



**WISE's Train the Trainer  
7-Hour Healthy Relationships and  
Sexual Violence Prevention Workshop**

## Table of Contents

1. Identifying Emotions with Healthy Relationships .....	2
2. What is a Healthy Relationship? .....	6
3. What is Not a Healthy Relationship? .....	11
4. Healthy Relationship with Self and Others .....	15
5. Sexual Assault Overview .....	19
6. Sexual Violence & Abuser Tactics .....	24
7. You have the Power .....	28

# 1. Identifying Emotions with Healthy Relationships

## 3 Objectives:

- Understand and tie emotions to various situations.
- Understand what emotions they should be feeling when in a healthy & positive relationship.
- Understand and accept there will be negative emotions felt even in a healthy & positive relationship, but understand the fine balance of negative and positive emotions and where each should fall in how often it should be felt in a relationship.
- ⌚ The first day is important as the trainer should build the trust with the students, develop their values to stand by and introduce students to the emotion feelings cycle and how to deal with them.

## A. Introduction:

(5 mins)

- **(Slide 2) Introduce yourself:** Give some background about yourself and your experience in a simplified language with respect of the diverse background in the room.
  - **(Slide 3)** Share some things you love
- **(Slide 4) Values to stand by:** Set some values everyone in the space will stand by.
- ★ Say: Here are some values we will stand by for the time we be will together in this space.
  - Respect each other's point of view even if it is different from yours.
  - Let's listen to one another when they are sharing.
  - Let's build each other up.
  - We are all in this together.
  - Let's learn something new.
  - This is a safe & open space. What is said here stays here.
- ★ Say: Are there any others? *(Wait 5-10 seconds for a response)* If not we can always add more later on.
- **(Slide 5) Meditation: Introduce Meditation app.**
  - ★ Say: We will be doing a short 2-3 minutes meditation starting our next workshop.
  - ⌚ Use the meditation from the Stop Breathe Think app or you can find it on YouTube as well
    - [Click this link to download the meditation app](#) or play music from Youtube.

## B. (Slide 6) Ice Breaker Activity:

(5-10 mins)

- ★ Say: Let's introduce ourselves. Tell us your name & pronouns. Who is your favorite person and why?
- ⌚ *Note to facilitator:* For smaller groups, have each person take a turn; for big groups, create breakout rooms or have people share in the chat.

## C. (Slide 7) Content I: Children experience a wide range of feelings

(5 mins)

- Teens and students experience a wide range of feelings. However, many times they do not understand their emotions or how to properly express them. When they do not know how to express how they are feeling, often they will act out and make poor choices.
- You can help them improve their emotion regulation skills by explaining the different feelings to them and by teaching them positive ways to let others know how they are feeling. These feelings task cards are meant to assist you in doing just that. These cards are perfect for individual and group sessions.
- ★ Say: We are emotional beings and that's okay! We cry, we get angry, we are happy. It's healthy to have different emotions.
- ★ Say: It can be hard to express some emotions and super hard to express other emotions! For some of us, it's super easy to express happiness but hard to express our anger. For some of us, it's super hard to show someone we care about them but can be easy for us to show anger. It really just depends on the person.
- ★ Say: We have to be aware of the kinds of emotional experiences we have so we can healthily express how we are really feeling.
- ★ Say: Here is a helpful statement we can use when we are feeling an uncomfortable emotion. Because you/I \_\_\_\_\_, I feel \_\_\_\_\_ and I \_\_\_\_\_
  - Talk through with participants that this statement is a good way to express an uncomfortable emotion you may feel.
  - Give an example "if a friend spread a rumor about you."
  - You can say "Because you spread rumors behind my back, I feel really betrayed, and I don't want to talk to you right now."

**D. (Slide 8) Activity I: Feeling Cards**

**(10 mins)**

- Introduce feeling cards, and explain how these are some emotions you may experience throughout your day, or facing different situations.
- ★ Say: We are going to be looking at different emotions we may experience through the day, or facing different situations.

# Feelings Cards



- ★ **(Slide 9): Say:** In your friendships, family, teacher-student, boyfriend relationships, these may be some different types feelings you may experience throughout the day. Let's explore feelings that you may feel and associate it with a real-life situation.
- ★ **(Slide 10): Say:** We are going to look at three different situations and I'm going to ask you what kinds of emotions would someone feel if they were in this situation.
  - **(Slide 10) Situation 1:** Your friend and you planned to go to the movies this weekend, but an hour before you were both supposed to meet up, she texts you and says she can't go anymore.
    - **Say:** What emotions would you feel?
    - Use the statement earlier and ask the participants how they would respond to their friend
- **(Slide 11) Situation 2:** You woke up late this morning, and you ran all the way to the bus. When you got to school, you friend tells you you're wearing two different shoes.
  - ★ **Say:** What emotions would you feel?
- **(Slide 12) Situation 3:** Your teacher rewarded you with extra-credit for being the first person to turn in their paper.
  - ★ **Say:** What emotions would you feel?

**E. (Slide 13) Video: Emotion Video (15 mins)**

- ★ Say: Let's watch a video around emotions and how important it is to express how we feel and understand our emotions when we encounter different situations.
- **(Slide 14)** [Video: Click this link to watch the video "What causes anxiety and depression."](#)
- **(Slide 15)** Discuss the about the video with these questions:
  - ★ Say: What does the video tell us about emotions especially sad ones?
  - ★ Say: What did you take away from the video?

**F. (Slide 16) Content II: In Healthy & positive relationships (5 min)**

- ★ Say: Sometimes you will have bad feelings too, but it should never be the main feeling you experience throughout the relationship.
- ★ Say: The people you care about and your emotions may go up and down.
  - Stressful times.
  - Body hormone changes.
  - Someone passes away.
- ★ Say: If emotions are hard to process . . .
  - Seek help from clinic/therapy helps.
  - Talk to a friend or trusted adult.

**G. (Slide 17) Fun-work (3 mins)**

- ★ Say: For our final workshop we will be doing an activity around you finding 5 photos of yourself in your life span. Please make sure you have one current photo of yourself. You don't need to start searching right now for your photos but just start thinking about 5 photos that tells of a positive/negative experience that greatly impacted your life, a good memory or anything you really want to share and write about.
- ★ Say: This is the end of our first session. I'll see you at the next one!

## 2. What is a Healthy Relationship?

### 3 Objectives:

- Identify good qualities/traits and elements that fosters healthy relationships.
- Learn to reflect what qualities the individuals like in a friend and what the individual also has that can also make them a good person for the relationship.
- Give students real-life scenarios to practice healthy responses to situations.

