

Teacher's/Leader's Guide for **On dating**

These activities reinforce the material in *On dating*. Many are experiential, helping students work together to better understand issues related to relationships and to improve skills needed for success in school and life. You can also use these activities to help students meet core curriculum standards (health, life skills, social studies, civics, etc.)—listed in parentheses after each activity. In addition, these activities can help address other standards, such as the National Health Education Standards.

Visit our Web site at www.teachersguides.com (password: DateRight) for more information about these standards—and for additional activities, information and links to other useful sites.

Helping abused teens

Be prepared with what to say and do for a teen who may ask for help dealing with an abusive relationship.

- Be aware of any reporting requirements within your organization and state.
- Identify the authorities and organizations in your area that may provide assistance, including local law enforcement. See other organizations listed on page 23 of *On dating*.
- Be aware that an abusive boy- or girlfriend could become more dangerous if he or she is threatened with a breakup. Encourage the student and his or her parent or guardian to take appropriate safety measures within the school, home and street settings.

Page 6—Managing stress

Discuss with students the ways people act toward others when “stressed out.” Present the idea that good stress management can help reduce stress-related conflict within their relationships. Teach students about different stress management techniques, including:

- deep breathing and muscle relaxation exercises
- physical activity, in general
- time management strategies.

(*health, life skills*)

Follow all school/organization policies and regulations (for example, those that apply to parental notification and consent) when implementing or adapting any of these activities. ©2000 Channing L. Bete Co., Inc. All rights reserved.

The publisher has taken care in the preparation of this guide, but the information it contains does not necessarily describe particular situations you or your students may encounter. You should ask a qualified expert or professional for advice about those particular situations.

Page 6—Anger and jealousy triggers

Have the class brainstorm common situations that can lead to anger and jealousy within relationships. Make a list. Those situations could include:

- seeing your boy- or girlfriend talking to another guy or girl (such as someone he or she used to date)
- disagreeing over plans.

Then, have students break into pairs and role-play encountering these triggers—and responding to them calmly. (*arts, social studies, life skills*)

Pages 6, 14—Anger management

Invite a school counselor to talk to your class about anger management. Ask him or her to discuss healthy and unhealthy uses of anger. Suggest that he or she help students identify the names of other emotions they can use to describe their feelings when they are in a conflict. Encourage students to ask questions. (*life skills, health*)

Page 7—Gender roles

Have students research and report on the roles that men and women are expected to play in relationships and other areas of life. Discuss where expectations come from:

- culture
- religion
- their peer group
- the media (music, film, TV, video games, magazines, comic books).

(*social studies, language arts, technology/media*)

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Pages 10-11—Acting it out

Use role-playing to help students practice assertiveness and conflict resolution.

1. Have the class brainstorm common situations students are facing—for example, disagreeing with a boy- or girlfriend over what to do on a date. Use these situations to create a scene for a role-playing exercise.
2. Explain what the role-play will help students do: practice assertiveness and conflict resolution. Also explain how it will work: The students will each play a character in the conflict scenario, with one student taking the lead in using conflict resolution and assertiveness skills to help resolve it.
3. Demonstrate (model) the role-play yourself.
4. Allow students to do the exercise.

You and the other students should watch and offer constructive feedback. (*life skills, arts*)

Pages 12-13—Spread information

Have students demonstrate their understanding of healthy and unhealthy relationships by creating informative posters.

Encourage students to be creative. Get permission and/or approval to have the posters displayed in a local school, community center or around the community. (*health, science, arts*)

Pages 16-17—Understanding consent

Use this exercise to reinforce the importance of being aware of body language and of obtaining clear consent—both for avoiding rape and the accusation of rape.

Have a student aid you in demonstrating 3 ways of attempting to obtain consent for something. Give the student a book (or other item). Make sure the student understands what his or her response should be to each of your attempts to borrow it.

1. Nicely say, “I would love to read that book. Would you please lend it to me?” The student should consent graciously.

2. Without words, try to convey that you'd like to borrow the book. The student should use body language to indicate consent (handing over the book, smiling, appearing relaxed, etc.).
3. Try to yank the book from the student's hands without requesting permission verbally or nonverbally. The student should attempt to indicate *nonconsent* verbally and nonverbally.

Ask the students which was the clearest way to get consent. Generalize that the best way to get clear consent is to ask clearly.

Talk about the body language used within the exercise and in other situations. Is some body language “open to interpretation,” such as flirting? Does it mean something different to men and women? (*social studies, life skills*)

Pages 18-20—Exploring the law

Invite a local law enforcement officer to be a guest speaker. Ask him or her to talk about:

- laws on assault and sexual assault and associated punishments for minors and adults
- what someone can expect if he or she goes to the law agency to report sexual assault or other physical abuse, and what legal protections are available to him or her
- tips for preventing assault or abuse.

You may also want to have students research and report on these and related topics. (*life skills, civics, language arts*)

Pages 20, 23—Accessing support services

Invite in any or all of these guest speakers:

- a representative from a shelter for abused women (or men)—ask him or her to talk about what his or her organization can do for people (including teens) in abusive situations
- a counselor that helps abusive men or women—ask him or her to talk about what steps abusive people can take to change their behaviors
- a family therapist—ask him or her to talk about building healthy relationships, avoiding common problems and what can be done if problems do occur.

Consider also inviting in men or women who have successfully handled abuse, either by ending the relationship or getting help to change their own abusive behaviors. (*health, life skills*)