

Start Strong Idaho: Building Healthy Teen Relationships

Start Relating before They Start Dating A Workshop for Parents and Caregivers, and their Teens

Introduction

Start Strong Idaho: Building Healthy Teen Relationships is a project in southwest Idaho that promotes healthy teen relationships and prevents teen dating violence by helping 11- to 14-year-olds develop healthy and safe relationship knowledge and skills. *This project is funded by the Robert Wood Johnson Foundation national Start Strong initiative.*

Organizational partners include the Idaho Coalition Against Sexual & Domestic Violence, St. Luke's Children's Hospital, Idaho Department of Education, Idaho Department of Health & Welfare, American Academy of Pediatrics – Idaho Chapter, Boys & Girls Clubs of Ada County, Boys and Girls Club of Nampa, Central District Health Department, Men Today/Men Tomorrow, Silver Sage Girl Scout Council, Treasure Valley Family YMCA, Nampa Family Justice Center, Idaho Health Educators, Idaho Legal Aid Services, and Family Advocacy Center and Education Services - FACES.

How to use the curriculum

Each presentation has learning objectives to encourage behavioral, cognitive, and attitudinal change. This is an interactive curriculum designed to engage parents and caregivers and their teens. The majority of the substantive content should be elicited from participants through group activities. *It is strongly recommended that the parent/caregiver and teen curricula be used in conjunction with each other.*

Target audience

Grades 6-8 or ages 11- to 14-years old, and their parents or caregivers. Secondary Audience: Grades 9-12 or ages 14- to 19 years old and their parents or caregivers.

Length of presentation

The full curriculum is 120 minutes. The combined components including the introduction and wrap-up take 40 minutes, with the remaining time (80 minutes) utilized for the separate teen and parent/caregiver workshops.

Presentation tools and environment

Interactive activities, visual aids, and physical activity, can help many types of learners retain information. The curriculum sets out the tools needed for each activity. Rearrange seating to encourage participation and the ability to move around room.

Participation

The learning objectives in this curriculum are achieved through participation in the activities provided. Ask questions and give positive feedback - do not lecture!

Reporting Form

If you give this presentation to middle school, junior high or high school students and their parents or caregivers – in or out of school, please help us by filling out and faxing in the Start Strong Idaho Presentation Report to (208) 331-0687 or email your report to melissa@engagingvoices.org. For reporting forms, please log on to www.startstrongidaho.com. The reporting form is also in the appendix of this curriculum.

Background and Research

During adolescence, youth move to establish more independence from their parents and family while building stronger bonds with their peers. This is part of the normal separation from parents during the transition from childhood to adulthood. Although this transition is often a time of strained relationships, research indicates that parents and adult caregivers remain critically important in the lives and development of youth. Youth who are more connected to parents and adult caregivers tend to demonstrate healthier behaviors, including less violence (Leadbeater, Banister, Ellis & Yeung, 2008; Pflieger, & Vazsonyi, 2006; Gottman, Katz, & Hooven, 2008; Gottman & DeClaire, 2009). Research also indicates that pre-teens and teens do listen to their parents and want to talk about the issues that they may be facing (Center for Disease Control and Prevention [CDC], 2011; Jackson, Bijstra, Oostra, & Bosma, 1998).

Some parents/caregivers struggle with their own histories of violence, including ongoing abusive relationships. This can have an effect on a parent's willingness and ability to connect to his or her child to discuss healthy and unhealthy relationships. However, the importance of open, forthright communication about relationships may be even more important in families with a history of violence. Youth who have experienced family discord, including violence, tend to express high acceptance of violence among peers and intimate partners (Foshee, Bauman, & Linder, 1999; Kinsfogel & Grych, 2004; Simons, Lin, & Gordon, 1998). A child may witness domestic violence or conflict at home. They may also be victims of physical, emotional or sexual abuse. All of these factors as well as neglect, parental mental illness or substance abuse can increase risk for experiencing adolescent dating violence (Fang & Corso, 2007; Howard & Wang, 2003; Hussey, Chang, & Kotch, 2006; Lavoie, Hebert, Tremblay, Vitaro, Vezina & McDuff, 2002; O'Keefe & Treister, 1998; Wolfe, Scott, Wekerle, & Pittman, 2001).

Parents/caregivers may be aware of the phenomenon of dating abuse or unhealthy relationships; however, it is likely they underestimate their own child's involvement in, or vulnerability for, unhealthy or abusive relationships. Research conducted for the Start Strong Initiative by Hart Research Associates (2009) reported that parents do not think of their middle school children, particularly their 11- and 12-year-olds, as "dating" or in "romantic" relationships. However, many youth this age are beginning to try out romantic interactions in the 'social safety' of a group of friends. "Hanging out" with friends at the mall or the movie theatre may be a form of dating.

Many parents feel their children are not ready to hear about the "scary" issues of relationship violence or abuse. Parents express discomfort about broaching these topics with their 11- and 12-year-olds, as they don't think their children are ready. Some parents say they are waiting for their children to bring up these issues themselves.

Start Strong Idaho strives to help parents/caregivers overcome their tendency to wait for their children to initiate the conversation and help them find the right language to discuss healthy relationships. Parents/caregivers play a critical role in providing good examples and teaching young people the importance of respectful romantic relationships; how to make responsible decisions regarding relationships; how to resolve conflicts; and how to say "no" through assertive communication. Even when parents/caregivers think their children are not listening to or watching them, they often are.

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Planning and Preparation

This curriculum is set up to actively engage participants in their learning. The facilitators' roles are to maintain appropriate flow and timing, while facilitating the learning activities.

Planning Your Parent/Caregiver and Teen Workshop

Researchers have found that sharing dinner together as a family reduces teen risk factors. The workshop is intended to include dinner or dessert as part of the evening to not only emphasize, but also model this behavior and increase participation.

Below are planning steps for a parent/caregiver teen dessert workshop in a school-based setting; however this workshop can be presented in numerous other settings.

Time and Place

- Determine a time that will not compete with major school or neighborhood events
- Reserve space at your school for the workshop event. Needed:
 - One large room for combined meeting space and serving food (cafeteria, gym)
 - One or two classrooms for teen workshops
 - One classroom for childcare if you provide it
 - ✓ Parent workshop can be held in large room, or a smaller classroom nearby
 - ✓ Try and keep all rooms utilized within close proximity
 - ✓ Make sure elevator services are available after hours if using 2nd floor
- Allow for 2.5 hours for both the dinner and workshop
- Promote workshop through parent email, newsletters, flyers sent home, reader board outside the school, extra credit through classroom
- Follow-up with reminders the day prior and/or the day of the workshop

Getting Started

- Identify Partners
 - Teen activists
 - Parent Teacher Organizations
 - Individual parents
 - Local chapters of community organizations (girl/boy scouts, family advocacy groups, etc.)
 - Other teachers
 - School principal or other administrators
 - School Counselors
 - Local hospital or health care clinic

- Develop registration form
 - o www.surveymonkey.com
 - o Paper take-home registration
 - o School website
 - o Ask: How many adults, teens, & children in the childcare age; special accommodations needed; interpretation services needed. If accommodating special diets, ask about this on registration form as well.
- Determine Refreshment Options – ideas include:
 - o Potluck dinner or dessert provided by PTO or other organization
 - o Potluck dinner or dessert provided by families attending
 - o Reduced cost or donated local catering
 - o Reduced cost or donated local dessert (local TCBY or neighborhood grocer)
 - o Pizza party
 - o Store bought “Make Your Own Sundae” bar
- Childcare Options
 - o Offer free childcare to increase participation
 - o Consider teen volunteers
 - o Specify the age range you are willing to accept
 - o Provide snacks, age appropriate activities
- Make it Festive and involve a variety of school groups
 - o Art classes can create signs and/or table tops with the theme of the healthy characteristics of relationships
 - o Jazz, Band, Orchestra, Choir can perform during registration and/or dinner before or during dessert.
 - o Student Council or other teen activists can promote school-wide

Key People

- Identified Roles (roles may be shared/overlap):
 - o Event organizer and contact for registrants
 - o “Go-To” for follow-up questions or issues that arise (school counselor, health practitioner, facilitators, etc.)
 - o Introductions and Workshop Leaders
 - o Food coordinator
 - o Small group facilitators (recommend two for each group)
 - o Childcare providers
 - o Translators
 - o Registration Table and Greeters

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Teen Component

Teen Curriculum Overview

During this workshop, teens will have an opportunity to share their perspectives on healthy and unhealthy relationships with their peers and their parents/caregivers and will practice using healthy communication with parents/caregivers.

