

# Anti-Violence Initiative

HOWIE PRICE INITIATIVE

IN-PERSON CURRICULUM



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# Preface

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## **PROGRAM DESCRIPTION**

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The Anti-Violence Initiative is a CenterLink initiative with the purpose to promote programmatic development and improvement of services and supports for youth and young adults who have experienced or faced threatening or actual gender/sexual violence or bullying.

From December 2020 through January 2021, three (3) focus groups were conducted with 22 youth participants from diverse locations. All participants in the groups: 1) identified as a member of the LGBTQ community, 2) had self-reported experiences of violence or bullying, and 3) were between the ages of 18 and 24.

Qualitative analysis revealed four overarching themes across the focus groups with related sub-themes. The four key findings are:

1. Many barriers exist to accessing services, leading to survivors' feelings of disconnection and re-traumatization.
2. Youth need support and advocacy in accessing supportive programming beginning in middle school.
3. When survivors do receive support, they report increased trust in themselves and the community.
4. Youth find schools to be the largest source of abuse, but conversely, also the most important source of support.

Based on the Executive Summary, Literature Review, and Focus Group data, CenterLink partnered with Time Out Youth in Charlotte, North Carolina to develop a 7-session curriculum that provides a mixture of psychoeducation, peer support, resource sharing, and interactive learning to support youth who have experienced, or are at higher risk to experience, violence.

## **THEORETICAL FRAMEWORKS**

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In response to the data collected during the literature review and youth focus groups, we have integrated systems theory and minority stress theory as a framework to develop the curriculum of this program. Session facilitation will also utilize solution-focused and trauma-informed approaches in navigating these topics with youth

and young adults.

**Minority Stress Theory** refers to the additional stress that members of marginalized groups experience because of the prejudice and discrimination they face. The experience of Minority Stress is additive to an individual's general stress and can lead to poorer health outcomes compared to individuals that do not experience Minority Stress.

**Systems Theory** views society as a complex arrangement of elements, including individuals and their beliefs, as they relate to and impact a larger more complex system. Acknowledging the impact of systems on an individual provides a more holistic approach to problem-solving.

**Trauma-Informed Care** is an approach that assumes that an individual is more likely than not to have a history of trauma. Trauma-Informed Care recognizes the presence of trauma symptoms and acknowledges the role trauma may play in an individual's life with the intention to provide support services in a way that is accessible and appropriate to those who may have experienced trauma.

**Solution-Focused Approach** is a short-term goal-focused evidence-based therapeutic approach that helps individuals shift their perspective by constructing solutions rather than focusing on problems. This provides a future-orientated approach to helping individuals identify small measurable steps toward achieving a desired solution while also recognizing barriers to those goals that are outside of the individual's control.

## **PROGRAM GOALS**

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1. Increase participants' ability to recognize and name varying degrees/levels of violence.
2. Improve participants' confidence in advocating for themselves/others when experiencing/witnessing violence.
3. Raise participants' awareness of local, state, and national resources that advocate for individuals experiencing violence.
4. Increase the comfort level of participants' ability to talk about the impact of violence.

## **YOUR ROLE AS A FACILITATOR**

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### **Starter**

You should encourage discussion among the youth, not lead it. If the conversation stops, you may choose to spark new conversations by asking open-ended questions.

Use silence to your advantage. It gives folks a chance to think, and it gives other folks some time to get up the nerve to speak. You may also choose to ask new or quieter people questions such as, "What do you think?" However, it is always OK for youth to choose to remain silent.

### **Information & Experience Seeker**

Ask for facts, information, experiences, ideas, and feelings from the participants to encourage and build group discussion. Be mindful that any facts, information, opinions, and ideas that are expressed are also respectful of group norms and

expectations (i.e., supportive & appropriate).

### **Summarizer**

Pull together related ideas or suggestions and restate or summarize the major points discussed. You may relate some of the points made back to the goals you had established for the group. However, pay attention to new points or themes that arise.

### **Conflict Manager**

Pay attention to sources of difficulty or conflict within the group. Utilize group agreements to keep the group respectful and supportive. Conflict in itself is healthy and a sign that change may be occurring. However, conflict should be mediated, and it is your role to maintain a respectful, safe, and supportive environment for that change to be beneficial to all participants.

### **Energizer**

Your energy and enthusiasm for a topic must be as high as or higher than that of the group. Prepare yourself before a group by eating well, dressing comfortably, and coming prepared at least 15 minutes before the start of a group session.

## **TIPS FOR EFFECTIVE GROUP FACILITATION**

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### **Be affirming**

Offer encouragement and positive feedback towards the participants while making the effort to affirm at least one of the youths during a session.

### **Exercise empathic listening**

Be mindful of not giving in to the pressure of always having to continue the discussion by speaking. Strive to be more intuitively attentive to what participants are sharing.

### **Be fair and impartial**

You should mediate disagreements, but not encourage or discourage one side of a discussion. Try to separate the statements of a person from their personhood. People have a right to their own opinion.

### **Discourage sexist, racist, transphobic, and all other hurtful forms of language.**

You should at all times maintain a safe and supportive environment in the discussion group. ***The use of sexist, homophobic, transphobic, racist, ageist, or otherwise disparaging or limiting language should be actively discouraged.*** If you believe that a person is using this language or behavior, or a participant indicates that they believe so, then you are responsible for addressing this in an educational and supportive manner.

