*Take a Stand Curriculum*

snapshot on 2017-01-26

1. Module 1 Building Healthy Relationships
   1. Key Objectives
      1. Begin to articulate some characteristics of healthy cultures and healthy relationships.
         1. If you were looking for a good friend, how would that friend act, how would you describe how you would want the two of you to interact? Exercise.
            1. [“Stand By Me | Songs Around the World.” *Playing for Change*. https://playingforchange.com/videos/stand-by-me-song-around-the-world/.](https://playingforchange.com/videos/stand-by-me-song-around-the-world/.)

How does the way this video was made reinforce the message of the song?

* + - 1. What kind of cultures do we need to help create in order to generate more healthy relationships?
    1. Begin to explain some of the consequences of abusive relationships in our society.
       1. At best, friendships nourish our lives. But sometimes.... Brainstorm some problems that you've had, or you've seen other people have, making, keeping, or deepening friendships.
       2. What is Love?
          1. Song - Where is the Love? Black Eyed Peas

[Video of Where is the Love?](http://bit.ly/WhereIsTheLoveBEP_Video)

[Where is the Love lyric sheet](https://www.dropbox.com/s/5owjwbs3iny6flm/WhereIsTheLoveDondeEstaLaAmorSpanishLargePDF.pdf?dl=0)

* + - * 1. Ask students to come up with their own metaphors, definitions, and questions here, if time
        2. [A Better Way to Talk About Love - TED Talk](https://www.ted.com/talks/mandy_len_catron_a_better_way_to_talk_about_love)
        3. Martin Luther King's Talk: Loving Your Enemies on 3 different kinds of love

philia

eros

agape

[Audio of Loving Your Enemies, 1957, via YouTube](https://www.youtube.com/watch?v=522wcqUlS0Y)

[Text of Loving Your Enemies (with audio too)](http://kingencyclopedia.stanford.edu/encyclopedia/documentsentry/doc_loving_your_enemies/)

* + 1. Begin to develop Conflict Resolution Skills as Both Healthy Friendship Skills and Skills We Need to Ally for Change
       1. Not my fault, your fault exercise
          1. Problems often escalate...
          2. Escalation handout
       2. [Get CLEAR](https://www.dropbox.com/s/p7y971vtsdf0avy/GetCLEAR_1page.pdf?dl=0)
          1. Chill (Calm)

The value and (D)Anger of Anger.

"If you're not outraged you're not paying attention." to the meanness, harassment, violence, bullying, discrimination, oppression, and abuse here and around the world.

Anger as sign our needs are not being met, and as presenting emotion hiding other emotions beneath the Anger iceberg.

Problem is not the existence or experience or nonviolent expression of anger. The problem is the violent expression of anger.

Learning to use our anger, not letting our anger use us.

Students recognizing their own (D)Anger signals activity

Practicing techniques that help us to Chill

Ending less than respectful conversations constructively exercise

Asking supportive friend to be your anger ally activity

* + - * 1. Listen

Not Listening Exercise

* + - * 1. Empathize

Developing Emotional Vocabulary

Importance of

Feeling Charades Game (variation, feelings feet)

Needs Met, Needs Not Being Met, Feelings Inventory

What are most important emotions Aye Needs to learn?