### A. (Slide 2) Values to Stand by (1 min)

- ★ Say: Here are the values we will stand by for our workshops. Let's all take turns saying each one. If anyone would like to unmute and say one.

ⓘ *Note to facilitator*: Always start workshop with the values to keep in mind during these workshops. Feel free to use the one provided or make up your own with the participants

- Respect each other's point of view even if it is different from yours.
- Let's listen to one another when they are sharing.
- Let's build each other up.
- We are all in this together.
- Let's learn something new.
- This is a safe & open space. What is said here stays here.

### B. (Slide 3) Icebreaker Activity: (2 mins)

- Let's do a theater exercise that helps get participants loose and relaxed.

★ Say: Let's shake away our stress! Here is how we do it.

- We will Shake the left hand 4 times, right hands 4 times, left feet 4 times, right feet 4 times.
- Then shake each 3 times, then each 2 times, then each 1 time.
- Make sure to count out loud.
- Do this all one after another without stopping.

★ Say: Please put on your video for this activity and let's do this together!

### C. (Slide 4) Meditation: (3 mins)

- Let's sit in a nice comfy place, get comfortable and let's do a 2-3 minute meditation

ⓘ *Note to facilitator*: Meditation from Stop Breathe Think app or can find it on YouTube as well. [Click this link to download the meditation app](#) or play music from Youtube.

### D. (Slide 5) Group Activity: (8 mins)

- If you have a small group, just talk as a one group. If there are more than 6, split up into groups of 2-3 and have them talk for 3 mins. Then share with big group for 5 mins.
- ★ Say: Our first activity we will do is to talk about when you hear healthy relationships. . .
  - Who do you think of?
  - What do you think that means?
  - Who do we have healthy relationships with?

**E. (Slide 6) Content I: What are the elements of any healthy relationship? (10 mins)**

- ★ Say: Let's look at some elements of any healthy relationship. Healthy relationships brings out the best in you and make you feel good about yourself. A healthy relationship does not mean a "perfect" relationship, and no one is healthy 100% of the time, but the signs we will be talking about are things we should strive for in all of our relationships.
- [Click here to view the 10 signs of healthy relationships on the OneLove website \(optional\).](#)
- ★ **(Slide 7)** Say: The first sign of a healthy relationship is comfortable pace. The relationship moves at a speed that feels enjoyable for each person. Each person is checking in on how they are feeling in the relationship and that everything they are doing in the relationship is fun and comfortable. Communication is always used to ensure each person is on the same page.
- ★ **(Slide 8)** Say: The second one is honesty. You can be truthful and candid without fearing how the other person will respond. You feel like you can be your true self and you don't have to hide any part of you. You feel like you can express how you feel good or bad to this person and they will take it in and consider how you feel.
- ★ **(Slide 9)** Say: The next one is respect. This sign means that each person sees the value in each other. They value each other's thoughts, feelings, and accepts them for who they are and treats them with respect. For example if your friend wanted to ditch class and you didn't, if it's a healthy relationship, they should respect your decision and not pressure you to do something you don't want to.
- ★ **(Slide 10)** Say: the next one is kindness. This means that in the relationship you caring and empathetic to one another, and provide comfort and support. Just think of one person you feel that is super kind. Isn't that a nice feeling. To know that someone is nice to you. It makes you feel at peace and at calm knowing someone is comforting to be around.
- ★ **(Slide 11)** Say: the next one is healthy conflict. Of course there will be conflicts in any relationship but, a healthy one can openly and respectfully talk about problems and issues they have with one another without making one another feel bad or judging them.

- ★ **(Slide 12) Say:** Let me know if you have any questions so far about the first 5. The 6<sup>th</sup> one is trust. This means that you have confidence that this person will have your back, be there when you need them, and someone who is dependable, and will be the same person even when you aren't around. This also means you also mirror this back to the person.
- ★ **(Slide 13) Say:** The next one is independence. You both are your own person. You have your own friends, you have your own interests, but of course there are many activities you do together, and many people you hang out with together, but you have a clear understanding of who you are even when you are in a relationship with this person. You can balance alone time and together time.
- ★ **(Slide 14) Say:** This next one is equality. The relationship feels balanced. Both people give and take in the relationship and it feels like each person is putting in the similar effort to make the relationship happy and enjoyable. Each person feels important and valued.
- ★ **(Slide 15) Say:** Taking responsibility means after you've said or done something that was hurtful, you can put down your pride and truly apologize and take ownership of the harm done. There are times that people will disagree and say things they don't mean, so this is a important factor to having a healthy relationship. Taking responsibility means you feel bad for what you did and you will make different decisions for the next time.
- ★ **(Slide 16) Say:** The last one is fun! This is the most important! I know that relationships can't be fun 100% of the time, but if you are enjoying time together and you both bring out the best in each other, that's what is important. You both can let loose sometimes and just do something silly and laugh together. Creating memorable moments is the best.

**F. (Slide 17) Reflect on your own relationships (7 mins)**

- After going through the 10 signs, discuss which are each participants' top 3.
- ★ **Say:** Now we have talked about 10 signs of a healthy relationship. Share with us (or their partner or group) which ones are your top 3 and why?
  - If a small group, do it as a big group and have a few people share or all if time permits.
  - If big group have them split into partners and take 2 minutes to discuss then have a few people share with big group.

**G. (Slide 18) Activity I: Which healthy sign? (10 mins)**

- ★ **Say:** We are going to look at 3 scenarios. We are going to see what healthy relationship sign each character should use to react or respond with in their relationship. Let's go through it.
- **(Slide 19) Scenario 1:**

- *Shiney goes over to her new friend Ehya's house. They just met last week during the first week of school. Shiney asks Ehya if she likes anyone. Ehya doesn't feel comfortable to tell Shiney yet?*
- How should Shiney respond to this?
- **(Slide 20) Scenario 2:**
  - *Layla is 14. She is close to her little sister Meena who is 12, but as she is going to high school, she is joining more things and have more friends. As a kid, Layla would spend a lot of time with Meena, go shopping, play barbies and the ps4 together, go walking, even go to the bathroom together at night when one of them was afraid. Layla feels a little trapped because Meena still wants to spend a lot of time with her.*
  - What should Layla do?
  - How should Meena respond?
- **(Slide 21) Scenario 3**
  - *Chue and Malia are boyfriend and girlfriend in high school. One night as they are Facebook calling, Chue gets frustrated and yells at Malia because she was trying to talk with him while he was working on his big English paper.*
  - What should Chue do after this?
  - How should Malia Respond to Chue?