Utilize your organization's guidelines around language and the Group Agreements to consistently address instances of harmful language.

### **Know yourself and be yourself**

Be confident and fully prepared. It is okay to be a little nervous. If anything, you will be a lot more alert toward what is going on. Allow yourself to laugh, to have a sense of humor, and at times even

to cry. There may be moments when you will not be able to stop yourself from becoming emotional. Preferably, you should be able to look at the subject matter and anticipate such a possibility. Whether you expect this to happen or not, keep in mind that it is still your responsibility to maintain focus and continuity on the subject.

### **Know your subject matter**

It will be extremely helpful to study your topic and have personal experience with the kinds of circumstances in question.

### **Know your audience**

Respect them and listen to what they say. Call them by name if you are able.

### **Be lively and enthusiastic where appropriate**

Exuding more energy will increase the engagement of participants in the discussion. It is important to be mindful of the subject matter being discussed and the physical and emotional response of participants to the topic being discussed.

### **Vary your vocal qualities and make statements clear, simple, and easy to remember**

Changes in pitch, speaking rate, and volume will prevent you from sounding monotonous. Offer ideas one at a time and relate them to each other. Summarize when needed.

### **Be mindful of your body language**

If your gestures, body posture, and facial expressions are meaningful and even genuinely

animated, they will further your theme. You can also use body language to help direct the flow of the conversation.

### **Be flexible and adaptable**

Try to read and interpret your participants' verbal and non-verbal responses. This will allow you to adapt the discussion more closely toward their needs. While the goal will be to complete the entire session in one sitting, be prepared to slow down or focus additional time on sections based on the engagement and interest of participants.

## **ADDITIONAL IMPORTANT CONSIDERATIONS**

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### **State Laws on Mandated Reporting**

Given the nature of the topics being discussed, it is vital that facilitators review and are aware of any agency policies in place that relate to mandated reporting as well as laws specific to their state.

An overview of mandated reporting laws by state can be found in [this document](#).

### **Safety Check**

Throughout these workshops, there is a possibility that a participant may become distressed by the topics discussed and may need to check in with someone from your agency.

For this reason, we recommend having two facilitators present for each session. One facilitator can serve as the lead person to move participants through the session, while the second facilitator can be responsible for supporting the

session by validating participant responses, taking notes, and responding to participants needing to check in.

Let the participants know that if they need to take a break for a moment during the group, give the facilitators a thumbs up if they just need a minute (e.g., bathroom break, water, snack, etc.) or give them a thumbs down if they want someone to step out with them to check in privately.

During this time the supporting facilitator will create space for the participant to briefly share what they are experiencing and encourage them to identify what they are feeling. Encourage the participant to take deep breaths as they share how they are feeling.

Actively listen to the participant and assess whether or not what they are sharing constitutes a mandated report or further follow-up based on your agency's policies and state laws on mandated reporting.

Depending on what is shared by the participant, you may need to schedule a time to check in with them following the session to further support them in addressing their discomfort.

Once the participant feels able to return to the session, the two of you can return to the session room.

## **PREPARATION**

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A list of materials is provided at the beginning of each session. Some of these materials may be printed out or copied prior to the session. These materials are provided at the end of each section. Some materials are links to provide to the students to access. If any participants do not have an electronic device with wi-fi access, you may ask participants to pair up so that everyone can access this material.

A list of complete URLs for all links listed in the curriculum is provided in the Session Links beginning on page 66.

# SESSION



## INTRODUCTION

**Suggested Age:** 13 – 20

**Recommended Group**

**Size:** 6 – 10 participants

**Recommended Time:**

90 minutes

### MATERIALS NEEDED:

- Flip Chart Paper
- Markers
- Sticky Note Pads
- Pens
- Pre-Workshop Assessment

## OVERVIEW & RATIONALE:

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Through the use of discussion prompts, activities, and resource sharing, this session will introduce the Anti-Violence Initiative program to participants and establish the framework for the upcoming sessions.

Group agreements for the program will also be established and created during this initial session. It is important to ensure safety and confidentiality are highlighted during this discussion due to the sensitive nature of this workshop.

In addition to establishing the intent of the program, this session will introduce the term “violence” as we will be using it and establish group cohesiveness. We will explore the group’s current understanding of the term “violence” and what other words they associate with it.

**Violence is defined as “the intentional use of physical force or power—threatened or actual—against oneself, another person, or against a group or community—that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation.”**

In alignment with the nature of the topics to be discussed, it is important that you, the facilitator, explain mandated reporting and the limits of confidentiality as it relates to abuse and suicide. Following this initial session, you will briefly review these limitations at the start of each group along with the Group Agreements.