Practice more in Modules 2-5

* + - * 1. Assert

Practice more in Modules 2-6

* + - * 1. Resolve

win/win problem solving matrix

* 1. Key Concepts - Connection to Metaphor
     1. Aye needs to learn how to make friends, and prepare for a day when they might want to date. There are many potential benefits of friendship, and some potential drawbacks/dangers? What are the components of
     2. [Some skills Aye could learn (see healthy wheels), in order to make friendships/relationships nonviolent, healthy, equal, and fun:](https://www.dropbox.com/s/qoeisy06ni21mts/Healthy_Wheels.pdf?dl=0)
        1. How do we define: nonviolent, healthy, equal, and fun?
        2. Listening
           1. Practice this here in Module 1
        3. Emotional Respect
           1. Empathizing practice here in Module 1, and more practice in Module 2, 3, 4, 5, and 6
        4. Kindness
           1. More Practice in Module 2, 3, 4, and 5
        5. Honesty and Trust
           1. More practice in Modules 3 and 5
        6. Freedom/Autonomy
           1. More practice in Module 5
        7. Mutual Affection
           1. More practice in Module 4
        8. Shared Decision-Making
           1. More practice in Module 4
        9. Shared Activities
           1. More practice in Module 6
        10. How would society need to be organized if we based it on these values?
     3. [Skills Aye needs to avoid in order to 1) not be abusive and 2) not become abused. Each of these are an aspect of, and characterized by: violence, control, ownership, and fear. The Abuse Wheel.](https://www.dropbox.com/s/xox39gfdz5l8but/AbuseWheels.pdf?dl=0)
        1. Emotional Abuse
        2. Verbal Abuse
        3. Destruction of Property
        4. Threats and Intimidation
        5. Isolation and Possessiveness
        6. Taking Control
        7. Sexual Abuse
        8. Physical Abuse
        9. For next session students will analyze songs that romanticize love typified by these kinds of abuse

1. Module 2 Understanding Power and Propaganda: Analyzing Teen Dating Violence in Our Culture
   1. Key Objectives. SWBAT:
      1. Explore their own histories of experiencing toxic power and healthy power
         1. Experiences of Violence
         2. Experiences of Trauma
         3. Experiences of Discrimination
         4. Experiences of Nonviolent Struggle
         5. Experiences of Resilience
         6. Experiences of Allying
      2. Recognize and explain the differences between toxic (discriminatory, pro-abuse, pro-violence) propaganda in popular culture and healthy messages.
         1. [The Sneetches (video)](https://www.youtube.com/watch?v=PdLPe7XjdKc)
            1. Who is Sylvester McMonkey McBean in your lives?
         2. [CLEAR II: The Sequel](https://www.dropbox.com/s/2lk92zs87exesgi/CLEAR_AIR_EnglishSpanishv1_9_pdf.pdf?dl=0)
            1. (Ageism) Adultism as Example of Power Dynamic
            2. See this [lesson plan on Adultism](http://paulkivel.com/wp-content/uploads/2015/07/learningadultism.pdf) for a variation on a Power Shuffle Exercise focusing on adultism but quite intersectional - by Paul Kivel. Useful to start with ageism because it's a strange form of oppression in that almost everyone has experienced getting targeted as a younger person - and almost everyone who is lucky enough to live long enough will experience getting targeted as an older person.
            3. How have we internalized negative messages (or falsely superior ones) about ourselves?
            4. How have we internalized negative messages about other groups?
         3. Understanding How Sexist Gender Role Definitions Fuel Abuse and Violence
            1. Act Like a Man Box exercise
            2. Act Like a Lady Flower exercise
            3. How racism, homophobia, and internalized oppression facilitate abuse
            4. [Masculine/Feminine Poem](https://www.dropbox.com/s/vhmgunkwwqojfxl/MasculineFemininePoisonsLovePoem.docx?dl=0)
            5. Cultures Change When Activists Ally: Case Study Drunk Driving. Allying Saves Lives

[Key stat about decline in drunk driving.](https://www.dropbox.com/s/gbzqxnklgg6b6du/DrunkDrivingDeclineChangePossible.docx?dl=0)

Other examples: Movements to abolish slavery, civil rights movement, battered women's and anti-rape feminist movement beginning in the 1970s.