A. Learning Objectives

- Identify definitions and characteristics of healthy and unhealthy relationships
- Understand the benefits of communication with their parents/caregivers
- Increase teens' skills, comfort, and ability to discuss relationship issues with their parents and caregivers.

B. Materials from Appendix

- Relationship Behavior Cards
- Sign: Definition of Healthy Relationship
- Sign: Definition of Unhealthy and Abusive Relationship
- Pre-printed snowball questions
- Scenario Practice Cards
- Teen TALKN Tips
- 3-2-1 Connect
- Communication Vision
- Teen Workshop Evaluation

C. Materials to Provide

- Pens or pencils for each participant
- Masking Tape
- Notebook/copy paper (a couple sheets each small group)
- Large bucket or empty trashcan for “snowballs”
- Education and awareness materials – Bookmarks on Building Healthy Relationships, Responsible Cell Phone Use and Social Netiquette, , stickers, buttons, , Love What’s Real Healthy Relationships Quiz and Manifesto Pocket Brochure
- Blank Index Cards (5X7)
- One sheet of flip chart paper for Ground Rules Activity

D. Pre-Workshop Preparation

- Have all handouts copied and ready for distribution (See Materials from Appendix Section)
- If possible arrange room space so chairs/desks are in a circle or semi-circle.
- If room is not easily arranged this way, identify how students can move about the room/space for the exercises, and then remain in that seating order for the workshop, in order to achieve random seat assignments.

- Have plenty of pens, markers and pencils for participants
- Hang Definition Signs of Healthy, Unhealthy and Abusive Relationships at front of room or write the definitions legibly for participants
- Hang blank sheet of flip chart paper for Ground Rules Activity
- Print/Copy/Laminate Relationship Behavior Cards (one copy each)
- Have notebook paper for small groups to write answers to their scenarios
- Have one 5x7 index card for each participant
- Plan for someone to compile results of the Snowball Exercise and deliver them to the facilitator of the Parent/caregiver Component during the workshop. If necessary, a teen leader or co-facilitator of the teen workshop can do this, which should take no more than 10-15 minutes to tally, summarize and deliver to the parent workshop)
- Have prizes available for the Bus Stop Speech Activity
- Have yarn if doing the Alternate Comfort Building Activity

Start Strong Idaho: Building Healthy Teen Relationships

Start Relating Before They Start Dating

Parent/Caregiver and Teen Combined Component

10 Minutes

A. Introduction - Parents/Caregivers/Teens Combined

Activity Set-up

- Prepare room to accommodate the entire group for introductions and the combined wrap-up component, exercise, and seating for the evaluations and dessert.
- Prepare room also for the parent component to allow for participants to sit closely and work together.

Activity

- Welcome attendees
- Introduce yourself/facilitators & briefly discuss the Start Strong project
- Acknowledge everyone personally who supported, planned, and helped arrange the workshop – make notes ahead of time to ensure accuracy
- Inform Participants how the workshop is structured
 - We will split into separate workshops for approximately 1.5 hours (80 minutes) and explore:
 - ✓ Healthy and unhealthy aspects of teen relationships
 - ✓ Strengths and barriers teens face in communicating with parents/caregivers
 - ✓ Tips to practice tips for healthy communication
 - In about an hour and half, we will come back together and spend some time exploring what we learned.
 - Then we will complete evaluation forms, eat dessert, and head home!

Activity Conclusion

Break to new room: Instruct teens to follow facilitator to teen workshop room and proceed with workshop. Parents can stay in this room for their workshop.

Teen Component

80 Minutes

B. Comfort Building Exercise (15 minutes)

Activity Set-up

- Be aware of participants' abilities to move about the room. If appropriate, choose the alternate activity in this section "Me Too" which does not require participants to move about the room.
- Prepare to remove one chair from the circle of chairs/desks prior to exercise.

Activity Introduction

- This activity consists of Activity I, an Icebreaker, and Activity II, Ground Rules
- Explain: "Although we may often notice the differences between our peers, there are a lot of similarities as well. This exercise will help us see some things we have in common with each other and begin to feel a bit more comfortable together. We will also work as a team to set some ground rules for this workshop. It is important that we develop some comfort and safety with each other. We will be discussing some sensitive topics and we need to be comfortable speaking our opinions."

Activity Part I "All My Friends Who..." (10 minutes)

- This activity will also encourage students to interact with other students that they may not usually associate with.
- Ask for a volunteer to start the exercise
- Have them remove their chair from the circle (similar to Musical Chairs) and stand in the center of the circle
- Explain the person in the middle will be saying "All my friends who....". They will add something that is personal to them, and finish by saying "please change seats."
- Give a few examples such as "All my friends who...."
 - Skipped breakfast today, please change seats."
 - Hang out online every day, please change seats."
 - Listen to hip-hop, please change seats."
 - Have an exotic pet, please change seats."
- Explain that anyone in the room who relates to the statement must quickly get up and change seats. This includes the person standing, who must quickly move to an open seat.
- The person left without a seat, stands in the middle, starts the process again, with their own statement they relate to.
- Facilitators can let the participants make each statement, or jump in with more personal statements to increase intimacy.
- Explain participants must move at least one seat or row away from where they are.
- Participants shouldn't run or be unsafe with themselves or their peers.
- Continue with the exercise until at least 5 participants have completed the statement.
- Ensure the seating has been randomized through this exercise.
- If there is enough time, from their new seat, have the students introduce themselves to their neighbor and have each person take 30 seconds to tell their neighbor what they think is important for a healthy relationship with parents.
- Then have the pairs report out to the larger group.

Activity Conclusion

EMPHASIZE

- We all are coming from different backgrounds.
- You may find you have lots of things in common, and things that feel unique to you.
- You may also find different parts of the workshop more helpful than others.
- Let's be aware that others may be getting something different out of an activity, so we should all be respectful.

Activity Part II Team Ground Rules (5 minutes)

- Ask participants to brainstorm and agree on most important ground rules
- Write them on large paper or chalk/white board
- Possible Examples:
 - Let's respect each other
 - Let's take care of our space here
 - Turn off cell phones
 - Confidentiality. Do not use names or other identifying information when speaking about unhealthy relationships involving friends or family members
 - **Please pass along what you learn from this workshop but not the personal** stories that are shared here
 - Don't talk when others are talking

Alternate Comfort Building Exercise (15 minutes)

Activity Set-up

- **Circle chairs prior to exercise**
- **Distribute ball of yarn or string to participant who has volunteered to start the exercise (yarn should be at least 100ft long).**

Activity Introduction

- Explain: "Although we may often notice the differences between our peers, there are a lot of similarities as well. This exercise will help us see some things we have in common with each other and begin to feel a bit more comfortable together. We will also work as a team to set some ground rules for this workshop. It is important that we develop some comfort and safety with each other. We will be discussing some sensitive topics and we need to be comfortable speaking our opinions."

Alternate Activity Part I “Me, Too...” (10 minutes)

- This activity will also encourage students to interact with other students that they may not usually associate with.
- Ask for a volunteer to start the exercise.
- Have teens gather into the chair circle.
- Explain that the person beginning the exercise will start by introducing themselves and will follow by telling the group something about themselves.
- Give a few examples such as:

- My favorite color is green
 - I'm afraid of spiders
 - I love hip-hop
 - I've read The Hunger Games trilogy
- Explain that anyone in the room who relates to the statement must quickly call out "me, too".
- The person who began the exercise then holds on to the end of the string and passes the spool to the other person who called out "me, too".
- If more than one person calls out "me, too" the string then passes to each of those participants and ends at the last person to call out "me, too". The person ending with the spool then begins the process again with their own statement about themselves and finishing by passing along the spool.
- Facilitators can let the participants make each statement, or jump in with more personal statements to increase intimacy.
- Continue with the exercise until at least 5 participants have shared something about themselves.
- At the end of the activity, participants will see that they have created a web connecting the participants together and also formed a powerful web of support.
- Next, have each participant count the number of "me, too's" they have and point out how much the group has in common with each other.
- **If there is enough time**, have the students who have yet to meet their neighbor introduce themselves then have each person take 30 seconds to tell their neighbor what they think is important for a healthy relationship with parents.
- The pairs may then report out to the larger group.