## GOALS:

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During this introductory session, participants will:

- understand the intention and framework of the curriculum
- establish group norms that will be utilized throughout the program
- communicate the definition of violence as it relates to this curriculum



# AGENDA

ACTIVITY	TIME
<b>INTRODUCTION</b>	<b>25 MINUTES</b>
1. Names, Pronouns, & Icebreaker Question	15 minutes
2. Reviewing Mandated Reporting	5 minutes
3. Pre-Workshop Assessment	5 minutes
<b>DISCUSSION</b>	<b>60 MINUTES</b>
1. Introducing the Anti-Violence Initiative	10 minutes
2. Establishing Group Agreements	20 minutes
3. Activity	10 minutes
4. Discussion	15 minutes
5. Wrap-Up Discussion	5 minutes
<b>CHECK OUT</b>	<b>5 MINUTES</b>
<b>Total Session Time</b>	<b>90 minutes</b>

## PRIOR TO THE SESSION

**Pre-Workshop Assessment** – You may print out or make copies of the [Pre-Workshop Assessment](#) at the end of this section or create your own digital version to email to participants using the content in the provided assessment.

**1. Names, Pronouns, & Icebreaker Question****15 minutes**

Each session begins with participants first sharing their names and pronouns and then answering a short icebreaker question. As the facilitator, you should also participate in the introduction and be prepared to lead off introductions to serve as an example for the group participants.

***Icebreaker questions for this session:***

**Setting Expectations** – For this Icebreaker, you will want to prepare a piece of flip chart paper and have sticky note pads available for participants. On the top of the flip chart paper write: ***What is one thing you are hoping to get from participating in this program?***

Before participants begin to introduce themselves, ask them to take a few minutes and write at least one answer to the question on a sticky note.

Once participants have all filled out at least one sticky note, lead off introductions by sharing your name, pronouns, and reading your response to the icebreaker question. As you share your response, place your sticky note onto the flip chart paper. Each participant will follow your example until all participants have completed their introduction.

Using your knowledge of the program's sessions and objectives, let participants know which topics may not be covered in future sessions based on their responses to the icebreaker. If topics will not be discussed at length during the program, you can offer to provide supplemental resources during the last session to support participant learning expectations.

**2. Reviewing Mandated Reporting****5 minutes**

Once participants have completed introductions, it is important that you establish an understanding of mandated reporting as it relates to abuse and neglect. Use the italicized language below to explain mandated reporting to participants:

*The Centers for Disease Control and Prevention (CDC) and the Department for Children and Families (DCF) define child maltreatment as any act or series of acts of commission or omission by a parent or other caregiver that results in harm, the potential for harm, or threat of harm to a child.*

*There are four major categories of child abuse: neglect, physical abuse, psychological or emotional abuse, and sexual abuse. Neglect may be physical, emotional, or moral, and can*

*include denial of proper care and attention, or living under conditions, circumstances, or associations injurious to well-being.*

If a participant is a minor and discloses abuse or neglect, you may be required to report this for the safety of the participant. Also, if any participant discloses they are in danger of harming themselves or others, you will need to perform a safety check and assess if a mandated report is necessary.

It is important for you to be aware of [state laws](#) and agency policies in addition to the guidelines above that you may need to adhere to. You should include any additional policies with participants so they are aware of these prior to sharing information within the group. Following this session, you will need to summarize this information at the start of every session as described in the outlines for future sessions.

### **3. Pre-Workshop Assessment**

**5 minutes**

Provide participants with the Pre-Workshop Assessment and ask them to complete it before moving forward with the discussion. You may print out or make copies of the Pre-Workshop Assessment at the end of this section or create your own digital version to email to participants using the content in the provided assessment.

## **DISCUSSION**

**60 MINUTES**

### **1. Introducing the Anti-Violence Initiative**

**10 minutes**

Now that introductions are complete, you will want to provide an overview of the program and introduce the Anti-Violence Initiative to the participants. During this time, you will want to explain the intention of the program so that there is a clear understanding of the purpose of the Anti-Violence Initiative. Below is a script to use. Do not feel like you have to quote this word for word, but be sure to hit the primary points about the initiative:

*The purpose of the Anti-Violence Initiative is to provide a space for youth and young adults who themselves are either currently the victims of physical or psychological abuse or violence by reason of their sexual orientation or gender identity, or who were abuse victims of this type in the past to be able to explore how violence manifests in our lives and how to access resources and support.*

*Through the use of literature review and focus groups with youth from across the country, CenterLink partnered with Time Out Youth in Charlotte, NC to develop the program. The*

*program will be broken down into 7 90-minute sessions.*

*This first session will introduce concepts we will discuss in the upcoming sessions, set expectations for the program, and allow participants to get to know one another.*

*Sessions 2 – 5 will examine how LGBTQ youth experience violence through different systems (i.e., school, relationships, families, and community-based).*

*Session 6 will focus on providing participants with steps for self-advocacy and how to intervene when they or someone they know is experiencing violence.*

*Session 7 will look at how experiences of violence impact individuals and will conclude by providing participants with strategies for coping and self-care.*

## **2. Establishing Group Agreements**

**20 minutes**

The next phase of this session will focus on establishing Group Agreements. These agreements are designed to ensure that all participants can engage fully in the program and to minimize the potential for harm caused by participation. If your Center already has existing agreements or norms that you use in your space, explain to participants that the Group Agreements for this program will operate in a similar fashion.

On a piece of flip chart paper, write the following at the top of the page: **Group Agreements**. Ask participants what Group Agreements they feel need to be in place for them to be able to fully engage in the program.

As participants share agreements, write them on a sticky note and add them to the flip chart paper. Ask participants to explain the meaning of the agreement and ensure that all participants share an understanding of the agreement's intention.