Data on decline of domestic violence in last 40 years

* + - * 1. Refer to Abusive Wheels
    1. Practice emotional respect by effectively giving empathy to themselves and to others regarding pain they’ve experienced.
  1. Key Concepts - Connection to Metaphor
     1. We internalize messages about power, about relationships, from the world around us.
        1. "Art is not just a mirror which reflects society. It is a hammer with which to shape it."
           1. Some possible videos re media motivating internalized oppression:
           2. [What Guys Look for in Girls](https://www.youtube.com/watch?v=YSHnnPunShg) - Slam Poem
           3. [To this Day](https://www.youtube.com/watch?v=ltun92DfnPY) - Shane Koyczan's astounding video slam poem about name-calling and self acceptance.
        2. We tend not to notice how heavily discrimination and abuse have been advertised exactly because it's pervasive.
        3. We are what we eat. We become what we see, unless...
           1. [Get CLEAR II The Sequel: Hatred and Inequality Poilute: Let's CLEAR the Air.](https://www.dropbox.com/s/birvjxe9z2e2pu2/CLEAR_AIR_EnglishSpanishv1_9_pdf.pdf?dl=0)
     2. (What will Aye learn from the mainstream media about love and abuse? How can Aye build on the positive messages they receive and learn to critique and filter negative messages?)
     3. What does Aye need to do to learn to develop and exercise healthy power and not use and respond effectively when others use toxic power?
        1. [Caught in the Crowd Song with Lyrics on Screen](https://www.youtube.com/watch?v=LmoTxvIRZzQ)
           1. [Once I...](https://www.dropbox.com/s/m8x9w6odsb46zjs/OnceIpickedOnAlliedv2_1pdf.pdf?dl=0)
           2. [Healthy Power and Toxic Power](https://www.dropbox.com/s/q7l1cxyxjdg3vpl/IfeelPowerfulWhenToxicHealthy1_4EnglishSpanishPDF.pdf?dl=0)

1. Module 3: Recognizing Bullying, Harassment, and Abuse, How to Get Help, How to Help Friends
   1. Key learning objectives, SWBAT:
      1. How to Recognize Spectrum of Unhealthy and Abusive Behavior (see Key Concepts for module 3 below)
      2. Know how to get help (see Key Concepts for module 3 below) if they believe they're being abused or if someone they know is being abused
      3. How to be supportive friend
         1. What does a good friend do when a friend is in danger?
            1. If you think/fear friend is being harassed and/or bullied?

Gortags and Gelflings

To understand bullying abuse, MAPIT

[MAPIT Handout](https://www.dropbox.com/s/t6watwkdukniqxf/MAPITv2_4wideformat_pdf.pdf?dl=0)

What is Harassment and What Can We Do To Stop It?

MAPIT anti-bullying, anti-harassment, anti-discrimination skits

[Short Film on Friends Allying: I Exist](http://bit.ly/IExistHumanRights)

(Need to prepare students with some backstory about Western Sahara and landmines)

Class solidarity with students in video - photo of willing students on one leg.

* + - * 1. If you think/fear friend is being abused?

[Hotline Exercise](https://www.dropbox.com/s/9tmr43hicknjn3z/RespectHotlineExerciseFromKidsHealthIntheClassroom.pdf?dl=0)

[*Lean On Me, Club Nouveau*, hip hop version, 2010. http://www.youtube.com/watch?v=TLNVkHxqAHU&feature=youtube\_gdata\_player.](http://www.youtube.com/watch?v=TLNVkHxqAHU&feature=youtube_gdata_player.)

* + - 1. What if someone isn't a friend?
         1. Allying against abuse - of anyone. Allying handout - here or later?

Allying\_For\_Justice.pdf

* + 1. Practice expressing difficult emotions honestly and assertively to build healthy relationships.
       1. [Explain differences between passive, assertive, and aggressive.](http://bit.ly/MrKnowItAllLyrics)
          1. Video and Data on Speaking Up and the Challenges Power Dynamics Play

[“Adam Galinsky: How to Speak up for Yourself | TED Talk Citations | TED.com.” Accessed December 23, 2016. https://www.ted.com/talks/adam\_galinsky\_how\_to\_speak\_up\_for\_yourself/citations.](https://www.ted.com/talks/adam_galinsky_how_to_speak_up_for_yourself/citations.)