Activity Conclusion

EMPHASIZE

- We all are coming from different backgrounds and experiences.
- You may find you have lots of things in common, and things that feel unique to you.
- By recognizing commonalities within your peers you build connections which may create powerful friendships and strong support systems.
- You may also find different parts of the workshop more helpful than others.
- Let's be aware that others may be getting something different out of an activity, so we should all be respectful.

Activity Part II Team Ground Rules (5 minutes)

- Ask participants to brainstorm and agree on most important ground rules
- Write them on large paper or chalk/white board
- Possible Examples:
 - Let's respect each other
 - Let's take care of our space here
 - Turn off cell phones
 - Confidentiality. Do not use names or other identifying information when speaking about unhealthy relationships involving friends or family members
 - **Please pass along what you learn from this workshop but not the personal** stories that are shared here
 - Don't talk when others are talking

C. Teen Snowball Activity (5 minutes)

Activity-Set-up

- Distribute Snowball Questionnaires to each participant
- Distribute writing utensil to complete activity
- Enlist the non-participant volunteer to collect surveys, tally, and provide results to Parent Workshop participants AND to the teen participants. A blank Snowball Questionnaire can be used as the tally sheet.

Activity Introduction

Explain to teens that this activity will help identify the main barriers teens face in talking to their parents about their relationships, without giving them away specifically. Tell teens **NOT** to write their names on the survey, and to be honest! The results will be reported back to the teens, and passed along to the parents/caregivers, to help them in their workshop as well.

Activity

- Remind teens **NOT** to write their names on this paper.
- Ask participants to honestly answer the question(s) on their piece of paper.
- Once the students have answered the question they should crumple up their paper into a “snowball” and toss the paper into a large bucket or empty trashcan.
- At the end of this part of the program, have a runner/facilitator share the results of snowball survey with you and then the parent facilitators.
- Share results with the teens as a group.

Variation: If limited for time and/or assistance, papers need not be crumpled and thrown, but can be collected as completed, for quicker processing.

Snowball Question

Do Not Write Your Name on This Paper.

Think about the toughest issue(s) you have ever talked to your parent or caregiver about or WANTED to talk to them about. What made it hard for you to talk about this with them?

Check all that apply:

- Nothing, we have great communication
- I was worried how they would react
- Parent/caregiver didn't take time or didn't have time to listen
- I was scared they would judge me
- I was trying to avoid a lecture
- I just didn't know how to bring it up – awkward!
- Other, please explain!

Activity Conclusion

- Thank the teens for giving valuable honest feedback.
- Remind the teens that the results will be shared with them once they are tallied
- A pre-determined volunteer or the co-facilitator will now tally answers and summarize while the teen workshop continues. * A blank Snowball sheet can be used to tally the number of responses for each category, and transfer any comments written to the one document.
- This person will then deliver the results to both the teen facilitator and to the parent workshop facilitator.

D. Relationship Behaviors: Healthy or Not? (15 minutes)

Activity Set-up

- **Distribute Behavior Cards**
- **Teens can work individually or in pairs**

Activity Introduction

Explain that this exercise will help teens learn the definitions of healthy, unhealthy, and abusive relationships, and think about a range of relationship behaviors in terms of if they are healthy or not.

Activity

- Go over definitions with group
- Give specific examples or ask for an example of each
 - Our definition of a **healthy relationship** is: "A relationship in which both partners are equal. Healthy relationships are based on respect, honesty and trust, communication, individuality, safety, support and acceptance."
 - Our definition of an **unhealthy or abusive relationship** is "A relationship in which one or both partners feel unequal, unsafe, or unsupported."
 - **Abusive behavior** can include intentional use of physical, sexual, verbal, or emotional abuse against a peer or dating partner, including bullying, harassment, sexual harassment, dating abuse, sexual violence, or digital abuse.
 - **Adolescent Dating Abuse** is the use of physical, sexual, verbal, emotional, or technological abuse by a person to harm, threaten, intimidate, or control another person in a relationship of a romantic or intimate nature, regardless of whether that relationship is continuing or has concluded or the number of interactions between the individuals involved.

EMPHASIZE

- Physical harm does not have to occur for it to be an abusive relationship
- Abuse can be emotional, verbal, or sexual
- Abuse can occur in person or through use of any form of technology like Facebook, texting, etc.

- Abuse includes intention to harm their friend, boyfriend/girlfriend, or themselves; threats, intimidation or attempts to control the other person
- Drama and excessive crying – NOT a healthy relationship – but it's ok for everyone to cry sometimes
- Abusive behaviors can happen once, occasionally, or every day
- Trust their instincts – if they feel like a relationship is unhealthy or abusive, it is

- Give each teen one of the “Relationship Behavior” cards.
- Have teens work in pairs, staying in order of where they are sitting.
- Ask teens to read the behavior listed on their cards with their partner and briefly discuss whether the behaviors are healthy or unhealthy and why.
- Direct teens to use the masking tape to post their card where they feel it belongs, either Healthy or Unhealthy, and then return to their seats.
- Remind them that they may have one healthy and one unhealthy card, or both the same.
- When all cards are posted, discussion begins.
- Look for specific behaviors to discuss, particularly any cards you may think could be out of place or those that could be interpreted both as healthy and unhealthy.
- Facilitate a brief discussion by asking the following:

Group Discussion Questions

- Would you change where any of these are posted? Please explain.
- What are some behaviors that you've been around you that are missing here that we could add? Remember – keep it general and don't identify specific people please

Activity Conclusion

EMPHASIZE

- There can sometimes be confusion about whether a relationship is healthy or unhealthy and/or abusive.
- Talking to a trusted adult can help you make healthy choices for your relationships.
- If a relationship doesn't feel healthy to you, trust yourself!!
- Post the National Teen Dating Abuse Helpline on the wall (**1-866-331-9474**) and ask teens to put the number in their cell phone – encourage them to call to find out what to do for a friend if they are not able to talk to a parent/caregiver or adult they trust.
- Presenters also need to say, if you are worried for your safety or the safety of a friend who is in an unhealthy or abusive relationship. You can talk to me (and other adults who are appropriate resources and available) after the workshop.

E. Share Snowball Results (2-3 minutes)

Activity

- Briefly share the responses from the snowball activity with the teens.
- Validate that relationships vary in comfort level and communication. But working on healthy communication can make it easier when talking to trusted adults.
- Explain that the following activities will help explore and practice healthy communication

F. Three T's - Teen TALKN Tips: Locker Speech and Practice Session (30 minutes)

Activity Set-up

- Distribute Teen Tips to participants
- Divide into 5 small groups by proximity (if randomly seated) or counting off

Activity Introduction

Explain to teen participants this activity will help them become familiar with helpful tips for talking to parents, caregivers or other trusted adults about relationships and build communication skills through direct practice.

Activity I “Locker Speech” (10 minutes)

- Review the tips briefly as a group.
- Assign each group a tip.
- Tell the group to quickly come up with a speech they would say to their peers at their locker as to why that tip is so important. Let them know they need to convince everyone that this tip matters.
- Each group has five minutes to develop their argument, and then each group will present their argument.

Teen TALKN Tips

Talk every day to build your relationship and make it easier for “big” talks.

Ask them to hear you out, and try not to judge you. Sometimes we all need those reminders, plus it can clue them in that this is important.

Listening goes both ways.

Keep the “I statement” in mind. “I need to talk to you – but I’m afraid I’ll disappoint you”. Be open and honest.

Need a break? Take one! Just agree to talk again later. A few deep breaths, repeating back what the other said, taking time to think, or just a breath of fresh air can sometimes put you – or them - back in a positive frame of mind.