In case participants are having trouble coming up with Group Agreements, sample ones are provided below. You can also utilize Group Agreements that you currently use in other programs that you run to help provide ideas for participants.

Continue adding agreements and discussing their intention until participants feel that they have covered all potential agreements. Let participants know that for some future sessions, you will provide them with the opportunity to add additional ones that may be specific to a topic.

Once the Group Agreements are finalized, you can write them onto the flip chart paper. Save this paper for future sessions. In future sessions, if participants add Group Agreements, those can be added to this paper with sticky notes.

### Sample Group Agreements:

- 1) **Take Space; Make Space** – Be mindful of how much space we are taking up in the conversation. Share your thoughts and then give others the chance to add in.
- 2) **Be in the Moment** – Limit distractions while participating in the program and engage in the conversation.
- 3) **One Mic, One Diva** – Try not to talk over one another and to actively listen as others share.
- 4) **Respect Confidentiality** – Don't share other people's experiences discussed in the group with folks outside of the group.
- 5) **Thumbs Up/Thumbs Down** – Let the facilitators know if you need to take a break for a moment during the group. Give the facilitators a thumbs up so they know you just need a minute (bathroom break, water, snack, etc.) or give them a thumbs down so they know you want someone to privately step out with you.

### 3. Activity

10 minutes

Now that you have established Group Agreements, we will do an activity to encourage participants to find commonalities with their peers in the group. This will serve to build rapport with participants prior to moving into our initial discussion on violence.

- Explain to participants that you are going to put everyone into groups with 2 – 3 participants per group.
  - For smaller group sizes, keep everyone in one room and facilitate this activity as a single group.
- Each group will have 4 minutes to find 3 things all participants have in common with one another.

You can provide some sample questions to ask each other to find commonalities.

For example:

- Where they were born? What grade are they in? What is their favorite subject in school?
- Do participants have similar hobbies or tastes in music, television, or literature?
- Once the 4 minutes are up, bring participants back together and ask them to share some of the things they have in common with one another.

#### 4. Discussion

15 minutes

For the next part of this session's discussion, you will use the following activity to identify participants' understanding and perception of violence. On a piece of flip chart paper, write the following at the top of the page: *What is Violence?*

Ask participants to use sticky note pads to answer the question. As they write answers, they can place them on the flip chart paper. Participants can put more than one answer to this question on the flip chart paper.

It is important that you state that participants do not write out specific scenarios of violence that they have experienced or witnessed. This is to ensure that we minimize the chance that participants could experience trauma from overly specific scenarios or situations that too closely mirror an experience they have had.

- Participants can be encouraged to put words that describe how the word "violence" makes them feel, behaviors that they associate with violence, or write out how they define the word.

Once participants have stopped adding responses onto the flip chart paper, begin to discuss some of the responses.

It is important that you validate the information participants have shared and thank them for their engagement. If possible, try to tie participant responses back to the definition of violence we shared at the beginning of the session.

Once the discussion of participant responses has ended, share Dr. Martin Luther King Jr's definition of violence:

*"Violence is anything that denies human integrity  
and leads to hopelessness and helplessness."*

Ask participants how they feel about Dr. King's definition of violence.

- In what ways do their responses match or differ from his?

Once the conversation closes, acknowledge that violence is complex and presents differently throughout our lives. As we navigate different systems (schools, families, relationships, communities) we may experience acts of violence in different ways.

Re-state to participants that the goal of this program is to help participants better understand how violence manifests as well as how to intervene and receive support when they experience or witness violence.

## 5. Wrap-Up Discussion

5 minutes

At this point, thank participants for their engagement in today's session and prepare them for the next session.

In Session 2, we will be discussing what violence looks like within schools. From the focus groups we conducted prior to developing this curriculum, an overwhelming number of participants shared that their first experiences of violence occurred in school.

Remind participants of the date and time that Session 2 will take place and how this information will be shared with them prior to the next session.

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## CHECK OUT

5 MINUTES

### 1. Check out

As you close out this session, ask participants to again share their names, pronouns, and one word that describes how they are currently feeling.

### 2. Use of additional time

This session may wrap up faster than the allotted 90 minutes. If this is the case for your group, use the remaining time after checking out to offer youth the opportunity to socialize with one another and to check in individually with any youth that may need that time.

# PRE-WORKSHOP ASSESSMENT

Please answer a few questions about your experiences and thoughts.  
There are no right or wrong answers.

1. I know how to describe violence.

*Mark only one.*

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

2. It makes me feel strong when I push someone around.

*Mark only one.*

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

3. It's OK to hit someone if they make me mad.

*Mark only one.*

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

4. It is OK if your partner criticizes, mocks, or makes fun of you when you express your opinions, needs, and feelings if they never hit you.