#### H. (Slide 22) Content II: Oh Relationships...

(5 mins)

- ★ Say: Positive relationships are important for good health. It feels good to know you have people that loves you, supports you, and whom you can do fun things with!
- ★ Say: A hard thing about relationships is that you do not have control of what the other person or people do. So it's important that you are aware of how you feel and focus on expressing how you feel if someone you care about makes you feel sad, uncomfortable, etc. Again, you can't control what they do sometimes, but you can always control how you react to it.
- ★ Say: Relationships affect how you feel about yourself and how you cope with things, so be aware that your relationships do have the healthy signs we talked about. If you don't have a lot of these healthy signs, you can brainstorm ways you can bring these healthy signs into your relationship.
- ★ Say: It is important to think about the things that you can do to protect or care for yourself. Always ensure you are taking care of yourself and doing things that makes you feel relaxed, calm, and happy.

#### I. (Slide 23) Ending Activity:

(15 mins)

- ★ Say: Let's end our session today by doing a friendship activity! I will paste the google link and please make a copy of it, and create an advertisement of a friend that you would like to have.
- ★ Say: What qualities would you like this new friend to have? (focus on inner qualities)

- ★ Say: What activities would you like to do with them?
- ★ Say: What can you offer to this friend?
  
- **(Slide 24) My Friends Wanted Ad**
  - ★ Say: Here is my friendship advertisement.
  - ★ Say: We can share some of the posters in the next workshop.
  
- [Click here to go to the Friends Wanted google document.](#)
- ★ Say: This is the end of our session. I will see you in the next one!

### 3. What is Not a Healthy Relationship?

#### 3 Objectives:

- Understand and Identify toxic behaviors and emotions that tie to an unhealthy relationship.
- Identify own emotions and learning to respect and honor it during stressful/negative situations.
- Learn about the different negative behaviors/actions.

#### A. (Slide 2) Values to stand by (1 min)

★ Say: Here are the values we will stand by for our workshops. Let's all take turns saying each one. If anyone would like to unmute and say one.

① *Note to facilitator*: Always start workshop with the values to keep in mind during these workshops. Feel free to use the one provided or make up your own with the participants.

- Respect each other's point of view even if it is different from yours.
- Let's listen to one another when they are sharing.
- Let's build each other up.
- We are all in this together.
- Let's learn something new.
- This is a safe & open space. What is said here stays here.

#### B. (Slide 3) Icebreaker Activity: (5 mins)

★ Say: We'll choose an emotion and a statement and we will have to say it out loud.

① *Note*: There is a spin wheel in the power point where you as the facilitator will spin it to pick an emotion for the participants.

- **(Slide 4)**: The statement is "Does anyone else love flowers as much as me?"
- Let's each take turns to say this phrase with which ever emotion is chosen.
- If it's a bigger group . . .
  - Online: Just have a few students volunteer to do it or ask all students to do it on mute.
  - In-person: Have partners and they can do it on their own.
- If it's a smaller group . . .
  - Online or in person, they can all have a turn.

#### C. (Slide 5) Meditation: (3 mins)

★ Say: Let's sit in a nice comfy place, get comfortable and let's do a 2-3-minute meditation.

① *Note to facilitator*: Use the meditation from the Stop Breathe Think app or you can find it on YouTube as well.

**D. (Slide 6) Group Activity:** **(5 mins)**

- Talk as a big group and ask these questions to get them thinking about unhealthy relationships.
- ★ Say: Let's think.
  - What are some things that shouldn't happen in a relationship?
    - What shouldn't happen at all
    - What shouldn't happen a lot
- 🕒 *Note to facilitator: Have participants share. They can unmute and share some of their thoughts.*

**E. (Slide 7) Content I:** **(10 mins)**

- ★ Say: Last session, we talked about healthy relationship signs, today we are going to look at unhealthy signs in a relationship. While everyone does unhealthy things sometimes, we can all learn to love better by recognizing unhealthy signs and shifting to healthy behaviors. If you are seeing unhealthy signs in your relationship, it's important to not ignore them and understand that they can escalate to some form of abuse or violence. If you think you are in a dangerous situation, trust your gut and get help.
- [Click here to view the 10 signs on the OneLove website.](#)
  - ★ **(Slide 8)** Say: the first one is intensity. This is when someone expresses very extreme feelings and over the top behavior that makes you feel overwhelmed, such as saying I love you very early on the relationship, or wanting to spend every minute with you or needing to know where you are constantly. It's like you have no time to breathe and be alone.
  - ★ **(Slide 9)** Say: the next one is manipulation. This is when they try to control your decisions, actions, or emotions by saying things or lying to influence you to do what they want. This could be as simple as they saying if you loved me you'll give me your password
  - ★ **(Slide 10)** Say: the third one is sabotage. This is when someone purposely ruins your image or reputation, by taking a photo or having something you don't want leaked out and threatening to show everyone if you do not do what they want or say.
  - ★ **(Slide 11)** Say: the next one is guilt. As we can see a lot of these signs are intertwined. So, guilt is when someone makes you feel responsible for their actions and makes you feel like it's your job to meet their every need and happiness. You start feeling guilty if you don't do what makes them happy. This can also link to manipulation.
  - ★ **(Slide 12)** Say: the next one is deflecting responsibility. This is one someone repeatedly makes excuses for their unhealthy behavior and turns around and blames something else or even blames you for what was said or done.
  - ★ **(Slide 13)** Say: if you have any questions during the first signs please let me know. So the next one is possessiveness. This is when someone is jealous to the point where they try to control who you spend time with and what you do. At first you think they

are feeling jealous, they must really like or care about me, but jealousy overboard is not healthy and can be a warning that leads to one of the unhealthy signs.

- ★ **(Slide 14)** Say: the next one is isolation. This is when someone keeps you away from your friends, family, and other people. They may say they just want more time with you and wants to focus on the relationship and that pulls you away from all your other friends and people you lean on and care about. When they can isolate you from everyone that means they can control you and you can be dependent on them.
- ★ **(Slide 15)** Say: the next one is belittling. This is when someone does and say things to bring you down or make you feel bad about yourself. They do this to break down your confidence. This is not healthy at all because as we talked in the healthy signs. Someone who is healthy will make you feel good about yourself.
- ★ **(Slide 16)** Say: the next one is volatility. This is when someone is unpredictable. You feel like you have to walk on egg shells with them because you never know what you say or do will set them off. You feel scared, cautious, and intimidated when you are around them and are unsure of how to act or be.
- ★ **(Slide 17)** Say: the last one is betrayal. This is when someone does something behind your back that hurts you immensely. They don't consider how you feel if they did this certain behavior but are more focused on how they feel and what they want whether it is for their personal gain or they are intentionally doing something to hurt you.