Activity I Conclusion

- Point out any arguments that are important that weren’t presented
- Highlight and praise arguments that were well thought out and healthy
- Thank teens for participating

Activity II Practice Session (20 minutes)

- Have teens remain in the same groups so that we can practice opening up a conversation with parents/caregivers about a topic that tends to be difficult for most teens to discuss.
 - Explain that we will use the TALKN Tips as we create our responses to these scenarios.
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- Distribute a different scenario card to each group
 - Explain that each group Must:
 - ✓ Work together
 - ✓ Come up with one written conversation starter/extender with their parent/caregiver to their scenario that utilizes the TALKN Tips
 - ✓ Use each tip in their response
 - ✓ Be prepared to share their response with the group
 - Tell teens they will have 5 minutes to put their response together
 - Give teens approximately 5-7 minutes to develop their response while you observe and assist.

FACILITATOR MODELS ONE FOR THE GROUP: Read the first scenario and then read the model written conversation starter.

Model Conversation Starter: Hey, (Mom/Dad/Aunt/Grandpa), Can I talk to you about something and will you please hear me out? I know you don't want me to date until I am older, but I was asked to the school dance and I really want to go and I think I have earned your trust. Can we talk about it and see if there is some way we can work it out?

Scenarios

Model Scenario: You've just been asked to go to a dance with someone you like at school! Your parents/caregivers won't allow you to date until you're older, but you really want to go. Use your TALKN tips and write a conversation starter to use with your caregiver.

Scenario 1: A friend recently posted this on Facebook: "Check it out everyone, John told Amy at the mall that he doesn't like her anymore...duh, what took him so long to come to his senses!" You're also friends with both John and Amy. Use your TALKN tips and write a conversation starter to use with your caregiver.

Scenario 2: Lately you've been getting so many texts from your friend/boyfriend/girlfriend that you're having trouble getting homework done, hanging out with other friends or family, and even sleeping! When you don't respond they get mad. You really want advice but don't want to be punished by having phone restrictions. Use your TALKN tips and write a conversation starter to use with your caregiver.

Scenario 3: You are sitting with your parent/caregiver at the basketball game and while you are there another boy/girl comes to sit with you. You feel nervous and excited because you totally kind of like each other. Use your TALKN tips and write a conversation starter to use with your caregiver.

Scenario 4: Your parent/caregiver checked your phone and found a text that someone sent you saying “You are so hot, I can’t stop thinking about you.”

Your parent/caregiver is pretty upset by this and wants to know what is going on. Use your TALKN tips and write a conversation starter with your caregiver.

- Begin large group sharing by reading the first scenario and having that group share their response.
- Facilitate discussion:
 - ✓ Was it difficult or awkward to use the tips?
 - ✓ Do you think using the tips help to have a better conversation with your caregiver? How so?
 - ✓ Are these tips important to use with friends too? Why?
 - ✓ Encourage other groups to add ideas.
- Move on to other scenarios as time allows.

G. Teen Portion Wrap-up (10 minutes)

Activity Set-up

- Teens can remain in small groups or return to their seats for wrap-up
- Distribute a blank 5X7 index card to each participant
- Distribute copies of the Communication Vision handout to each teen
- Offer extra copies to any teens who would like to share the Vision handout with another caring adult in their life
- Distribute teen evaluation forms to each participant

Activity Introduction

Explain to the teen participants that in a few minutes they will rejoin their parents that have been practicing parallel activities, do a wrap-up exercise called 3-2-1 Connect, enjoy dessert, and complete the evaluations together. They are also welcome to complete the Communication Vision together, or take it home to complete.

Activity

- Congratulate teens for working together and participating in the workshop
- Ask teens to write one thing on their index card that they learned or were reminded of from this workshop that they will work on.
- Use “I statements”!
- Direct participants to bring this index card with them for the activity with the parents/caregivers.
- Invite discussion and direct teens to other resources for further questions or concerns.
- Resources should include:
 - ✓ School Counselor
 - ✓ School Title IX Coordinator
 - ✓ Local Domestic Violence/Sexual Assault Program
 - ✓ National Teen Dating Abuse Helpline. Call toll free at 1-866-331-9474 or TTY 1-866-331-8453 or online at www.loveisrespect.org or www.lovewhatsreal.com

Activity Conclusion

- Distribute Communication Vision and encourage teens to complete this at home with their parent/caregiver and keep an on-going dialogue with them or a trusted adult about relationships.
- Distribute teen evaluation forms.
- Encourage teens to support their friends by offering these same resources.
- Remind teens to seek help from adults so that they and their friends have the best chances for safe and healthy relationships.
- Leave teens with a contact (you, if possible) for more information.
- Instruct participants where to meet up with their parents and escort them.
- Encourage them to move efficiently to the parent-teen wrap-up.

Start Relating Before They Start Dating
Parent/Caregiver and Teen Combined Wrap-up
30 minutes

A. 3-2-1 Connect (25 minutes)

Activity Set-up

- Bring the teens and parents/caregivers back together in the original space
- Provide printed 3-2-1 Connect sheets
- Parent/Caregiver and Teen Evaluations should have been distributed prior to rejoining.
- Dessert should be ready for serving

Activity Introduction

- Explain to participants that the next 25 minutes will help them carry principles from the workshop to their life at home.
- Explain that participants should find the parent(s)/caregiver(s)/teen(s) they attended with, get dessert, and take a seat together.
- Tell participants to spread out as much as possible to allow for privacy.
- Each of you has a card that you wrote one thing you will put into action after this workshop.
- 3-2-1 Connect is about helping you follow through on what you wrote on your cards.

Activity

- First, together, each write THREE THINGS YOU LOVE ABOUT THE OTHER, or three things you appreciate about the other. Write these down.
- Second, write the TWO THINGS YOU WILL DO (from your index cards).
- Third, Agree on ONE THING YOU WILL DO TOGETHER TO HELP YOU EACH ACHIEVE THOSE TWO GOALS.
- Fourth, copy down the thing you each are going to work on.
- Take this sheet home and post it.

Activity Conclusion (5 minutes)

- Facilitator can now congratulate participants for completing the workshop and instruct parents/caregivers and teens to complete their evaluations.
- Encourage parents and teens to either complete the Communication Vision or decide when they will work on it at a later time.
- Offer follow-up contacts.
- Be available for questions and comments.
- Thank them again for coming.
- Collect evaluations.

Start Strong Idaho: Building Healthy Teen Relationships

Start Relating before They Start Dating Ingredients of a Healthy Relationship A Workshop for Parents/Caregivers and their Teens

Parent/Caregiver Curriculum

Parent Curriculum Overview

The workshop is designed to encourage discussion about adolescent dating, negative peer pressure, teen risk behaviors (early sexual activity, alcohol and drug use, and unhealthy or abusive relationships), how to talk to teens about healthy and unhealthy relationships, and the implications of digital technology (i.e. social networking sites and cell phones) and dating. The goal of the workshop is to help parents and caregivers understand the importance of discussing romantic relationships with their pre-teens and teens and offer practical guidance for how to engage youth in the discussion about healthy relationships.

A. Learning Objectives

- Expand parents' and caregivers' understanding of the need to build healthy relationship skills during tween and early teen years as a way prevent the development of unhealthy relationships, teen dating abuse and participation in other risk behaviors.
- Increase parents' and caregivers' skills, comfort, and intent to discuss healthy and unhealthy relationships and related issues with their children and teens.

