

CORE Group Leader Agenda
September 28, 2015
9:00pm
Week 3

Understanding Relationships (Development, Maintenance, Safety)

CORE Group Leaders should remember that this document is intended to be an outline and not a script to be read to your group. Your role is to facilitate a discussion on the topic and provide a forum for discussion and questions. The questions below are meant to serve as conversation starters and can be used in whatever order feels most natural to an individual group's conversation.

Establish ground rules for the conversation: be respectful, don't share other people's stories, no one is forced to share or participate, be an active listener, be supportive support, don't pass judgment, etc. Like with all of the CORE discussions, remember that there is no forced participation. CORE leaders and members are able to determine what level of sharing is right for them. All levels of participation are appreciated.

Be sure to talk about appropriate campus resources as they are relevant to the conversation, and do try to save room for Highs and Lows (or something similar).

Learning Outcomes (aka the message you are trying to get across to your CORE group members)

After tonight's discussion, CORE group members will:

- To gain a better understanding of the changing nature of relationships while at college.
- Learn of the university's sexual misconduct policy procedures and resources
- Learn about relationship rights and ideas around respect within relationships
- Be able to define aspects of healthy and unhealthy relationships

Activities

- **Activity Option 1: Happiness Video**
 - Science of Happiness video
 - <http://www.youtube.com/watch?v=oHv6vTKD6lg>
 - Write a card and share about that person!
- **Activity Option 2: I Have The Right... Bingo**
 - Bingo cards are located in the campus share "CORE" folder. Facilitator calls out random "rights" and participants place markers accordingly.
 - When a participant gets "Bingo" they call out, "I Have the Right!" Check answers then award prize to participant (lollypop, wrapped mint, etc.).
 - Continue play for two more turns and reward participants. Afterwards, you may discuss which rights feel easier (or more difficult) to do/believe...and why.
 - Lastly give a copy of the declaration of relationship rights to each person.

References

Healthy Relationships Resource Kit.

<http://westernhealth.nl.ca/uploads/Addictions%20Prevention%20and%20Mental%20Health%20Promotion/Healthy%20Relationships%20Resource%20Kit%20-%20Western.pdf>

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- **Activity Option 3: Circle of Respect**
 - With students sitting in a circle, introduce the concept of respect as part of healthy relationships. You might also mention the importance of respecting the environment in which we live. Recycling is an example of environmental respect.... Have each student contribute an idea about respect (e.g. what it means to them, an example of a respectful behavior, talk about how it feels to be respected, how they show respect to friends and family, how teachers show respect to students etc.) (Source: Western Health)
- **Activity Option 4: Group-define** (perhaps do a Think-Pair-Share?)
 - What goes into/makes up a healthy relationship?

Discussion: Understanding relationship development

- Have you stayed in contact with friends from before Lawrence?
 - Have you and your friends talked about how your first few months out of high school has been?
 - Are you having similar experiences as your non-Lawrence friends?
- Have any relationships you had before coming to Lawrence changed since you have been here on campus? In what ways have they changed?
- Have you started to establish relationships here at Lawrence? Has anything surprised you about this process?
- How do you set expectations of what you need out of a relationship?
- What are the distinctions between surface-level friends and friends with deeper connections? How do you make that transition?
- What elements could define a toxic or unhealthy relationship?
- What are some ways to respectfully back away from a toxic relationship?
- What skills can you use to foster/maintain a healthy relationship?
- What have you learned from this relationship-building experience?

Inform:

- Ideas about Maintaining Friendships
 - <https://www.youtube.com/watch?v=o9ulSfCGMUU>
- What is consent?
 - <https://www.youtube.com/watch?v=fGoWLWS4-kU>
- Sexual Misconduct Policy and Procedures
 - <https://www.lawrence.edu/students/wellness/sharb/policy>

Resources

- SHARE (Sexual Harassment and Assault Resource Education)
 - <https://www.lawrence.edu/students/wellness/sharb>
- SHARE Webapp
 - go.lawrence.edu/shareapp
- SAASHA (Student Alliance Against Sexual Harassment and Assault)

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- Bystander Training
- MARS (Men Against Rape and Sexual Assault)
- Title IX Coordinator
 - Bob Williams: (Robert.f.williams@lawrence.edu)

External Resources:

- Huffington Post College Friendships page
 - <http://www.huffingtonpost.com/tag/college-friendships/>
- Huffington Post College Relationships page
 - <http://www.huffingtonpost.com/news/college-relationships/>

Campus Resources:

- **Wellness Center**
 - General overview of Wellness Center: <http://www.lawrence.edu/students/wellness/wellness>
 - Activities and Services: <http://www.lawrence.edu/students/wellness/wellness/activities>
 - Intramurals: <http://www.lawrence.edu/students/wellness/intramurals>
- **Center for Teaching and Learning (CTL):** assistance with time management, study skills, test taking, writing, public speaking, working with tutors, and general academic support (and a reminder that most students use these resources!)
- **Counselling Services:** can assist with depression, anxiety, transitions, and support in general
- **RLA/RHD** can assist with hall and roommate issues
- **SHARE/SAASHA-** resources related to sexual misconduct

Additional Referrals and Resources:

- Office of Multicultural Affairs can assist with providing the resources necessary for all students to express and explore culture and identity.
- RHD on Duty 920-419-6596 or Security 920-832-6999 to report something that seems unsafe
- Counselling Services can assist with depression, anxiety, transitions, and support in general
- Office of Multicultural Affairs can assist with providing the resources necessary for all students to express and explore culture and identity.
- International Student Services can assist with cultural transitions and adjustments
- Student Academic Services, located on the 1st floor of Briggs, can help with academic accommodations, working with faculty and /or advisors, honor council, etc.
- Center for Teaching and Learning (CTL) can assist with making faculty connections, tutoring, time management, test taking and study skills, etc.
- Volunteer and Community Service Center (VCSC) can help with making connections and establishing relationships beyond the campus borders. Service projects can be a one-time project or on-going.
- Dean of Students Office or Campus Life office can help with general policy questions, or questions that don't tend to fit into other areas

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If through your conversations you learn that someone is really struggling with something or they seem to not be connecting to anyone here on campus let your CORE coordinator or me know that so that we can do some follow-up.

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