Summarize Research Data on Power Dynamics and Perspective Taking

* + - * 1. [Passive, Assertive, and Aggressive handout](https://www.dropbox.com/s/mb1uxr42914ps82/ActivePassiveNonviolentViolentAssertiveGridv2_2pdf.pdf?dl=0)
        2. [Passive, Assertive, and Aggressive Response Activity](https://www.dropbox.com/s/4dt3lmtgmrwpqx8/AggressivePassiveAssertiveRolePlayCuesEnglishSpanish.docx?dl=0)
        3. Practicing Assertiveness Excercises
    1. Recognize, Confront, and Respond to Street Harassment
    2. Practice assertiveness. Standing up for ourselves, standing up for what's right.
  1. Key Concepts/Connection to Metaphor
     1. How can we teach Aye to recognize if they or a friend are being abused or being abusive? Define and recognize abusive (perpetrating) behavior, particularly in context of tween/teen friendships and dating relationships.
        1. Defining Unhealthy Relationship Behavior
           1. [That's Not Cool scenarios](https://thatsnotcool.com/)
        2. Defining Abuse
           1. Warning Signs of Abuse/Danger/Lethality

Warning Signs

How danger tends to increase (see cycle of abuse/violence below)

* + - * 1. Abusive Relationship Wheels

[Kelly Clarkson's Video of Mr. Know It All lyrics on screen](http://bit.ly/MrKnowItAllLyrics)

Students Fill in Partially Blank Wheels from song

Students Fill in partially blank wheels with examples they have seen among their friends and/or in the community

* + - * 1. Healthy/Unhealthy/ Abusive scenarios from BreakingTheCycle
        2. Videos from TV shows/movies?
        3. Explaining Cycle of Abuse/Violence

Not a universal model, but is a frequently observed pattern

How very real fears, and the "romance" of the courting/make-up phase, induced by cycles of abuse, helps us understand why many people suffering abuse stay longer than they might otherwise, and why many return to someone who is being abusive

For changing and interrupting this cycle - important questions are not why is a survivor staying.

It's why is the abuse being perpetrated?

How can we show the person suffering abuse support? (see how to get help below)

How can we get trusted adults to confront and get help for the person who is being abusive?

* + - * 1. Video scenarios from teen theater groups?
    1. What might Aye do to get help if/when they need it?
       1. How to Get Help
          1. What kind of support have survivors found to be helpful?

NOT helpful: anything that blames the survivor of the abuse a la "What's wrong with you? Why don't you just break up with them already?"

Affirming their value, their loveableness, their right to be treated with respect

Encouraging adequate safety planning

Encouraging asking for help

* + - * 1. Asking for support from potentially supportive friends/peer allies, avoiding social isolation
        2. Asking for support from potential family allies
        3. Asking for support from school social workers/counselors
        4. Asking for support from teen online chat hotline
        5. Asking for support from national tdv phone hotline

See hotline exercise above

* + - * 1. Asking for support from local nonprofit social service programs

youth service agencies, violence prevention groups, battered women's shelters, rape crisis centers.

* + - * 1. Asking for help from police - restraining orders. Asking help from school to implement safety plans/restraining orders
      1. Attempting to Safety Plan
         1. "Walking on eggshells" as understandable safety plan that rarely "works," and as indicator of increasingly dangerous abuse

[Love Is... PSA](https://vimeo.com/40131772)

* + - * 1. Getting help from school/police officials
        2. Safety planning for breaking up from an abusive relationship

