sixth Grade):

- (6.1) The student will apply critical thinking skills and personal management strategies to address issues and concerns related to personal health and wellbeing.
- (6.4) The student will analyze the consequences of personal choices on health and well-being.
- (6.7) The student will evaluate the benefits of becoming a positive role model within the family and community.

### ***Duration***

40-50 minutes

### ***Activities:***

#### **Introduction**

Explain that LAWS is an organization that not only helps people who have been abused, but also helps people learn to live in healthy, respectful ways. Define abuse and bullying as a group. *Abuse/bullying is when someone hurts another person on purpose.* Introduce LAWS services: emergency shelter, counseling for all ages, legal advocacy, 24-hour hotline, and community education. Emphasize that all of LAWS services are free and confidential. LCSJ/LAWS Hotline: 703-777-6552

## Ground Rules

1. **Respect** – This means respect for others in the group. Respect of their experiences, ideas and opinions. Respect doesn't mean that you agree with the person or believe their behavior is okay. It means you agree to their right to hold that idea and opinion. Additionally, some of the subject matter covered in the program may affect students very personally, especially the topic of abuse in relationships. Please respect that it may be hard for some people to share their opinions. People who do not show respect will be dismissed from the program.
2. **Participation** – All participants are expected to contribute to the group. As mentioned before, some of the topics discussed could be difficult for participants to address.
3. **Confidentiality**-If another member discloses personal information in this room, do not ask them about it in a group of other people or in other public places (bathroom, lunch table, etc). You may address the information in this room or in a completely private setting if both parties are interested in continuing the discussion.
4. **Challenge**-This group is about learning from each other and from the group facilitator(s). When group members state their opinions, I may ask them to tell the group more about what they mean. Group members should also ask the facilitator if they do not understand a point that is being made or disagree with the point. Lastly, group members are encouraged to challenge one another if they do not understand or want to know more about what another group member is saying. This leads to group members learning from each other, which is called peer education.

## Icebreaker

To help us get to know each other a little bit and understand why each of us came here today, we are going to go around and each please share 2 things: 1) the single best memory from your summer and 2) one thing you would like to learn from being a part of this group.

Next, have a ball of yarn and ask the group to stand in a circle. Ask each group member to say out loud one thing they will contribute to the group so that everyone can learn and enjoy the group. After each group member states their contribution, then gently toss the ball of yarn to someone else, while holding on to the string. It is best for the facilitator to start this in order to demonstrate.

After everyone in the circle has participated, ask the group what the string now looks like. Typical responses will be "a maze" or "a web". Emphasize that this is a web of teamwork. Use scissors to show that if each student does not uphold their responsibility to abide by the group rules, this lessens the group experience. Show how the group "is not as strong" by cutting a group member's section of string. Point out how everyone else's string is now not as sturdy, therefore the entire group is affected when just one person is not responsible in adhering to the rules.

### **Rights/Responsibilities Group Brainstorm**

Using an easel and paper pad, start a group brainstorming activity. First ask the group the *Rights* that student/people have to how they are treated. Generally try to record five or six. Then challenge the group to brainstorm *Responsibilities* of how students/people are to treat one another.

### **“I Have the Right” Bingo cards and chips** **VSDVAA Facilitators Guide**

Additional options:

Have candy to give to the winners, but before you give them the candy, the winning students have to decide which winning “I have the right” bingo card is their favorite.

### **My Declaration of Rights Handout** **VSDVAA Facilitators Guide**

## **Healthy Friendships & Healthy Relationships Session #2: How to Handle Conflict**

### ***Objectives***

- To differentiate between healthy and unhealthy behaviors
- To increase respect for self and others
- To identify sources of information and support for preventing or correcting unhealthy behaviors and attitudes
- To learn assertive strategies for dealing with unhealthy relationships / situations

### ***SOL Compatibility***

Family Life Education Standards of Learning (Seventh Grade):

- (7.4) The student will recognize that sexual behaviors are conscious decisions; that it is important to say “no” to inappropriate sexual relationships; and that appropriate relationships are based on mutual respect, trust, and caring.
- (7.5) The student will identify messages in society related to sexuality.

Health Education Standards of Learning (Seventh Grade):

- (7.1) The student will use knowledge of health concepts to make decisions related to personal safety and wellness.
- (7.3) The student investigate and analyze the various factors that guide an individual’s decisions about health and well-being.

### ***Duration***

40-50 minutes

### ***Activities***

#### **Intro**

Can someone remind the group about what we did last time? What is one thing you learned last time? Any questions about last group? Review group rules.

#### **Icebreaker**

Birthday line up: The goal is for the group to arrange themselves in order of their birthdays *without* speaking. You may want to put a time-limit on this icebreaker depending on the size of the group. Conclude the icebreaker by asking the following questions: Was it easy to understand each other even though you could not speak? What did you use to communicate? What is meant by the term “body language”? Can you tell a lot about how someone else feels by reading their body language? Has anyone ever had their body language misread or misread someone else’s body language?