B. Materials from Appendix:

- Middle School Memories Question List
- Relationship behavior cards
- Sign: Healthy
- Sign: Unhealthy
- Definition of a Healthy Relationship
- Definition of an Unhealthy and Abusive Relationship
- Copy of Teen Snowball Quiz
- Role-play cards (Scenarios)
- Parent TEACH Tips Handout
- Parent Hand Books (one for each participant)
- Communication Vision
- Parent Workshop Evaluation
- 3-2-1 Connect

C. Materials to Provide:

- Laptop Computer
- Projector
- Screen
- Masking Tape

- Large Flip Chart paper (5 sheets)
- Pens/Pencils/markers
- Calculator
- Post-It notes for activity variation

D. Pre-Workshop Preparation:

- Copy all handouts for distribution (See Materials from Appendix Section)
- Arrange space to accommodate the Parent/Caregiver Workshop, and the combined Parent-Teen Workshop.
- Have plenty of pens, markers and pencils for participants
- Hang Healthy and Unhealthy Signs at opposite ends of the wall at the front of the room
- Hang Definitions of Healthy, Unhealthy and Abusive Relationships at front of room or write the definitions legibly for participants
- Print/Copy/Laminate Relationship Behavior Cards (one copy each)
- Have 5 large sheets of flip chart paper ready to post up front with one of the TEACH tips written at the top of each sheet, to write comments on each tip during Exercise E.
- If PowerPoint or slide projection is available, have a picture of the presenter at 11-14 years old projected.
- If possible, assemble packets of hand-outs and distribute prior to participants entering the room. This saves time.
- If you know the number of participants prior to the workshop, save time and compute the data from Exercise C. This will allow you to move directly into counting off and separating the group based on the statistics you calculated. If you are off by one or two people as a result of newcomers or no-shows, you can acknowledge that the statistics represent a generalization of the population, not exact numbers in every case.
- Power Point Presentation, where available, should be ready
- Plan for someone to deliver the Snowball Question results to the Parent Workshop

Start Strong Idaho: Building Healthy Teen Relationships

Start Relating Before They Start Dating

Parent/Caregiver/Teen Combined

10 minutes

A. Introduction

Activity Set-up

- Prepare room to accommodate the entire group for introductions and the combined wrap-up component, exercise, and seating for the evaluations and dessert.
- Prepare room also for the parent component to allow for participants to sit closely and work together.

Activity

- Welcome attendees
- Introduce yourself & briefly discuss the Start Strong project
- Acknowledge everyone personally who supported, planned, and helped arrange the workshop – make notes ahead of time to ensure accuracy
- Inform Participants how the workshop is structured
 - We will split into separate workshops for approximately 1.5 hours and explore:
 - ✓ Healthy and unhealthy aspects of teen relationships
 - ✓ Strengths and barriers teens face in communicating with parents/caregivers
 - ✓ Tips to practice tips for healthy communication
 - In about an hour and half, we will come back together and spend some time exploring what we learned.
 - Then we will complete evaluation forms, eat dessert, and head home!

Activity Conclusion

Break to new room: Instruct teens to follow facilitator to teen workshop room and proceed with workshop. Parents can stay in this room for their workshop.

Start Relating Before They Start Dating

Parent Workshop Component

80 Minutes

B. Middle School Memories: (10 min.)

Activity Set-up

- Distribute Middle School Memories Questions to share among participants or post the questions at the front of the room or on the Power Point.
- If Power Point or slide projection is available, display a picture of the presenter(s) at 11-14 years old onto the screen, or find stock photos of 11-14 yr old from 70's or 80's era.

Activity Introduction

Explain that middle or junior high school is a difficult time in a young person's life. New school, new friends, and new expectations around relationships make it a difficult time for even the most resilient teen.

Activity

- Tell participants that you want them to think back to when they were in 7th or 8th grade.
- Ask them to raise their hands to answer the following questions:
 - Raise your hand if there was someone you had a crush on at that age
 - For those with hands up, keep them up if you openly talked to your parent(s) or caregivers about your feelings for that person?
 - Everyone, raise your hand if your parents/caregivers could have made it easier for you to open up to them? If so, how?
 - What is different in the media and technology now than when you were young?
 - What did "dating" mean?
 - What do you think "dating" means for middle and junior high school students today?

Activity Conclusion

EMPHASIZE

- It's normal and healthy for teens at this age to explore their identity through relationships.
- They still need you – even when they seem like they don't.
- Relationships are hard for adults – they can be hard for teens.
- Kids also have new challenges with technology, more parents working outside of the home, and pressure to get involved with drugs and sexual activity at an earlier age.
- It's not always easy to talk about relationships but it can make a huge impact on how your teen forms his/her relationships and whether they will be healthy.

C. What We Know: (10 min.)

Activity Set-up

- If Power Point or slide projection is available, display statistics
- Have calculator handy and count number of participants

Activity Introduction

Acknowledge that while we don't know the exact numbers of preteens and younger teens who are experiencing dating abuse, research can get us closer to the truth. We will now review some recent statistics and see how that would look in a group of this size.

Activity State that a survey commissioned by Love Is Respect and Liz Claiborne Inc. (TRU & the National Teen Dating Abuse Helpline, 2008) found that:

- 20% of children between the ages of 11 and 14 say their friends are victims of dating abuse.
 - Use your calculator to multiply the number of participants by .20 (20%).
 - Announce that total number and instruct participants to count off up to that number, and then stand up. You may need to round up or down.
 - Explain that this is a representation of how many teens' friends would be victims of dating abuse in a group this size.
 - When the group has had time to view the statistic in this form, have those standing up take their seats.
- 40% of children between the ages of 11 and 14 in relationships know friends who are verbally abused.
- One out of three teens who had sex by age 14 (34%) say that they have been physically abused by an angry partner (hit, kicked, or choked) (TRU, 2008).

The 2011 Idaho Youth Risk Behavior Survey tells us what happens to Idaho teens when they reach high school:

- 8.7% of Idaho students reported being hit, slapped, or physically hurt on purpose by their boyfriend or girlfriend during the past 12 months, which is a 2% drop from 2009 YRBS, and lower than the national average (9.8%).
 - Use your calculator and multiply the total number of participants in the group by .087 (8.7%).
 - Announce that total number and instruct participants to count off up to that number and then stand up. You may need to round up or down.
 - Explain that this is a representation of how many Idaho teens reported being hit, slapped, or physically hurt on purpose by their boy or girlfriend in the past 12 months.
 - Explain that this data reflects things that may have actually happened in middle/junior high school.
 - Once the group sees the statistic in this form, those standing can take their seats.

Activity Conclusion

EMPHASIZE

- Current research indicates parents/caregivers rank teens having sex too early and violence and sex in the media as the biggest problems for teens and preteens, however **parents/caregivers are unaware that the underlying risk factors to these behaviors are unhealthy relationships** (Hart Research, 2009).
- Talking to our teens about healthy and unhealthy relationships, while at the same time modeling healthy relationships, is a KEY component in preventing teens from participating in other risk behaviors.
- These statistics tell us that we need to be accessible and good listeners to our teens and start talking with them about healthy and unhealthy relationships early so that they have the ability recognize signs of an unhealthy relationship and the skills to engage in healthy relationships even before they start dating.

D. The Relationship Spectrum: (15 minutes)

Activity Set-up

- **Pass out Relationship Behavior Cards to each participant**
- **Participants can work in pairs if the group is larger than the number of cards printed**

Activity Introduction

Explain that it is important for us all to have some shared definitions around the topics of healthy and unhealthy or even abusive relationships. The following activity will help us:

1. Identify the types and range of behaviors that often occur in teen relationships; and
2. Develop shared definitions of healthy relationships, unhealthy relationships, and abusive dating relationships.

Activity

- Review definitions:
 - Our definition of a **healthy relationship** is: “A relationship in which both partners are equal. Healthy relationships are based on respect, honesty and trust, communication, individuality, safety, support, and acceptance.”
 - Our definition of an **unhealthy relationship** is: Our definition of an **unhealthy or abusive relationship** is “A relationship in which one or both partners feel unequal, unsafe, or unsupported.”
 - Our definition of **abusive behavior** is: “An intentional use of physical, sexual, verbal, or emotional abuse against a peer or dating partner, including bullying, harassment, sexual harassment, dating abuse, sexual abuse, or digital abuse.”
 - Our definition of **adolescent dating abuse** is: “The use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a relationship of a romantic or intimate nature, regardless of whether that relationship is continuing or has concluded, or the number of interactions between the individual involved.”

EMPHASIZE

- It's normal to cry; but drama and excessive crying – NOT a healthy relationship
 - Abusive behaviors can happen once, occasionally, or every day
 - Encourage our teens to trust their instincts – if they feel like a relationship is unhealthy or abusive, it is
 - Trust your own instincts on your teen's relationships and keep building on healthy communication with them
 - This workshop was developed to help you create ways to talk to your teens about healthy and unhealthy relationships and to make it easier to begin ongoing conversations on those topics, even before teens start dating.
-
- Give each parent/caregiver a “Relationship Behavior” card. If the group is large, parents/caregivers can work in pairs.
 - Ask participants to read the behavior listed on their cards silently, and use the masking tape to post their card between the “healthy” and “unhealthy” signs in the room based on where they personally think that behavior fits along the spectrum.
 - Have them return to their seats when they post. Discussion begins when all cards are posted.
 - As participants are putting their cards on the spectrum, look for specific behaviors to discuss, particularly any cards you may think could be out of place or those that could be interpreted either as healthy or unhealthy.