1. Module 4 Allying for Healthy, Safe Friendships and/or Sexual Relationships
   1. Key learning objectives, SWBAT:
      1. Get help from trusted adults to nonviolently confront a friend who might be acting abusively. This builds on activities in Module 3.
         1. role plays
      2. \*Need materials/activities to Discuss/Critique “Hooking Up.”
         1. Critique predatory/exploitive approaches to seeking partners.
         2. Understand how alcohol/other drugs don’t cause, but do fuel, abusive/exploitive and non-consensual behavior/rape.
         3. See “Healthy Sexuality” in Key Concepts of Module 4 below.
      3. Speak up assertively (for ourselves, for a friend, or for anyone who is being or might be targeted, and against any potentially perpetrating behavior) in potentially dangerous situations, particularly in the context of potential date-rape scenarios.
         1. Video scenarios from college bystander prevention programs appropriate?
            1. Take CARE acronym:  
               C—Confident that they can help their friends avoid risky situations,  
               A—Aware that their friends could get hurt in these kinds of situations,  
               R—Responsible for helping, and,  
               E—Effective in how they help.
         2. If you fear a friend - or anyone - might be targeted for sexual explotiation/date rape at a party
            1. Song - perhaps Lady Gaga's Til it Happens to You.
            2. Role plays - rewind style
      4. Practice assertiveness and conflict resolution skills: win-win problem-solving.
         1. WinWin problem solving in healthy friendships and relationships
            1. role plays
   2. Key Concepts/Connection to Metaphor
      1. How can Aye deepen healthy relationships? emotional honesty, mutual affection, and healthy sexuality.
         1. Challenging damaging gender roles
            1. How does internalized privilege and internalized oppression impact relationship dynamics depending on the relative power/privilege/traumas/ experiences/resilience/character/wisdom of each party?
         2. Sharing/Owning our own feelings
         3. Listening Empathetically
            1. role play, practicing listening for feelings and underlying needs
         4. Healthy Sexuality
            1. Discussion of mutual affection and sexual abuse slices of the Healthy and Abusive Relationship Wheels
            2. \*Need materials and activities to teach concept of Enthusiastic Consent for middle and high schoolers. Maybe FYI Theater in Chicago?
            3. For High School, if decide to be sexual, concept of making love with, not to

Critiquing cultural constructions of “getting some,” “hitting it,” sexual conquest, “trophy partners,” and “becoming a real man/woman.” Song examples.

Build on definition of love as something we can decide to artistically co-create (as opposed to become smitten by or fall into) from “A Better Way to Talk About Love” video in Module 1.

* + - * 1. [“Vernacchio Redefines Healthy Relationships In Terms Of Pizza | The Piedmont Highlander.” Accessed November 11, 2016. http://tphnews.com/2016/11/vernacchio-redefines-healthy-relationships-in-terms-of-pizza.](http://tphnews.com/2016/11/vernacchio-redefines-healthy-relationships-in-terms-of-pizza.)
        2. [Al Vernacchio, Al. *Sex Needs a New Metaphor. Here’s One ... Not Baseball, Pizza*. Accessed November 12, 2016. https://www.ted.com/talks/al\_vernacchio\_sex\_needs\_a\_new\_metaphor\_here\_s\_one.](https://www.ted.com/talks/al_vernacchio_sex_needs_a_new_metaphor_here_s_one.)
        3. Role Play: Negotiating - pizza choices
    1. What can Aye do if/when they believe/find out a friend is being abusive?
    2. What can Aye do to change our cultures? Activism for Public Health part 1
       1. Public Health Advocacy Skills
          1. Empowering Leadership models
          2. Organizing Approaches
          3. Preparing for Taking a Stand Approaches from Module 6

1. Module 5 Using Social Media Constructively: Stopping Digital Dating Abuse
   1. Key learning objectives, SWBAT:
      1. Identify forms of online abuse, including breaking up online in cruel ways, sexting, textual harassment, cyberstalking, controlling via text, online bullying and intimidation, threats, etc.
         1. Healthy Breaking up Activity from Boston Health Commission
      2. Identify ways we can use social media to enhance healthy relationships, communicate, create healthy community, and work to create an online culture of care.
         1. Participate in online social marketing of healthy relationships.
      3. Develop skills to love with open hands (dealing with jealousy).
         1. Practicing skills from the healthy relationship wheel re Freedom/Autonomy
         2. Practicing skills from the healthy relationship wheel re Honesty/Trust
         3. \*Need good tools/exercises to help students with jealousy
            1. Jealousy and middle school friendships
            2. When romantic relationships begin: balancing friends and romantic partner(s)
            3. Jealousy/Insecurity/Trust and romantic relationships
            4. With Anger, we have the Anger Iceberg metaphor, maybe create or locate a Jealousy iceberg metaphor (Jealousy as a presenting emotion on the surface that masks other emotions underneath)
            5. Critiquing "MY" girlfriend/boyfriend