*Mark only one.*

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

5. Sometimes violence is the only way to express your feelings.

*Mark only one.*

- Strongly agree
- Agree
- Disagree
- Strongly Disagree



6. If you don't fight back when other people push you around, you will lose respect.

*Mark only one.*

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

7. There are resources for a person to use to get help if they are experiencing violence.

*Mark only one.*

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

8. I know how to cope with violence in my life.

*Mark only one.*

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

9. I know where to go to get help for myself if I experience violence.

*Mark only one.*

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

10. I have expectations in this group.

*Mark only one.*

- Yes
- No

11. What would you like to learn or experience in this group? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# SESSION

# 2

## SCHOOL-BASED VIOLENCE

**Suggested Age:** 13 – 20

**Recommended Group**

**Size:** 6 – 10 participants

**Recommended Time:**

90 minutes

### MATERIALS NEEDED:

- Group Agreements Flip Chart Paper – Created in Session 1
- Flip Chart Paper
- Markers
- Sticky Note Pads
- Pens

## OVERVIEW & RATIONALE:

Through the use of discussion prompts, activities, and resource sharing, this session will focus on expanding participants' understanding of school-based violence and its impact. Violence in schools is most commonly referred to as bullying. Bullying can happen to anyone regardless of their age, identity, or social status.

The CDC defines bullying as any unwanted aggressive behavior(s) by another youth or group of youths, who are not siblings or current dating partners, that involves an observed or perceived power imbalance, and is repeated multiple times or is highly likely to be repeated.

Common types of bullying include:

- physical, such as hitting, kicking, and tripping
- verbal, including name-calling and teasing
- relational/social, such as spreading rumors and exclusion from the group
- damage to property of the victim

It is common for everyone to have experienced or have engaged in bullying of a peer. According to [stopbullying.gov](http://stopbullying.gov), 1 in 5 students has experienced bullying directly. However, students who are members of the LGBTQ+ community are at a higher risk for bullying; 40% of students in this group report experiencing bullying.

School-based violence can have a direct impact on the well-being and resiliency of those who witness and experience it. The [2019 GLSEN National School Climate Survey](#) data shows that individuals who experience victimization in school are more likely to miss at least one day of school a month, have lower GPAs, as well as experience higher rates of depression and feelings of isolation than youth who report not experiencing victimization in schools.

LGBTQ+ youth are also less likely to report experiences of bullying or victimization in schools when they believe that adults or school staff will not effectively intervene.

# AGENDA

ACTIVITY	TIME
<b>INTRODUCTION</b>	<b>15 MINUTES</b>
1. Names, Pronouns, & Icebreaker Question	5 minutes
2. Reviewing Group Agreements	10 minutes
<b>DISCUSSION</b>	<b>60 MINUTES</b>
1. Activity	5 minutes
2. Discussion	40 minutes
3. Wrap-Up Discussion	15 minutes
<b>RESOURCE SHARING ACTIVITY</b>	<b>10 MINUTES</b>
<b>CHECK OUT</b>	<b>5 MINUTES</b>
<b>Total Session Time</b>	<b>90 minutes</b>

## GOALS:

Following this session, participants will be able to:

- understand varying expressions of school-based violence
- recognize the impact of school-based violence
- access resources to support themselves or others experiencing school-based violence

## PRIOR TO THE SESSION

In this session, and in some future sessions, you will need to set up interactive online polls to correspond with the session activities.

Below are the poll questions and answers for this session.

There are a number of different online tools that you can utilize to create polls or quizzes for free (e.g., PollEverywhere, Kahoot, Doodle, JotForm). If you have a platform that you already use and are comfortable with, utilize that. Participants will be able to use a phone or other device to complete the poll.

If you are concerned that participants will not have access to technology to complete the polls online, you can also create physical copies of these questions and hand them out.

**Answers to Session Poll** – For this session, you will create one poll with all five questions and one poll with questions 3 – 5 for the end of the session. Below you will find the numbered questions as well as an explanation of potential responses.

*continued...*

## **PRIOR TO THE SESSION, *continued***

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1. True or False: I have personally experienced bullying in school.

There is no correct answer to this one. We are asking this question so participants will be able to see that they are not alone in experiencing bullying and violence in schools.

This question will not be repeated at the end.

2. True or False: I have personally participated in bullying behaviors directed at someone else in school.

Like question 1, there is no wrong answer to this one. This question is to provide space for reflection that everyone is capable of engaging in bullying behaviors. Sometimes people bully others so that they themselves will not become the target of bullying.

This question will not be repeated at the end.

3. True or False: Bullying in school can only happen between students.

False – Bullying behaviors and school-based violence can occur between adults in these spaces as well. Faculty and staff may engage in behaviors that bully one another or students.

4. True or False: Bullying can only occur verbally.

False – Bullying behaviors can take many forms and include physical violence.

5. True or False: Bullying can lead to lower grades in school.

True – Studies indicate that individuals experiencing bullying are more likely to have lower grades. Many factors can contribute to this outcome. When individuals experience bullying in school, they are less able to focus on school and may actively skip school to avoid being bullied.

**Local School District Policies** – Review your local school district website for policies around violence and bullying. If participants struggle to find this information during the discussion, you will be able to guide them to where it is located.

**1. Names, Pronouns, & Icebreaker Question****5 minutes**

Each session begins with participants first sharing their names and pronouns and then answering a short icebreaker question. As the facilitator, you should also participate in the introduction and be prepared to lead introductions to serve as an example for the group participants.

***Icebreaker question for this session:***

- **Three Words:** When each member of the group checks in with their name and pronouns, ask them to additionally share three words that describe themselves.

**2. Reviewing Group Agreements****10 minutes**

The norms agreed upon during the previous session should be restated at the beginning of each meeting in full. Post the Group Agreements flip chart sheet you created from Session 1 and display it where participants can see it.