### **How I Handle Conflict** **VSDVAA Facilitators Guide**

## **Healthy Friendships & Healthy Relationships Session #3 Sexual Harassment**

### ***Objectives***

- To define and recognize behaviors associated with sexual harassment
- To increase respect for self and others
- To identify sources of information and support for preventing or correcting harassing behaviors and attitudes

### ***SOL Compatibility***

Family Life Education Standards of Learning (Sixth Grade):

- (6.7) The student will describe personal characteristics that can contribute to happiness for self and others.
- (6.8) The student will demonstrate increased understanding of child abuse and neglect, including emotional and sexual abuse.
- (6.11) The student will evaluate the messages from mass media related to sexuality and gender stereotyping.

Health Education Standards of Learning (Sixth Grade):

- (6.1) The student will apply critical thinking skills and personal management strategies to address issues and concerns related to personal health and wellbeing.
- (6.4) The student will analyze the consequences of personal choices on health and well-being.
- (6.7) The student will evaluate the benefits of becoming a positive role model within the family and community.

### ***Duration***

40-50 minutes

### ***Activities***

#### **Intro**

Welcome back group! Let's remind each other of what we learned last week? The first volunteer to speak up gets first pick out of the candy bag at the end of group!

**Where Do You Draw the Line? Handout (Middle School age)**  
**VSDVAA Facilitators Guide**

## **Healthy Friendships & Healthy Relationships Session #4 Dating Violence Prevention**

### ***Objectives***

- To identify warning signs of dating violence
- To increase awareness of dating violence in social groups
- To identify sources of information and support for preventing or correcting unhealthy behaviors and attitudes
- To learn assertive strategies for dealing with unhealthy relationships / situations

### ***SOL Compatibility***

Family Life Education Standards of Learning (Seventh Grade):

- (7.4) The student will recognize that sexual behaviors are conscious decisions; that it is important to say “no” to inappropriate sexual relationships; and that appropriate relationships are based on mutual respect, trust, and caring.
- (7.5) The student will identify messages in society related to sexuality.
- (7.13) The student will realize the role of peers and the peer group during adolescence, and the nature and purpose of dating.

Health Education Standards of Learning (Seventh Grade):

- (7.1) The student will use knowledge of health concepts to make decisions related to personal safety and wellness.
- (7.3) The student investigate and analyze the various factors that guide an individual’s decisions about health and well-being.

### ***Duration***

40-50 minutes

### ***Activities:***

#### **Intro**

Welcome back group! Recap from last time-who is going update the group of what we went over last time?

#### **Survey of Audience Icebreaker**

#### **VSDVAA Facilitators Guide**

#### **Types of Abuse in Dating Relationships handout**

#### **VSDVAA Facilitators Guide**

#### **Wheel of Misfortune**

#### **VSDVAA Facilitators Guide**

#### **Power & Control in Teen Relationships scenarios**

#### **VSDVAA Facilitators Guide**

#### **Conclusion**

As a reminder, next group is our last session. We will have time to process what you thought of the group, what you learned, etc., so please come prepared to give and receive feedback.

**Healthy Friendships & Healthy Relationships**  
**Session #5 Dating Violence Prevention and Wrap Up**

**Objectives**

- To identify warning signs of dating violence
- To increase awareness of dating violence in social groups
- To identify sources of information and support for preventing or correcting unhealthy behaviors and attitudes
- To learn assertive strategies for dealing with unhealthy relationships / situations
- To effectively conclude the group

**SOL Compatibility**

Family Life Education Standards of Learning (Eighth Grade):

- (8.3) The student will become aware of the need to think through decisions and to take responsibility for them.
- (8.4) The student will identify the issues associated with friendships.
- (8.5) The student will recognize the nature of dating during adolescence.
- (8.6) The student will interpret the messages in society related to sexuality.

Health Education Standards of Learning (Eighth Grade):

- (8.2) The student will apply health concepts and skills to the management of personal and family health.
- (8.5) The student will investigate and evaluate ways in which peers, families, and other community groups can work together to build a safe and healthy community.

**Duration**

40-50 minutes

**Activities:**

**Types of Abuse in Dating Relationships handout**

**All of the Activities are from the VSDVAA Facilitators Guide**

**Why Do People Stay in Abusive Relationships? (Sam & Diane)**

**How to Have a Discussion (or Even an Argument) That Isn't Abusive**

**Signs of Abusive Relationships handout**

**Your Relationship is Healthy If... handout**

**Post Test**

**Conclusion to the group:**

Hand out small paper bags and slips of paper. Have participants write one positive attribute about each group member (including themselves) and one thing they learned from each participant. Repeat LAWS hotline information and hand out LAWS brochures and business cards as further resources.