**F. (Slide 18) Content II: It's not okay to get your feelings hurt (5 mins)**

- ★ Say: No one has the right to make you feel these things. There is no reason someone has to talk badly about you or to do something that makes you feel uncomfortable.
- ★ Say: When someone is mean to you for no reason it means they are angry with themselves. It really has nothing to do with and you are not to blame for any of their actions.
- ★ Say: What are some feelings you may feel when these things happen?

**G. (Slide 19) Activity I: Bottom 3? (10 mins)**

- Have students break into pairs to discuss this for 3 minutes. Come back as a big group and have students share if they are comfortable.
- ★ Say: We are going to go into breakout rooms with a partner. Talk to your partner on which 3 signs you dislike the most and why. And if you feel comfortable, you can reflect on your relationships and share some that you experienced. If you don't feel comfortable, that is totally okay! Just skip this one.

**H. (Slide 20) Activity II: Let's look at situations (10 mins)**

- ★ Say: Let's go over 3 situations and see what unhealthy sign the character is showing and what healthy sign can they use to overcome this situation.
- Go over these situations as a group

- **(Slide 21)** *Mary gets into a new relationship with Rahim. They are in high school. They are dating for 5 months now, and she wants to get his FB password. She says if he is not talking to any girls then he shouldn't worry if she has it.*
    - What sign is she showing?
    - What is a healthy way for Rahim to approach this?
    - What if she doesn't listen?
  - **(Slide 22)** *Lani is best friends with Hser Lay Ler. Lani tells Hser Lay Ler that she really dislikes another friend Jamie, because he always makes her feel bad about herself. A week later, Lani finds out that he told Jamie. When she approaches him, he says it's not his fault that she told him.*
    - What sign(s) is Hser Lay Ler showing?
    - What should Lani do in this situation?
  - **(Slide 23)** *Mikayla is friends with Minty. She pressures Minty to lie to her parents that she will be at her house while she goes to a party. Minty doesn't want to and says no. Mikayla says if she doesn't do this for her, they are no longer friends.*
    - What sign(s) is Mikayla showing?
    - What should Minty do?
- ① *Note to facilitator:* Depending on time, you choose two situations, but if you are on time, you can do all of them

**I. (Slide 25) Ending Activity: Compliments (15 mins)**

- In this activity, students will have the opportunity to give and receive compliments.
  - ★ Say: if anyone of us is stressed out, the stress can be relieved when we pay someone compliments or doing something nice to others.
  - [Click here to go to the Positive Name sheet.](#)
  - **If you have a big group via:**
    - Online: Put participant in break out rooms and send link below provided and have them write positive messages to each other as all participants are simultaneously working on the same document (You label sections in the document as Group 1, 2 3, etc. so groups know where to place their photos).
    - In person: Each person can have their own sheet or card with their name. Split them into groups, max 5 to a group, and write on one another's paper positive comments.
  - **If you have a smaller group via:**
    - Online: Share one google sheet and just have everyone write under one another's photo and name.
    - In person: Each person can have their own sheet or card with their name. Sit in a group and pass around the paper and write on one another's paper positive comments.
- ★ **(Slide 26) Say:** Please continue to think about the 5 photos you would like to use for the last workshop. This is the end of our session. I will see you in the next one!

## 4. Healthy Relationship with Self and Others

### 3 Objectives:

- Identifying what kind of relationships, you can have with different people and distinguishing the different types of activities you can do with each person.
- Understanding the emotions, you should feel from each relationship and what you also can give back in order to maintain a healthy relationship.
- Find understanding that one needs to nurture the relationship with the self and practice self-care.

#### A. (Slide 2) Values to Stand by (1 min)

- ★ Say: Here are the values we will stand by for our workshops. Let's all take turns saying each one. If anyone would like to unmute and say one.
- ⓘ *Note to facilitator:* Always start workshop with the values to keep in mind during these workshops. Feel free to use the one provided or make up your own with the participants
  - Respect each other's point of view even if it is different from yours.
  - Let's listen to one another when they are sharing.
  - Let's build each other up.
  - We are all in this together.
  - Let's learn something new.
  - This is a safe & open space. What is said here stays here.

#### B. (Slide 3) Icebreaker Activity: (5-8 mins)

- Say how you are feeling and do a motion: give everyone 1 minute to write down and think.
- ★ Say: Say your name and the emotion that you are feeling. When you state how you are feeling, you will have to do a motion with that feeling. For example, if they say "I am tired," you can make the yawning motion as you say "tired." Then whole group will mimic the motion and say the emotion after the you say it. Who wants to go first?
- ⓘ *Note to Facilitator:* You can do break out rooms if you have a big group.

#### C. (Slide 4) Meditation: (3 mins)

- ★ Say: Let's sit in a nice comfy place, get comfortable and let's do a 2-3 minute meditation.
- ⓘ *Note to facilitator:* Use the meditation from the Stop Breathe Think app or you can find it on YouTube as well.

#### D. (Slide 5) Content I: Relationship Reminders (3 mins)

- ★ Say: "Close relationships take a lot of work if they are going to be successful. That goes for the kind of relationships that you can't avoid, like your family, as well friends, peers, team and workmates relationships.
- ★ Say: Relationships should be a two-way street – so if you are putting in all the effort and nothing is coming back, maybe you need to talk through the list above. But if things are

not working well you also need to think about whether you are putting in enough effort yourself."

- ★ Say: The most important thing is to take care of yourself, your feelings, and focus on the things you enjoy.

**E. (Slide 6) Activity I: Self Care**

**(10 mins)**

- Self-Care Activity

- ★ Say: You will write what kind of self-care activities you participate in and split it into 4 categories. You can write on a piece of paper, on your ipad, or phone.
- Have students share some of their self-care activities after they finish the activity.

30 Minute Self Care  
Fill in the boxes with activities you can do to cope for each section.

Rest/Relaxation      Expression

Health/Spirituality      Companionship

I need..

- Rest/relaxation
- Expression
- Health/spirituality
- Companionship

**F. (Slide 7) Activity II: Let's Spill**

**(10 mins)**

- This activity will help participants brainstorm ideas on what struggles they may face or are currently facing during these times. You can break them up into small groups of 2 or 3 if in a big group to talk for a few minutes and come back as a big group to talk.
- ★ Say: Let's talk about some struggles, problems high schoolers or middle schoolers are going through. What are some things people in high school and middle school may be going through? (List these issues somewhere)
- ① Note: As a facilitator, you can share you own personal story here to connect with the participants.

- ★ Say: Next, who could teens talk to or get help with this? (Keep this list somewhere)

**G. (Slide 8) Content II: You are supported (2 mins)**

- ★ Say: Know whatever you are going through . . .
  - You are not alone.
  - You have people who can help you.
  - You have people who will listen to you.
  - The first step is to be brave, understand how you feel, and express it to someone you trust.
  - You are important and valued.