During this time, you will also introduce the topic of this module to the group: ***School-Based Violence***. Now that the group is aware of the topic, check in to see if there are any additional agreements they would like to add to ensure their comfort and feelings of safety.

Take a few minutes and encourage participants to use the sticky note pads to add additional agreements for this session. Review these new agreements as a group to ensure everyone understands the intent of the additional agreement. New agreements may not always be necessary with each topic, but you will want to provide space for them to be added if needed.

Finally, you will briefly restate the limits of confidentiality as they relate to mandated reporting that was discussed during the initial session. Much like the Group Agreements, these should be briefly reviewed at the start of each group in case new participants are joining for the first time.

**1. Activity****5 minutes**

To begin this session, share the following Poll Questions and ask participants to answer each question. Remind folks that their individual responses are private and unable to be known by the rest of the group.

1. True or False: I have personally experienced bullying in school.

2. True or False: I have personally participated in bullying behaviors directed at someone else in school.
3. True or False: Bullying in school can only happen between students.
4. True or False: Bullying can only occur verbally.
5. True or False: Bullying can lead to lower grades in school.

Utilize the responses as a way to connect participant experiences to the statistics and data presented in the overview and rationale section above.

Make note of the responses to questions 3 – 5 as we will ask them again at the end of the session to see if participants' perspectives shifted as a result of the conversation.

## 2. Discussion

**40 minutes**

The following questions help to promote discussion by participants regarding bullying behaviors and school-based violence. The ultimate goal is to engage youth in a discussion that highlights the following:

- why people might engage in bullying behaviors
- what bullying looks like in school
- how bullying behaviors can make someone feel

Using a piece of flip chart paper, write down keywords or themes shared during the responses to the following questions. This will help participants be able to visualize commonalities shared through their responses to the following questions.

1. Why do you think people bully others?
2. How do people bully others in school?
3. What does it feel like to be bullied?

As you ask each question, provide time for participants to share their thoughts and validate and respond to their answers.

If absent from the conversation, it is important to point out that bullying behaviors are not only directed at students by other students, and that school administrators, staff, and other adults at school can perpetuate bullying behaviors.

Picking up some of the themes discussed in the last question, you will now share with participants the effects of school-based violence.

Ask participants to think about how bullying impacts people beyond how they feel.

- What are the effects of bullying behaviors?
- How can bullying impact your ability to participate fully at school?

After validating responses from participants, be sure to emphasize that bullying can result in lower scores in school, physical injury or sickness, self-harm, or even suicide.

Ask participants to discuss what policies they are aware of in their school that relates to school-based violence and bullying.

- Do participants know what protections the school has around bullying behaviors?

One part of being able to effectively advocate for yourself or others is to understand policies and guidelines that exist and how to utilize those policies. Many school county websites will also have listings of policies.

- Ask participants to take a minute and search for bullying policies online for their school system.
  - If participants have a difficult time finding resources, help guide them to where they can find this information based on your research prior to the session.

If participants express discomfort in self-advocacy, you can also encourage them to consider identifying a safe adult in their school system or a parent/guardian that they could go to for help navigating this process.

### **3. Wrap-Up Discussion**

**15 minutes**

As you begin to close out this session, review some of the themes discussed and help participants conceptualize concrete steps they can take when they experience school-based violence.

- Ask participants how they think they could intervene when they witness bullying in school?
  - While directly engaging and trying to stop the behavior is an option, it is fair that many people may not feel comfortable directly confronting a violent situation.
  - When direct intervention is not the safest option, identify a safe teacher, staff person, or administrator for support. Tell staff or a safe adult when you or someone you know is being bullied at school.

Ensuring that you don't feel isolated when experiencing school-based violence can also help to mitigate some of the impacts of bullying. Joining your school's GSA is a way to surround yourself

with other inclusive and affirming people.

Conclude the conversation by posting the second poll with questions 3 – 5 of the opening discussion again and asking participants to respond and review answers to these questions.

Make note of any changes to the responses and ask participants to share any closing thoughts.

## RESOURCE SHARING ACTIVITY

10 MINUTES

After participants have had a chance to share in the wrap-up discussion, share the following national resources relevant to school-based violence. You can write the URLs on a piece of flip chart paper or send the links directly to participants by email.

- [StopBullying.gov](https://www.stopbullying.gov) – A government website managed by the U.S. Department of Health and Human Services. Provides resources on identifying bullying behaviors and how to get support.
- [GLSEN.org](https://www.glsen.org) – A national organization whose mission is to ensure that every member of every school community is valued and respected regardless of sexual orientation, gender identity, or gender expression.
- [ACLU.org](https://www.aclu.org) – A national organization that works to defend and preserve the individual rights and liberties guaranteed to everyone in this country. They work on a number of issues regarding juvenile justice and LGBTQ rights and have offices in states across the country.

Have participants take a few minutes and visit these websites. Ask participants to share any key information they learned from the site (e.g., contact information, links to resources, etc.)

Ask participants to share any resources they are aware of that have not been mentioned.

## CHECK OUT

5 MINUTES

### 1. Check out

As you close out this session, ask participants to again share their names, pronouns, and one subject or activity they enjoy in school.

### 2. Use of additional time

This session may wrap up faster than the allotted 90 minutes. If this is the case for your group, use the remaining time after checking out to offer youth the opportunity to socialize with one another and to check in individually with any youth that may need that time.