Group Discussion Questions

Facilitate a discussion by asking some of the following:

- Are there any posts you don't think are where they should be on the spectrum? Please explain.
- Where on this scale do the behaviors begin to become unhealthy? Abusive?
- Which behaviors do you think your teen is more likely to talk to you about? Less likely? Why?
- Do you think it's important to talk to your teen about healthy behaviors, unhealthy behaviors, or both types of behaviors? Why? (**The answer would be “both”. Teens need to know what a healthy relationship is as much as they need to know what is not healthy for them.**)

Activity Conclusion

EMPHASIZE

- Abusive behaviors exist on a spectrum, and there is often a gray zone between when a relationship is healthy and when it starts becoming unhealthy and/or abusive.
 - As is the case with bullying, emotional and verbal forms of abuse may be just as damaging as physical abuse.
-
- After discussion, allow participants to return to their seats if they had been standing at the spectrum rather than posting their cards.

E. Snowball Results (5 minutes) * Completing this section depends on if there are results of the teen survey being delivered to the parent facilitator.

Activity Set-up

- **Display the anonymous Snowball Survey given to teens on Power Point if available**

Activity

- Explain to parents/caregivers that their teens completed an anonymous survey and you will now share the results to help them learn more about what their teens need from them to facilitate healthier communication.
- The survey asked teens to recall the toughest issue they had ever wanted to talk to their parent/caregiver about or had talked to them about, and what made that hard, if anything.
- Provide results and discuss.
- Point out strengths and areas for improvement in parent/caregiver-teen communication.

F. Tips in Action Activity (30 min.)

Activity Set-up

- **If Power Point is available, have Dr. John Gottman's findings projected on screen.**
- **Post the 5 large sheets of paper up front with the tips written at the top, to write comments on each tip during the exercise.**
- **Hand out Parent TEACH Tips**
- **Scenario cards should be ready to be passed out**

Activity Introduction

Explain to parents/caregivers that this activity will provide them with some communication tips to use with their teens and provide an opportunity to implement them in small groups using role play exercises.

Activity Part I – TEACH Tips (15 minutes)

- Explain that the Parent Tips are adapted from the research of Dr. John Gottman (Gottman & DeClaire, 2009) who found that children of emotion coaching parents/caregivers had similar characteristics and were set apart from non-emotion coached kids in that they:
 - ✓ Are able to regulate their emotions
 - ✓ Are better at soothing themselves when upset
 - ✓ Can calm themselves down after being upset more quickly
 - ✓ Have fewer infectious diseases
 - ✓ Are better at focusing attention
 - ✓ Relate to others better, even in tough situations like getting teased
 - ✓ Understand others better
 - ✓ Have better friendships with peers
 - ✓ Are better in school situations that require academic performance
- Emphasize no tool is a fix-all, but healthy communication is a major factor in teens' decision-making and ability to avoid risk behaviors.
- Briefly State Tips.
- Ask participants to write on post-it notes at their seats why or how that tip is helpful or important in communicating with teens, and post their response under the respective tips.

- **Variation:** Ask participants to come to the front and write on each sheet why or how that tip is helpful in communicating with teens.
- Encourage as many responses as possible.
- Read responses for the participants.
- Add to the discussion with the statements listed beneath each tip below

TEACH Teens through Talking

Take a minute to relax with your teen

- ✓ We are less defensive when we are relaxed.
- ✓ We are more likely to talk when we are not preoccupied with something else.
- ✓ Teens feel valued when we give them our time and attention.

Empathize how complicated relationships can be

- ✓ Teens often feel adults minimize their feelings and relationships.
- ✓ Teens are more likely to open up if they think you at least sort-of get it!
- ✓ Empathizing doesn't mean you have to have all the answers – you can explore the solutions together if a solution is even needed.

Acknowledge their feelings and needs

- ✓ If they haven't shared them yet, you can make a wise guess and say how they might feel – you've accomplished something even if they correct you. Then you can acknowledge that.

Connect by actively listening before sharing your own thoughts

- ✓ Teens complaints are that parents/caregivers don't listen and they judge.
- ✓ Make sure they feel heard and understood before you share your own thoughts and feelings.
- ✓ Lectures prevent connection!
- ✓ You can implement clear, logical consequences when necessary without losing long-term connection with your teen.
- ✓ When sharing thoughts, don't criticize; instead, stick to your intentions, needs, and concerns.

Help them problem solve when they're ready

- ✓ Not all conversations must lead to a solution.
- ✓ Some solutions are developed over time and further discussion.
- ✓ Trust that your teen WILL think about what you discussed, especially if they felt heard and supported.
- ✓ Be available if they need help problem solving later.
- ✓ Empower them to come up with solutions which will help them in the long run when you're not there to offer the "golden fix".
- ✓ Offer your suggestions, and if possible, the logic behind those solutions.
- ✓ Assist your teen in thinking through the issue or problem, and the consequences of possible solutions. You can have some fun with this too – ridiculous solutions at the right time can lighten the mood and bring you closer.

Discussion Questions:

- Thinking back to your teen years, would this approach to communication from your parent/caregiver have helped you in any way? How?
- Was there ever a time when someone – a parent, caregiver, teacher, coach, etc. used the exact opposite approach of these tips with you? How did that feel? Were you more or less likely to be open with them after that?
- Do you think if you consistently used these tips when you talk to your teen they might be more open with you or less open?

Activity Part II - Scenario Practice

- We will now practice how to start conversations with teens over topics that tend to be difficult for us to discuss. You will break into groups and each group will be given a scenario. As a group, write a written conversation starter/extender that utilizes the TEACH tips.

FACILITATOR MODELS ONE NOW: Read scenario one and then read back an example conversation extender.

Example extender: So what I hear you saying is that you really want to go to the school dance. It sounds like you are really excited to go with _____ and this means a lot to you. You know our family rule though, no dating until you are older. But maybe I can figure out a way for you to go to the school dance with _____. For example, I might allow it if you are willing to let me drive you there and pick you up... or go with several of your friends I know and come straight home.....

- Instruct participants to break into groups of 3-5.
- Hand out various scenarios, one per group. If there are more than 5 groups, some groups may have the same scenario and that is okay as there is more than one way to handle each situation.
- Instruct groups to have one participant read the scenario to the rest of their group.
- Instruct participants to create a written conversation starter/extender to the scenario and write it down, using the TEACH tips to guide their response.
- Prepare to share with the entire group.
- Have as many presented as possible keeping time in mind. Allow 5 minutes for debrief.

Parent/Caregiver Scenarios

Example Scenario: You've told your teen that dating isn't allowed until they're older. Now your teen has come to you, very excited, telling you they've been asked to go to a dance.

Scenario 1: You've noticed lately that your teen seems tired and moody and might even be falling behind in school. You're concerned that their recent constant texting could be contributing to the sleep, mood, and school challenges. Write a conversation starter using the TEACH tips.

Scenario 2: You're friends with your teen on Facebook and noticed a posting that said, "Check it out everyone, John told Amy at the mall that he doesn't like her anymore...duh, what took him so long to come to his senses!" You know your teen is good friends with both of the teens. Write a conversation starter using the TEACH tips.

Scenario 3: You go to the basketball game with your child and while you are there another teen comes to sit with you. It appears both teens are nervous and seem to like each other. After the game you want to talk to your child about how they are feeling. Write a conversation starter using the TEACH tips.

Scenario 4: Another parent has come up to you at the store and told you that their teen is dating yours, and asks if you are ok with them going to the movies alone. This is the first you have heard of the relationship and you want to talk with your teen about it. Write a conversation starter using the TEACH tips.

Scenario 5: While borrowing your child's phone, you see a text. It is a suggestive love note written to your child. The note says "You are so hot, I can't stop thinking about you. When can I see you?" Write a conversation starter using the TEACH tips.

Discussion Questions

- How was this exercise helpful?
- What was most challenging about using these tips in the scenarios?
- Do you see yourself using these tips with your teens?