**H. (Slide 9) Content III: Cyberbullying (5 mins)**

- ★ Say: Let's talk a little bit about cyber bullying.
- What is Cyberbullying?: Its advanced model of bullying by using the new technology. It can be extended to e-mail, instant messaging, any chat room, and websites or through digital messaging or images. It includes the new social networking application and websites.
- Cyberbullying tactics:
  - Cyberbullying includes social media like posting comments or rumors about someone online that are hurtful or embarrassing.
  - Threatening to hurt someone or telling him or her to hurt themselves.
  - Posting mean or hurtful picture or video about someone
  - Pretending to be someone else online in order to solicit or post personal or false information about someone else.

**I. (Slide 10): TedTalk Video with Lizzie Velasquez**

- ★ Say: We are going to watch a video. Here are some questions to think of while we are watching.
  - How does the person speaking view herself?
  - Who does she go to when she has problems or feels down?
  - How does her relationships help her view herself?

**J. (Slide 11) Video: Lizzie's Perseverance (8 mins)**

- Show this video to the participants to teach them about believing in yourself, combating cyberbullying, and relying on supportive and healthy relationships in order to get through tough struggles.
  - [Click here to hear Lizzie's TedTalk.](#)
- **(Slide 12) Video Questions:**
  - How does she view herself?
  - Who does she go to when she has problems?

- How does her relationships help her view herself?

**K. (Slide 13) Ending Activity:**

**(10 mins)**

- ★ Say: Let's figure out what are love language is! Let's quickly go through the 5 different love languages. *(Read the table in the power point. Feel free to read only a few boxes for each one. You don't need to read it all.)*
- ★ Say: This is going to be super fun because it's so important to know the way you want to be loved and becoming aware of how the people around you may want to be loved.
- ⌚ Note: Have participants take the quiz and if time permits, share it with the group.
- **(Slide 14)** [Click here to take Love Language Quiz and learn which one is yours.](#)
- ★ **(Slide 15)** Say: This is the end of our session. Keep looking for your 5 photos. See you at the next session!

## 5. Sexual Assault Overview

### 3 Objectives:

- Have a general understanding on what sexual assault violence is, looks like, and feels like.
- Tie emotions and symptoms to sexual assault/abuse.
- Understand consent and legalities of consent.

### A. (Slide 2) Values to Stand by

(1 min)

- ★ Say: Here are the values we will stand by for our workshops. Let's all take turns saying each one. If anyone would like to unmute and say one.
- ⓘ *Note to facilitator*: Always start workshop with the values to keep in mind during these workshops. Feel free to use the one provided or make up your own with the participants
  - Respect each other's point of view even if it is different from yours.
  - Let's listen to one another when they are sharing.
  - Let's build each other up.
  - We are all in this together.
  - Let's learn something new.
  - This is a safe & open space. What is said here stays here.

### B. (Slide 3) Icebreaker

(5-10 mins)

- ★ Say: Our ice breaker today is this. We are going to say our name and will say a good or bad feeling you are feeling but end it with a positive trait you have.
- ★ Say: So for example we say My name is \_\_\_\_\_ and I am feeling (Good feeling) & (Bad feeling) But I am still (Good Trait) – Beautiful, awesome, confident, smart, compassionate, kind – We all say (You are \_\_\_\_\_!)

### C. (Slide 4) Meditation:

(3 mins)

- ★ Say: Let's sit in a nice comfy place, get comfortable and let's do a 2-3 minute meditation
- ⓘ *Note to facilitator*: Use the meditation from the Stop Breathe Think app or you can find it on YouTube as well
- [Click this link to download the stopbreathethink app or play music from Youtube.](#)

### D. (Slide 5) Triggering Content Warning

(3 mins)

- It is important to have this message in the beginning as we dive into sexual assault/abuse content to let participants know they are in a safe place and they can take care of themselves.
- ★ Say: Just a pre-warning that this content may be triggering, so please take care of yourself. Feel free to mute or leave the room if you have to. Feel free to reach out to me or message me privately if feelings come up.

**E. (Slide 6) Content I: Defining Sexual Assault and Possible Perpetrators (8 mins)**

- **What is sexual assault:** Any unwanted sexual behavior that makes a person feel uncomfortable, threatened or scared.
- ✦ Click on the “What is Sexual Assault” link to be rerouted to **slide 16**.
  - Sexual assault includes physical contact over or under clothing
  - It includes forcing someone to watch pornography or view nude photos
  - It’s also forcing someone to undress or send nude photos via text
  - It also is convincing/manipulating someone to have sexual contact
  - It can happen once or many times.
  - Let’s also define sexual harassment: It is unlawful to harass a person (an applicant or employee) because of that person’s sex. Harassment can include “sexual harassment” or unwelcome sexual advances, requests for sexual favors, and other verbal or physical harassment of a sexual nature.
- ✦ Click on green happy face on top right to go back to **slide 6**.
- ★ **(Slide 6) Say: Who the perps may be:** A person who can cause this kind of harm can really be anybody. It can be a family member, friend, neighbor, teacher, coach, pastor/priest, doctor, classmate, someone you just met, a friend of a friend. The abuser can be female or male.
  - ★ Say: A good reminder to know is that It’s never your fault.
  - ★ Say: Not matter what. Despite what you were wearing, despite at some point you may have enjoyed it, despite if you were drinking or not. This doesn’t give anyone the right to cross your boundaries.

**F. (Slide 7) Content II: How can sexual assault or abuse make a person feel (5 mins)**

- ★ Say: Let’s Refer back identifying your emotions.
- ✦ Click the link “Refer back to identifying emotions” to be taken to **slide 17**.
- ★ Say: What are some emotions someone may feel when something like this has happened to them.
  - Have participants share.
- ★ Say: It’s very important to notice the emotions a person may feel if they encounter an uncomfortable situation so they can understand this isn’t something that is supposed to be happening and so they can go to someone for help.
- ✦ Click on blue smiley face to go back to **Slide 7**.
- ★ Say: Let’s look at the physical feelings/symptoms someone may experience if something like this happens.
- ✦ Click on the link “Physical feelings; physical symptoms” to be taken to **slide 18**.
- ★ Say: some emotions someone may feel are:
  - Nightmares about the experience;
  - They may be eating more as a coping mechanism;

- They can get startled easily;
  - Might feel as though they are always in danger;
  - Need to always be on guard;
  - May distrust other people;
  - They may have depression;
  - They may have difficulty concentrating;
  - There is something called cognitive distortions that someone may start to have which is a way of negative thinking: it's ways that our mind convinces us of something that isn't really true (used to reinforce negative thinking and emotions) - telling ourselves things that sound rational but only serve to keep us feeling bad about ourselves;
  - Ex. I always fail when I try something new; I therefore fail at everything I try" (black or white (polarized) thinking) – only see things in absolutes;
  - "I must be a complete loser and failure" – Over generalization.
- ✦ Click blue smiley face to go back to **slide 7**.
- ★ Say: Just because they do things to make you happy doesn't mean what they are doing to you is right. IT'S NOT.
- ★ Say: If something like this happens to someone, they are encouraged to tell someone until they believe you/protect you. Don't give up.