# SESSION

# 3

## SEXUAL AND DATING VIOLENCE

**Suggested Age:** 13 – 20

**Recommended Group**

**Size:** 6 – 10 participants

**Recommended Time:**

90 minutes

### **MATERIALS NEEDED:**

- Group Agreements Flip Chart Paper – Created in Session 1
- Flip Chart Paper
- Markers
- Sticky Note Pads
- Pens
- Power & Control Wheel
- Session 3 Scenarios Handout

## **OVERVIEW & RATIONALE:**

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Through the use of discussion prompts, activities, and resource sharing, this session will provide participants the opportunity to explore the different ways sexual and dating violence can manifest, how to recognize signs of abuse, and provide resources on how to seek support for themselves or others experiencing sexual and dating violence.

The CDC defines intimate partner violence as: “physical violence, sexual violence, stalking, or psychological harm by a current or former partner or spouse.” It adds that “sexual intimacy does not have to be engaged in for this to occur.”

Intimate partner violence can occur in any intimate relationship regardless of the race, class, gender, orientation, etc., of the individuals. Intimate partner violence occurs when one or more of the partners establishes a pattern of trying to have power or control over their partner or partners.

It is important to recognize that the nature of this topic can be especially sensitive for participants. During the check-in, we will want to make sure to provide space for participants to add additional agreements for this session to minimize the potential for further trauma as a result of participating in this topic.

## **GOALS:**

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Following this session, participants will be able to:

- understand varying expressions of sexual and dating violence beyond physical violence
- recognize the impact of power dynamics within sexual & dating relationships
- access resources to support themselves or others experiencing sexual & dating violence

# AGENDA

ACTIVITY	TIME
<b>INTRODUCTION</b>	<b>15 MINUTES</b>
1. Names, Pronouns, & Icebreaker Question	5 minutes
2. Reviewing Group Agreements	10 minutes
<b>DISCUSSION</b>	<b>55 MINUTES</b>
1. Initial Discussion	5 minutes
2. Activity	20 minutes
3. Discussion	25 minutes
4. Wrap-Up Discussion	5 minutes
<b>RESOURCE SHARING ACTIVITY</b>	<b>15 MINUTES</b>
<b>CHECK OUT</b>	<b>5 MINUTES</b>
<b>Total Session Time</b>	<b>90 minutes</b>

## PRIOR TO THE SESSION

1. **Print Power and Control Wheel** – You will want to print out copies of the [Power and Control Wheel](#) at the end of this section for participants to be able to have during the session.
2. **Print Copies of the Scenarios Handout** – You will want to print out copies of the [Scenarios](#) handout at the end of this section. These will be utilized by the group during the session.
3. **Prepare Flip Chart Paper for Scenarios** – Using a piece of flip chart paper and sticky note pads, you will want to create a tool that will be used for ranking scenarios.

On the far left of the top of a piece of flip chart paper, write, “**Least Harmful**” and on the far right write, “**Most Harmful.**” Create 5 sticky notes that include a number that corresponds with each scenario. Place those in chronological order slightly below and between “Least Harmful” and “Most Harmful.”

To the right is a sample of what this could look like:



*continued...*

## **PRIOR TO THE SESSION, *continued***

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4. **Prepare the online poll** – As with the previous session, you will want to use your polling platform of choice to set up the following poll for participants to complete.

If you are concerned that participants will not have access to technology to complete the polls online, you can also create physical copies of these questions and hand them out.

### **Answers to Session Poll**

1. True or False: Dating violence only occurs when a partner hits or physically hurts the other.  

False – Just as with bullying from Session 2, intimate partner and dating violence can take multiple forms. These will be illustrated through the Power and Control Wheel.
2. True or False: Same-gender partnerships cannot experience intimate partner violence.  

False – While laws around Intimate Partner Violence can be very heteronormative in their language, queer and same-gender relationships are just as susceptible to violence between partners.
3. True or False: You should always contact authority (e.g., law enforcement, fire department, school administrator, trusted adult, etc.) if you believe someone is being hurt within their intimate or dating relationship.  

False – While getting help for someone experiencing Intimate Partner Violence may include reporting to another person, this can also cause more harm or put a person at greater risk for violence if not done thoughtfully. Communicating with someone who you believe is experiencing violence and asking them how you can help support them should be the first step before reporting violence.

**1. Names, Pronouns, & Icebreaker Question****5 minutes**

Each session begins with participants first sharing their names and pronouns and then answering a short icebreaker question. As the facilitator, you should also participate in the introduction and be prepared to lead introductions to serve as an example for the group participants.

***Icebreaker question for this session:***

- Animal Form: Name an animal that represents your personality.
  - Ask them to share what it is about the animal they chose that they connect with.

**2. Reviewing Group Agreements****10 minutes**

The norms agreed upon at the first session should be restated at the beginning of each meeting in full. Post the Group Agreements flip chart paper you created from Session 1 and display it where participants can see it.

During this time, you will share the topic of this module with the group: ***Sexual and Dating Violence***. Now that the group is aware of the topic, check in to see if there are any additional agreements they would like to add to ensure their comfort and feelings of safety.