Activity Conclusion

- Acknowledge that role playing may be awkward, but it's a nice reminder of the number of awkward feelings our teens face often at this stage in their development.

G. Parent Portion Wrap-up (10 minutes)

Activity Set-up

- Parents/caregivers can remain in small groups for wrap-up
- Distribute copies of the Communication Vision, 3-2-1 Connect, blank index cards, and parent/caregiver evaluation forms to each participant
- Offer extra copies to parents/caregivers who would like to share the Vision sheet with another caring adult in their teen's life

Activity Introduction

Explain to the parents/caregivers that in a few minutes they will rejoin their teens that have been practicing parallel activities during this time, do a wrap-up exercise, complete evaluations, and enjoy dessert together. Explain that they can complete the Communication Vision over dessert or take it home, and that it is a tool to help create space in their lives to develop conversations with their teens about healthy and unhealthy relationships.

Activity

- Congratulate parents/caregivers for "walking a mile" in their teen's shoes!
- Ask parents/caregivers to briefly reflect, and write one thing they learned or were reminded of in the workshop that they will put into action with their teen.

- Use an “I statement”
- Direct participants to bring this index card with them for the 3-2-1 Connect activity with their teens.
- Invite discussion and direct parents/caregivers to other resources for further questions or concerns.
- Resources should include:
 - ✓ School Counselor
 - ✓ School Title IX coordinator
 - ✓ Local Domestic Violence/Sexual Assault Program
 - ✓ National Teen Dating Abuse Helpline. Call toll free at 1-866-331-9474 or TTY 1-866-331-8453 or online at www.loveisrespect.org.
 - ✓ *What Parent Need to Know about Teens: Facts Myths and Strategies.* Publication by David A. Wolfe, Centre for Addiction and Mental Health. www.camh.net contact: publications@camh.net
 - ✓ *The Amazing Adolescent Brain: What Parents Need to Know.* Publication by Linda Burgess Chamberlain
 - ✓ A Parent’s Guide to the Teen Brain (website). Partnership for a Drug Free America in partnership with Treatment Research Institute and WGBH Educational Foundation. www.drugfree.org/TeenBrain/index.html
 - ✓ *A Parent’s Handbook*, Start Strong Idaho, 2010 (www.startstrongidaho.com)
 - ✓ Meta – Emotion: How Families Communicate Emotionally. J.M. Gottman; L.F. Katz, C. Hooven. Psychology Press, 2008
 - ✓ Raising and Emotionally Intelligent Child: The Heart of Parenting. J. Gottman. Simon and Schuster, 1997.
 - ✓ <http://www.loveisrespect.org/wp-content/uploads/2008/07/tru-tween-teen-study-feb-081.pdf>
 - ✓ lovewhatsreal.com
 - ✓ Parent-Teen Connection Facebook page

Activity Conclusion

- Thank parents/caregivers for caring enough to spend their limited time learning strategies to help protect their teens from unhealthy relationships, relationship abuse and the risky behaviors that are associated with unhealthy/abusive relationships.
- Encourage parents/caregivers to build an on-going dialogue with their teens about relationships.
- Leave parents/caregivers with a contact for more information.
- Instruct parents/caregivers where to meet up with their teens.
- Encourage them to move efficiently to the parent/caregiver-teen wrap-up and find their teen to sit with.

Start Relating Before They Start Dating
Parent/Caregiver and Teen Combined Wrap-up
30 minutes

B. 3-2-1 Connect (25 minutes)

Activity Set-up

- Bring the teens and parents/caregivers back together in the original space
- Provide printed 3-2-1 Connect sheets (if they weren't distributed to parents prior to rejoining)
- Parent/Caregiver and Teen Evaluations should be ready to distribute (if they haven't been distributed prior to rejoining)
- Dessert should be ready for serving

Activity Introduction

- Explain to participants that the next 25 minutes will allow them to take what they learned and apply it to their life at home.
- Explain that participants should find the parent(s)/caregiver(s)/teen(s) they attended with, get dessert, and take a seat together.
- Tell participants to spread out as much as possible to allow for privacy.
- Each of you has a card that you wrote one thing you will put into action after this workshop.
- 3-2-1 Connect is about helping you follow through on what you wrote on your cards.

Activity

- First, together, each write THREE THINGS YOU LOVE ABOUT THE OTHER, or three things you appreciate about the other. Write these down.
- Second, write the TWO THINGS YOU WILL DO (from your index cards).
- Third, Agree on ONE THING YOU WILL DO TOGETHER TO HELP YOU EACH ACHIEVE THOSE TWO GOALS.
- Fourth, copy down the thing you each are going to work on.
- Take this sheet home and post it.

Activity Conclusion (5 minutes)

- Facilitator can now congratulate participants for completing the workshop and instruct parents/caregivers and teens to complete their evaluations.
- Encourage parents and teens to either complete the Communication Vision here or decide when they will work on it at a later time.
- Offer follow-up contacts.
- Be available for questions and comments.
- Thank them again for coming.
- Collect evaluations.

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Developed by
Start Strong Idaho

Substantially adapted from a curriculum developed by Start Strong Boston,
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This workshop also includes exercises developed by Start Strong Austin,
a project of SafePlace.

Start Strong Idaho: Building Healthy Teen Relationships

Start Relating before They Start Dating A Workshop for Parents and Caregivers, and their Teens

Appendix

Item #

- 1. Reporting Form**
- 2. Snowball Question (Teens)**
- 3. Definition Sign: Healthy Relationship (Teens and Adults)**
- 4. Definition Sign: Unhealthy or Abusive Relationship (Teens and Adults)**
- 5. Definition Sign: Abuse (Teens and Adults)**
- 6. Adult Tips**
- 7. Teen Tips**
- 8. Role Play Scenarios Adult**
- 9. Role Play Scenarios Teen**
- 10. Communication Vision**
- 11. Parent Evaluation Form**
- 12. Teen Evaluation Form**
- 13. Relationship Scenario Cards (Teens and Adults)**
- 14. 3-2-1 Connect**

Start Strong Idaho

BUILDING HEALTHY TEEN RELATIONSHIPS

Community Education Reporting Form

Please fax form after each event to 208-331-0687

Presenter: _____ Agency: _____

Address: _____ Phone: _____

Email: _____

1. Total number of education events provided _____

2. For each presentation list the date and address of location (list middle school or junior high, youth group, parent or adult group, etc.):

Date	Name of Organization	Address	City:
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

3. Number of youth or adults educated

Number

- ____ 11 to-14-year old (middle school or junior high)
- ____ 15 to-19-year old (high school)
- ____ Community advocacy groups
- ____ Parents or guardians
- ____ Adults working with 11 to-14-year-olds (Specify type) _____

4. Curriculum Presented

- ____ Healthy Relationships
- ____ Digital Technology and Relationships
- ____ Healthy Relationships Protect Teens – Adults
- ____ Digital Technology and Relationships – Adults
- ____ Parent/Caregiver – Teen Workshop

5. Check materials handed out

- ____ Healthy Relationship bookmark
- ____ Responsible use of cell phone bookmark
- ____ Start Strong Parent handbook
- ____ Stickers, buttons
- ____ TEACH Tips
- ____ TALKN Tips
- ____ Other _____

6. Trainers' comments on curriculum - what worked, what would you want to have changed? Email any additional comments to melissa@engagingvoices.org - thanks!

Snowball Question

Do Not Write Your Name on This Paper.

Think about the toughest issue(s) you have ever talked to your parent or caregiver about or WANTED to talk to them about. What made it hard for you to talk about this with them? **Check all that apply:**

- Nothing, we have great communication
- I was worried how they would react
- Parent/caregiver didn't take time or didn't have time to listen
- I was scared they would judge me
- I was trying to avoid a lecture
- I just didn't know how to bring it up – awkward!
- Other, please explain _____

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- Other, please explain _____

Healthy Relationship:

A relationship in which both people feel equal. Healthy relationships are based on respect, honesty and trust, communication, individuality, safety, support and acceptance.

Unhealthy Relationship:

A relationship in which one or both people feel unequal, unsafe, or unsupported.” An unhealthy relationship may also be abusive.