**G. (Slide 8) Group Activity: (5-10 mins)**

- ★ Say: Now we will be doing a true and false. Write in the chat and let me know which is true or false. I will ask why you think it's that way and you can unmute yourself.
- Complete the T/F questions then discuss why?
    - (T/F) Your boyfriend can't sexually assault you (F)
    - (T/F) Sexual assault is easy to spot (F)
    - (T/F) If they are nice to me the next day, that means everything is okay (F)
    - (T/F) I might have nightmares, get startled easily, feel shameful, and guilty (T)
    - (T/F) It is not my fault. I am encouraged to tell someone until I am believed or protected (T)
- ① *Note to facilitator*: make sure you have conversations with participants on each statement.

**H. (Slide 9) Content III: Let's Talk about Consent (15 mins)**

- ✦ Click on "What does consent look like?" to be rerouted to **slide 11**.
- ★ Say: we are going to watch a video on how consent looks like.
- [Click here to watch the video: 2 Minutes Will Change the Way You Think About Consent.](#)
- ★ After the video, say: Yes, this is kind of a silly way of showing consent but it brings the point across to what consent means when it comes to sexual activity.

- **(Next slide/Slide 12)** So consent means to actively give your permission, agreement, authorization for someone to do something to you, for you or with you. It must be:
  - Voluntary, without someone trying to manipulate, force you or threaten you.
  - It has to be active – Silence is not consent, Not saying “no” is not consent.
  - Sexual consent is an agreement to participate in a sexual activity.
  - be honest with your partner about what you want and don’t want.
  - Setting personal boundaries and respecting those of your partner checking in if things aren’t clear.
  - Both people must agree to sex — every single time.
  - Without consent, sexual activity (including oral sex, genital touching, and intercourse) is sexual assault or rape.
- Click on yellow smiley face to go back to **slide 9**.
  
- Age to give consent in MN?
  - ★ Say: Take a guess. How old do you think someone has to be to give consent for sexual activity in MN?
  - After participants have some guess, click on the link “Age to give consent in Minnesota” and it will reroute to **slide 13**.
    - In the state of MN you have to be at least 16 years old to give or receive LEGAL consent for sexual activity.
  - Click on the smiley face to go back to **Slide 9**.
  
- Reproductive coercion & sexual coercion
  - Click on the link “reproductive and sexual coercion” to be rerouted to **slide 14**.
    - Explain what coercion means.
  - ★ **(Slide 15) Say**: Reproductive Coercion are related to behavior that interferes with contraception use and pregnancy.
    - EX. The guy is refusing to use condoms, or messes with your birth control pills.
    - This takes away your right to decide what is best for your body.
  - ★ Say: Sexual Coercion are a range of behavior that a partner may use related to sexual decision making to pressure or coerce a person to have sex without using physical force.
    - EX. Repeatedly pressuring a partner to have sex, threatening to end a relationship if the person does not have sex, forcing sex without a condom, intentionally exposing a partner to a sexually transmitted infection.
    - This takes away your right to decide what is best for your body.
  - Click on yellow smiley face to go back to **slide 9**.

**I. (Slide 10) Content IV: Reminder**

**(3 mins)**

- ★ Say: It's not your fault. You are loved regardless of anything that has happened. You are worthy. And you can heal. But you have to believe this for yourself.
- **Meditation:** **(2 mins)**
  - ★ Say: Let's do a quick one-minute meditation to end the session.
  - ✦ *Note to facilitator*: Either if you feel comfortable to guide or find one on YouTube.
  - ★ Say: I know we went through a lot of information today. Hopefully you learned something and gained more information on what sexual assault is. I also hope this last meditation helped you clear a lot of things off your mind. This is the end and I will see you in the next session!

## 6. Sexual Violence & Abuser Tactics

### 3 Objectives:

- Understand the root of why and how people sexually assault or hurt others through power and control wheel.
- Distinguish what sexual violence between sexual assault or abuse.
- Educate participants that anyone can be abused or assaulted.

#### A. (Slide 2) Values to stand by

(1 min)

- ★ Say: Here are the values we will stand by for our workshops. Let's all take turns saying each one.
- ⓘ *Note to facilitator*: Always start workshop with the values to keep in mind during these workshops. Feel free to use the one provided or make up your own with the participants
  - Respect each other's point of view even if it is different from yours.
  - Let's listen to one another when they are sharing.
  - Let's build each other up.
  - We are all in this together.
  - Let's learn something new.
  - This is a safe & open space. What is said here stays here.

#### B. (Slide 3) Icebreaker activity: Let's talk about our day

(10 mins)

- ★ Say: I will give each participant 30 seconds to talk about their day.
- ⓘ *Note*: Feel free to break participants into groups or break out rooms if there are a large amount of participants. If a small group, feel free to do as a big group and can even give them 1 minute if time is allowed.

#### C. (Slide 4) Meditation:

(3 mins)

- ★ Say: Let's sit in a nice comfy place, get comfortable and let's do a 2-3 minute meditation.
- ⓘ *Note to facilitator*: Use the meditation from the Stop Breathe Think app or you can find it on YouTube as well
- [Click this link to download the stopbreathethink app or play music from Youtube.](#)

#### D. (Slide 5) This content may be triggering

- ★ Say: Again, a pre-warning that this content may be triggering so please do take care of yourself and message me privately if anything comes up for you.

#### E. (Slide 6) Video: Sexual abuse can be confusing

(10 mins)

- ★ Say: We are going to watch a video that helps us review the content we talked about in our last session.
- [Click here to watch the video: Stop the Secrets that Hurt](#)

- **(Slide 7) Questions on Quinn’s story**

- ★ Say: Let’s go through some questions about Quinn, the girl in the story.
  - Even though Quinn didn’t say no in the beginning, can she say no afterwards?
  - Why was it hard or confusing for Quinn to understand that she was being sexually abused?
  - Who could be an abuser?
  - Does it make it right and okay that the abuser bought her games after?
  - What should Quinn do if she wants this to stop?