Song: Lesley Gore's (old) original or Grace's (new) remake of You Don't Own Me

* + 1. Practice communication skills (empathy and assertiveness) needed to confront and stop rumor-spreading.
       1. [Healing RumorTumors Exercise Lesson Plan](https://www.dropbox.com/s/6ii0t71ulwrcryu/RumorTumorsLessonPlanv2_3pdf.pdf?dl=0)
  1. Key Concepts/Connection to Metaphor
     1. How can Aye become a socially responsible cybercitizen? What should Aye do to avoid, respond to, and prevent digital abuse? Healthy messages can go viral too (ice bucket challenge).
     2. What kinds of media might Aye learn to create in order to promote healthier friendships and relationships?

1. Module 6 Taking a Stand
   1. Key learning objectives, SWBAT:
      1. Identify how nonviolent social change movements have changed societies and cultures in the past
      2. Learn allying and collaborating skills necessary to work together on a project to advocate for creating cultures that would foster and encourage healthy relationship.
         1. Possible Activities
            1. Create a Poster

[Sample Gender Revolution posters from Idaho Coalition](https://www.idvsa.org/wp-content/uploads/2016/01/MS_OGR_Posters_Preview_2016.jpg)

* + - * 1. Create an Infographic

[Ideas from Pinterest](https://www.pinterest.com/pinyourdream/teen-dating-violence-awareness/)

* + - * 1. Create a PSA
        2. Write a Healthy Relationship Pledge
        3. Write a Dating Bill of Rights

Some Samples

[“Take the Dating Pledge.” http://www.loveisrespect.org/resources/other-campaigns/take-actiontake-the-dating-pledge/.](http://www.loveisrespect.org/resources/other-campaigns/take-actiontake-the-dating-pledge/.)

[“Teen Dating Bill of Rights.” http://respect2all.org/teen-dating-bill-of-rights/.](http://respect2all.org/teen-dating-bill-of-rights/.)

[“Open Relationship Bill of Rights.” http://www.loveisrespect.org/content/open-relationship-bill-rights/.](http://www.loveisrespect.org/content/open-relationship-bill-rights/.)

* + - * 1. Write and Perform Poems/Spoken Word

[Poetry Collection Example from Idaho Coalition](https://www.idvsa.org/wp-content/uploads/2016/05/2016_HS_OGR_Poems.pdf)

* + - * 1. Educate Other Students at Your School
        2. Educate Students Younger Than You
        3. Perform Skits at an Assembly
        4. Run workshops in which you direct other students in how to create skits
        5. [Get more ideas at NCADV TakeAStand Page](http://www.ncadv.org/takeastand)
        6. [More ideas, and how to get government proclamations, from The Emily Fund.](http://www.emilyfund.org/date-violence/dvam.htm)
    1. Create a project to share with the community about what they’ve learned.
    2. Speak up in public to share and communicate ideas and values effectively.
  1. Key Concepts/Connection to Metaphor
     1. Creating Community through Action. How can Aye join together with others to become "We" to improve the climate for healthy relationships? Activism for Public Health Part 2
        1. Spanish saying from Cooperative Movement about making a new world: "We Make the Road by Walking"
        2. Envisioning better futures: What kinds of relationships do we want, what kinds of societies and communities do we want to build?
        3. Connecting with other students in other classes, other schools, other communities, other countries - who share concern and commitment to creating a world of healthy relationships.