Abusive Behavior:

Can include intentional use of physical, sexual, verbal, or emotional abuse against a peer, including bullying, harassment, sexual harassment, dating abuse, sexual abuse, or digital abuse.

Take a minute to relax with your teen
Empathize how complicated relationships can be
Acknowledge their feelings and needs
Connect by actively listening before sharing your own thoughts
Help them problem solve when they're ready

For more information go to www.startstrongidaho.com

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Talk every day.

Ask them to hear you out,
and try not to judge you.

Listening goes both ways.

Keep the "I statement" in mind.

Need a break? Take one!

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Parent/Caregiver Scenarios

Example Scenario: You've told your teen that dating isn't allowed until they're older. Now your teen has come to you, very excited, telling you they've been asked to go to a dance. Write a conversation starter using the TEACH tips.

Scenario 1: You've noticed lately that your teen seems tired and moody and might even be falling behind in school. You're concerned that their recent constant texting could be contributing to the sleep, mood, and school challenges. Write a conversation starter using the TEACH tips.

Scenario 2: You're friends with your teen on Facebook and noticed a posting that said, "Check it out everyone, John told Amy at the mall that he doesn't like her anymore...duh, what took him so long to come to his senses!" You know your teen is good friends with both of the teens. Write a conversation starter using the TEACH tips.

Scenario 3: You go to the basketball game with your child and while you are there another teen comes to sit with you. It appears both teens are nervous and seem to like each other, and you want to talk with your teen about it. Write a conversation starter using the TEACH tips.

Scenario 4: Another parent has come up to you at the store and told you that their teen is dating yours, and asks if you are ok with them going to the movies alone. This is the first you have heard of the relationship. Write a conversation starter using the TEACH tips.

Scenario 5: While borrowing your child's phone, you see a text. It is a suggestive love note written to your child. The note says "You are so hot, I can't stop thinking about you. When can I see you?" Write a conversation starter using the TEACH tips.

Teen Scenarios

Model Scenario: You've just been asked to go to a dance with someone you like at school! Your parents/caregivers won't allow you to date until you're older, but you really want to go. Use your TALKN tips and write a conversation starter to use with your caregiver.

Scenario 1: A friend recently posted this on Facebook: "Check it out everyone, John told Amy at the mall that he doesn't like her anymore...duh, what took him so long to come to his senses!" You're also friends with both John and Amy. Use your TALKN tips and write a conversation starter to use with your caregiver.

Scenario 2: Lately you've been getting so many texts from your friend/boyfriend/girlfriend that you're having trouble getting homework done, hanging out with other friends or family, and even sleeping! When you don't respond they get mad. You really want advice but don't want to be punished by having phone restrictions. Use your TALKN tips and write a conversation starter to use with your caregiver.

Scenario 3: You are sitting with your parent/caregiver at the basketball game when a classmate comes to sit with you. You feel nervous and excited because you totally kind of like each other. Use your TALKN tips and write a conversation starter to use with your caregiver.

Scenario 4: Your parent/caregiver checked your phone and found a personal text that you got that said says "You are so hot, I can't stop thinking about you. When can I see you?" Your parent/caregiver is pretty upset by this and wants to know what is going on. Use your TALKN tips and write a conversation starter to use with your caregiver.

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Our Communication Vision

We care about continuing to improve our communication with each other. Some things we will each focus on are:

Parent/Caregiver: I will make my best effort to: (check all that apply)

- schedule at least _____ dinner(s) with my teen each week, so that we can talk
- keep my cell phone silent and away from the dinner table and use that time to talk
- watch a show that my teen chooses each week. Have fun talking about the relationships and values depicted.
- model healthy relationships in my everyday life
- be open and honest with my teen
- acknowledge and validate my teen's feelings - not try to change or fix them
- find positive things to discuss, not just concerns or problems
- not judge or label my teen or their friends
- support my teen in finding healthy solutions and offer guidance – not lectures - as needed
- other _____

Teen: I will make my best effort to: (check all that apply)

- be open and honest with my parent/caregiver
- look for positive things and healthy relationships to talk about
- talk to about concerns or questions I have about relationships – mine or my friends'
- explore healthy solutions to problems with my parent/caregiver
- keep my cell phone silent and away from the dinner table and use that time to talk
- other _____

Quality time is important too! Here's a list of some things we could enjoy together:

- make/build a project go bowling have a picnic cook/bake together movies
- explore new places games hike/bike/walk volunteer draw/color/paint
- create a photo album eat ice cream create family tradition make family dreamsheets
- other(s) _____

Signed _____

Signed _____

Parent/Caregiver and Teen Workshop – Parent Evaluation

1. I am the: Mother Father OtherCaregiver _____

2. My teen(s) is in _____ grade(s)

3. After having attended the Start Strong Idaho: Building Healthy Teen Relationships workshop, I found the following activities:

Activity	Helpful	Not Helpful
Middle School Memories		
What We Know: Calculating the Number of Victims of Dating Abuse		
The Relationship Spectrum		
Reviewing the Snowball Results		
TEACH Teens Through Talking		
3-2-1 Connect		
Communication Vision		

4. Please indicate the following:

Discussing Healthy Relationships	Never	Sometimes as a situation would occur	Often
Prior to this event, I had discussed healthy relationships with my teen(s)			
After this event, I plan to discuss healthy relationships with my teen(s)			

5. Please indicate the following:

	Yes	No
As a result of attending this workshop, I feel more competent talking with my teen about healthy relationships		
Presenters were beneficial in helping me further understand the concepts in this workshop		
I would attend another event on this topic		
I would recommend this event to other parents and caregivers		

6. I would appreciate other events on the following topic(s): (please fill in the blank)

7. Would you like to tell us anything else?

Parent/Caregiver and Teen Workshop – Student Evaluation

1. I am: Male Female Age: _____

2. The adult here with me tonight is my: Mother Father Other Caregiver: _____

3. Current Grade: 6th 7th 8th 9th 10th 11th 12th

8. After having attended the Start Strong Idaho: Building Healthy Teen Relationships workshop, I found the following activities:

Activity	Helpful	Not Helpful
All My Friends Who...		
Snowball Activity		
Healthy/Unhealthy Relationship Behaviors		
Reviewing the Snowball results		
Tips on how to talk to parents, caregivers, or other adults I trust		
3-2-1 Connect		
Communication Vision		

9. Please indicate the following:

Discussing Healthy Relationships	Never	Sometimes as a situation would occur	Often
Prior to this event, I had discussed healthy relationships with my parent/caregiver(s)			
After this event, I plan to discuss healthy relationships with my parent/caregiver(s)			

10. Please indicate the following:

	Yes	No
I learned something new about healthy and/or unhealthy relationships in this workshop.		
As a result of attending this workshop, I feel more comfortable talking with my parent/caregiver about healthy relationships		
Presenters helped me understand the concepts in this workshop		
I would attend another event on this topic		
I would recommend this event to other students		

11. It would be cool if there were other events on the following topic(s): (please fill in the blank)

12. Would you like to tell us anything else?

Gives you a hard time
about spending time with
our friends or family

Tells you that you are
too sensitive

Only wants you to wear
things that they like

Hurts your feelings when
you are down

Criticizes you, calls you
names, and yells at you

Gives you the silent
treatment

Withholds approval,
appreciation, or affection
when you disagree

Gets mad and won't stop
talking until the issue is
settled

Makes fun of you, and
then tells you it is a joke

Interrupts you and
doesn't listen to your
point of view

Jealous when you
talk to others

You express your
opinions less freely

Values your opinions

Being responsible
for self (actions)

Can disagree without
being put down

Accepting each other's
right to say “no” and the
right to change their mind

Supports your dreams

Participates in activities
that you like, even if they
don't particularly like it

Being able to apologize

Gets insecure when you
don't text back right away

Both partners take space
for own friends and
interests

Encourages you to
try new things

Only posts stuff about
you/your relationship with
your permission

Would never pressure you
to post inappropriate pics

Argues with you publicly
on Facebook



3-2-1 Connect!

things i love about my teen:

3

things we will do (parent/caregiver write 1 here):

2

1

thing we will do together to help us achieve these

2

things we will do (teen write 1 here):

3

things i love about my parent/caregiver:

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www.facebook.com/parentteenconnection



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