**F. (Slide 8) Content I: Sexual Violence? (3 mins)**

- ★ Say: Let’s distinguish between terms that are used interchangeably such as sexual violence, sexual assault, and sexual abuse. Sexual violence is really the umbrella term that sexual assault and sexual abuse falls under.
- ★ Say: Similar to sexual assault, sexual violence also refers to sexual activity when consent is not obtained or not freely given.
- ★ Say: It includes attempts to obtain a sexual act such as prostitution, sexual harassment, coercion, trafficking for sexual exploitation, such as people searching for homeless youth on the streets and taking advantage of them, or forcing them to do sex acts for money, and female genital mutilation where in some cultures they remove a part of a girls private area due to a particular belief they have. Sexual violence can be very confusing, uncomfortable, and sometimes you don’t even realize it’s happening.

**G. (Slide 9) Content II: Why do people hurt others? (3 mins)**

- ★ Say: When we say hurt, we mean emotionally, physically, verbally, sexually.
- ★ Say: It’s about wanting power and control. Especially because they feel insecure, are unhealthy and need to feel more powerful than someone, so they want to hurt others so they can feel bigger.
- ★ Say: This is inappropriate behavior and it does not give them the right to hurt anyone.

- **(Slide 10)** Here it shows that 8 out of 10 rapes are committed by someone known to the victim. This dispels the myth of that stranger behind the bush. Most likely an abuser is someone known to the victim.

**H. (Slide 11) Content III: Child sexual abuse? (5 mins)**

- ★ Say: Let’s now define sexual abuse. This is when sexual violence involves a victim less than 18 years old, it is child sexual abuse. Child sexual abuse (CSA) refers to the involvement of child in sexual activity that he/she:
  - Does not fully comprehend.
  - Does not consent to or is unable to give informed consent to.
  - Is not developmentally prepared for and cannot give consent to.

**I. (Slide 12) Video II: Rape is Rape (4-5 mins)**

- ★ Say: let's watch an awareness video that gives insightful information and statistics on sexual assault.
- [Click here to watch the video: Rape is Rape.](#)
- ★ After the video, say: Does anyone have comments or did anything shock you about the video?

**J. (Slide 13) Content IV: Stats (5 mins)**

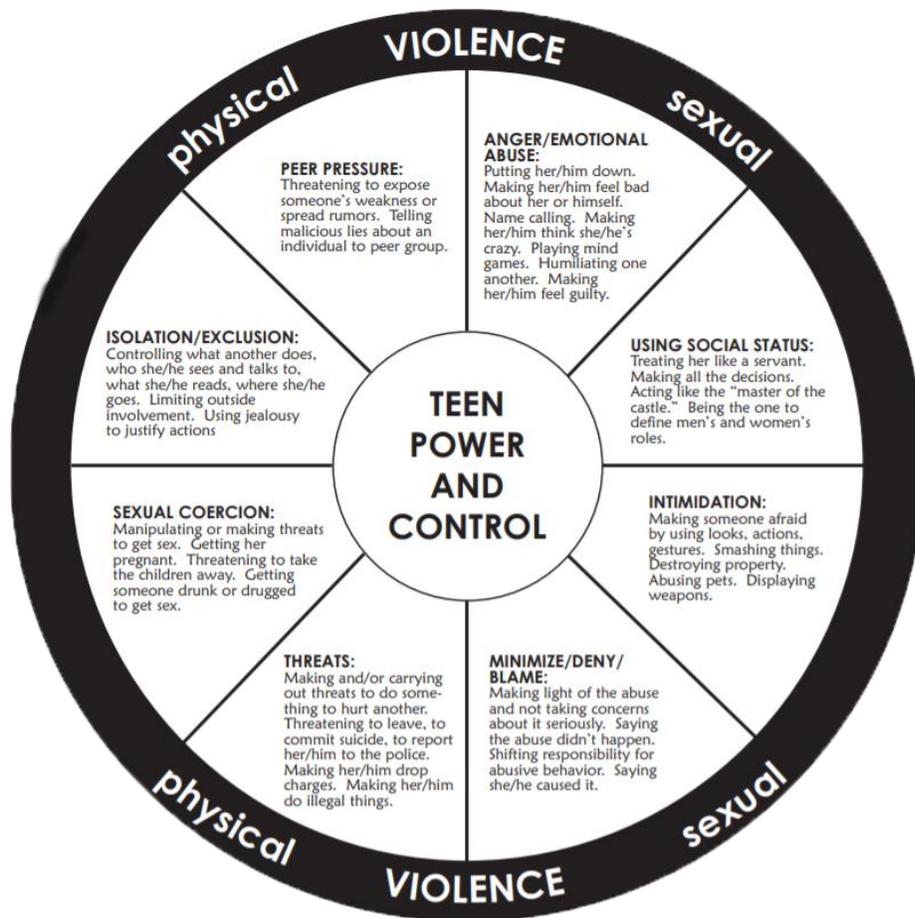
- ★ Say: Here are some shocking stats about sexual assault.
- 🕒 Note: You don't have to read all of the stats. Feel free to pick and choose which stats to share.
- Nearly half (48 percent) of bisexual women who are rape survivors experienced their first rape between ages 11 and 17.
- About 1 in 4 male rape victims experienced it for the first time between 11-17 years old.
- 1 in 3 female rape victims experienced it for the first time between 11-17 years old.
- Nearly 1 in 5 women have experienced completed or attempted rape during her lifetime.
- A staggering 64% of transgender people have experienced sexual assault in their lifetime.
- 1 in 8 female rape victims reported that it occurred before age 10.
- Nearly 1 in 38 men have experienced completed or attempted rape during his lifetime.
- About 1 in 4 male rape victims reported that it occurred before age 10.

**K. (Slide 14) Tactics Abusers Use (3 mins)**

- ★ Say: Here are some tactics abusers use to exert power and control over someone:
  - Harming someone you love or a pet.
  - Calling immigration on you or your family.
  - Showing videotapes of the abuse on the internet.
  - Spreading rumors at school or in the community.

**L. (Slide 15) Power and Control Wheel (8 mins)**

- ★ Say: We are going to look at the Power and control wheel and go through each tactic abusers use to exert power and control.



★ **Slide 16:** Say: Let's just take a deep breath together before we end our session.

**M. (Slide 17) Remind participants to find 5 photos of themselves (4 mins)**

- ★ Say: Remember to find your 5 photos of yourself for our next workshop. Let me show you mine so you have an idea. Remember you can share what you want and feel free to not share certain things as well.
- ① *Note to facilitator:* Create your own 5 photo collage of yourself beforehand and show to participants as an example for them to have an idea of what they should expect for this activity in the last workshop.

## 7. You have the Power

### 3 Objectives:

- Give understanding to what rape culture is.
- Educating participants on different options after an assault happens and ways to assist a friend who's experienced sexual assault.
- Promote healing modalities for healing, reflection, and self-love and growth.

#### A. (Slide 2) Values to stand by (1 min)

★ Say: Here are the values we will stand by for our workshops. Let's all take turns saying each one. If anyone would like to unmute and say one.

🕒 *Note to facilitator*: Always start workshop with the values to keep in mind during these workshops. Feel free to use the one provided or make up your own with the participants.

- Respect each other's point of view even if it is different from yours.
- Let's listen to one another when they are sharing.
- Let's build each other up.
- We are all in this together.
- Let's learn something new.
- This is a safe & open space. What is said here stays here.

#### B. (Slide 3) Meditation (5 mins)

★ Say: Let's sit in a nice comfy place, get comfortable and let's do a longer meditation today. We will do a 5 minute meditation.

- [Click to download and use the meditation app](#) or use music from Youtube.
- Partake in a longer meditation for this activity (No Icebreaker)

#### C. (Slide 4) Video: Project unspoken: Rape culture (3 mins)

★ Say: Let's watch this video on some rape myths that our society believes.

- [Click to watch a video on Rape Culture created by Project Unspoken](#). This is a video that shows different statements that perpetuates rape culture.

★ After video say: what did you think about the video and was there anything that stood out to you?

#### D. (Slide 5) Content I: Rape Culture (3 mins)

★ Say: "Rape culture" is a culture in which sexual violence is considered the norm — in which people aren't taught not to rape, but are taught not to *be* raped (Buzzfeed).

★ Say: U.N. report on rape attitudes in six Asian countries. The report found that men would describe actions matching the legal definition of rape — having sex with a woman without consent — but wouldn't use the word "rape."

- [Resource: The UN report on rape culture.](#)

**E. (Slide 6) Activity I: What have you heard before on social media, friends, tv etc? (10 mins)**

- ★ Say: What kinds of messaging have you heard from your peers, media, etc.? I will read the examples. Let me know if you've heard of it and from where.
- Large group: Break them out into small groups and have a quick reflection afterwards, or you can pick a few students to speak.
- Small group: You can have a conversation with the whole group.
  - "She didn't say no."
  - "Well, who told her to wear such a short dress AND she was drinking."
  - "Hey girl, you're hot, why don't I take you home."
  - "Make sure you learn self-defense and bring pepper spray."
  - "Are you sure it was rape?"
  - "No way, he's a famous actor. He wouldn't do that."
  - "He was going to be a star football player. He shouldn't get punished forever for this."

**F. (Slide 7) Content II: How to support someone as a friend (5 mins)**

- ★ Say: Here are some things we can do if we know if a friend is a survivor:
  - Listen and Believe them when they are confiding in you. You may be the first person they told. Make sure you believe what they say and show through your body language that you are listening to them.
  - Let them know they have options, respect their choices. There are different options a survivor can take. You can for sure encourage them to report it but respect their decision if they choose not to, or even choose not to do anything about it. Be supportive and be there for them.
  - Remind them that they don't have to report in this moment. They can take time to process what has happened. They can do a sexual assault exam but still not need to report until they feel ready.
  - Respect their confidentiality. Make sure you do not go and tell other people when they confide in you. It's a little different when you are a teacher or are a mandated reporter which can be a different situation.
  - Practice self-care. It can get really draining and exhausting to be fully there in supporting a friend who is a survivor. It's great that you are doing this for your friend, but be sure you are taking care of yourself as well. It can be hard as well to know a friend is going through this.

**G. (Slide 8) Content III: There are options (6 mins)**

- ★ Say: There are different options a survivor has:
  - First, they can report it. This means you are talking to law enforcement and putting in a report on the assault. We have to be aware that at times, there is a chance that the perp may or may not be charged depending on the evidence, which is a sad reality of reporting.

- Sexual assault forensic or you can also do a sexual assault forensic exam or what people call rape kit. Some things to be aware of when going through this is that you don't want to shower or clean yourself off because you want to keep as much of the evidence as possible though I know it is instinctual to shower when something like this happens, but it is encouraged not to. The exam can take a few hours. The survivor would have to do a head to toe examination meaning they will have their clothes removed so the nurse who is trained in this exam can collect the evidence, take photos of injuries so to be aware of this when going through this exam.
- They can also call Rape Crisis Line. They will help with next steps and guide the survivor on options and helping with immediate needs.
- [Click this link to show a video about the National Assault Hotline by Rainn.](#)
- ★ Say: Survivors can also tell someone until someone believes them (parent, friend).

#### H. (Slide 9) Content IV: Healing Modalities (3 mins)

- ★ Say: This is something that should NEVER happen to anyone. It is never your fault. Here are some ways to help through the healing process:
  - Using art as a way to express, let go, and process your emotions can be so helpful in coping and healing from traumatic experiences.
  - Writing a letter and burning it can be really healing. You can write all your emotions, your anger, anything you want to release. There is something with burning it, it feels like you feel a little lighter afterwards.
  - Journaling: This really helps with processing your experiences, expressing emotions, and reflecting on yourself and can be very healing and feeling like you've released something when you write.
  - Visualization is a form of mediation where you envision yourself in your happy place, like in a green field, or by the ocean. It helps you find you calm place if you happen to get triggered by something.
  - Meditation is super helpful and again there are many ways to do meditation.
- ★ Say: Be around supportive and loving people. This is so important to know people care and love you. You feel that you are not alone.

#### I. (Slide 11) Final Activity: Let's partake in a healing activity together (25 mins)

- ⌚ Note: Make sure you have already done your part before the participants do theirs. You should have already shown yours in the last workshop.
- Give students 15 minutes to do this activity. Give space for students at the end to share if they are comfortable to share
- ★ Say: For our last workshop, we are going to use the 5 photos of you for this activity. You can open a google doc and paste your photos in there and write about each photo. Consider these instructions and questions:

- Paste the 5 photos in google docs.
- Write to your younger self.
- Write a paragraph:
  - State how old you are or what year in the photo.
  - How did you feel about yourself at the time? (good or bad feelings)
  - What were you doing?
  - What were some things that happened to you (good or bad)?
  - Always end the paragraph with something positive about yourself.
    - For example, “Even though you did not feel beautiful then, I think you are beautiful and worthy, Cydi.
- After the activity and some participants have shared, say:
  - ★ Say: I thank each and every one of you for being a part of these workshops. I hope after today, you have more information about what a healthy relationship is, a general understanding of sexual assault, different options survivors have, and healing modalities that helps survivors. After this workshop, we will be partaking in a poster campaign, and with all that you learn, you will create a poster of spreading awareness to the content we talked about on sexual assault and healthy relationships. Thank you all and have a great day!