Take a few minutes and encourage participants to use the sticky note pads to add additional agreements for this session. Review these new agreements as a group to ensure everyone understands the intent of the additional agreement. New agreements may not always be necessary with each topic, but you will want to provide space for them to be added if needed.

Finally, you will briefly restate the limits of confidentiality as they relate to mandated reporting that was discussed during the initial session. Much like the Group Agreements, these should be briefly reviewed at the start of each group in case new participants are joining for the first time.

**1. Initial Discussion****5 minutes**

To begin, share the poll questions you prepared prior to the session and ask participants to answer each question.

Remind folks that their individual responses are private and unable to be known by the rest of the group.

- True or False: Dating violence only occurs when a partner hits or physically hurts the other.
- True or False: Same-gender partnerships cannot experience intimate partner violence.
- True or False: You should always contact authority (e.g., law enforcement, fire department, school administrator, trusted adult, etc.) if you believe someone is being hurt within their intimate or dating relationship.

Thank the participants for participating and ask them to hold off on discussing their choices at this time. Later during our discussion, we will come back to their initial answers and see if perspectives have changed.

Before moving to the activity, share the definition of intimate partner violence with the group:

*The CDC defines intimate partner violence as: “physical violence, sexual violence, stalking, or psychological harm by a current or former partner or spouse.” It adds that “sexual intimacy does not have to be engaged in for this to occur.” Intimate partner violence can occur in any intimate relationship regardless of the race, class, gender, orientation, etc., of the individuals. Intimate partner violence occurs when one or more of the partners establishes a pattern of trying to have power or control over their partner or partners.*

## 2. Activity

**20 minutes**

Hand out copies of the scenarios to participants and post the scenario flip chart paper that you prepared in a place where all participants can see it. Use the following steps to navigate this activity:

- Ask if any participant is willing to read Scenario 1.
  - Be prepared to read it yourself if no one volunteers.
- After reading Scenario 1, ask participants to discuss what aspects of the scenario are abusive.
- After participants share, place the Scenario 1 sticky note in the middle of the flip chart paper (in the middle of the area where “Least Harmful” and “Most Harmful” are written).

Repeat these steps for Scenarios 2 – 5. A copy of the scenarios is below for quick reference:

### Scenario 1

Kai and Blake have recently begun dating. Kai sent Blake pictures of himself without clothes on. Blake showed these pictures to his friends.

## **Scenario 2**

Maya and Nic are in a dating relationship. Maya has recently realized that she does not have romantic feelings toward Nic and that they would be better off as friends. When Maya shares this with Nic, Nic tells Maya that Maya is the only reason that Nic is happy, and she will hurt herself if Maya breaks up with her.

## **Scenario 3**

Cam and Kat have been dating for six months. Cam attempts to contact Kat through text message, but Kat does not respond. Cam then texts Kat every few minutes, asking her where she is. Kat responds after an hour, saying she was taking a nap. Cam yells at her and tells her she is a bad partner.

## **Scenario 4**

Alex recently started college classes. His partner Andie wakes him up for his classes and tells him when to leave. He then writes out all of Alex's classes for the day and when to eat lunch. Andie tells Alex that he could not be successful in college without their help.

## **Scenario 5**

Zoey and Anna, who have a sexual relationship but are not dating one another, are at the park together. Someone approaches them to ask for directions and Anna responds in a flirtatious tone. When that person walks away, Zoey becomes angry and begins to cry. Anna attempts to comfort Zoey by putting their arm around Anna. Zoey pushes Anna away so hard that Anna falls backward.

After each scenario is discussed, ask participants to come to a general agreement on where each scenario falls on the spectrum. This will most likely require you to move previous sticky notes around on the spectrum as participants discuss each scenario.

Participants will likely have different opinions on the order of each scenario. Encourage discussion around these differing perspectives but remind folks that there is no right or wrong answer.

The ultimate goal of this activity is to create awareness that all of these scenarios demonstrate harmful behaviors and that violence can manifest in ways that aren't always visible or physical. Validate that all violent behaviors are harmful, regardless of the degree of harm we may perceive these behaviors to cause.

### 3. Discussion

25 minutes

After completing the scenario activity, discuss with participants what they noticed about how they evaluated each scenario. Use the following prompts to facilitate additional discussion:

- What makes behaviors in these scenarios more or less harmful?
- When during any of the scenarios could participants have sought external support from an adult or authority figure?
- What words or phrases come to your mind when you hear the term “Intimate Partner Violence”?
- Why might a person be violent towards their partner/partners?

As participants discuss these questions, listen for any themes around power and control and use this as a way to segue to the Power and Control Wheel. At this point, you will pass out copies of the Power and Control Wheel to participants. Ask participants to look at the Power and Control Wheel as you explain it using the following statements:

- *The wheel serves as a diagram of tactics that an abusive partner uses to keep their victims in a relationship.*
- *The inside of the wheel is made up of subtle, continual behaviors over time, while the outer ring represents physical and sexual violence.*
- *Abusive actions like those depicted in the outer ring often reinforce the regular use of other, more subtle methods found in the inner ring.*
- *Abusive partners may use many different ways to gain control including physical harm, threats, stalking, intimidation, isolation, etc.*

The participants may have placed physical harm during the activity as being *more harmful* than verbal or emotional abuse. It is important to explain that emotional abuse can be just as or more harmful as physical abuse and can leave lasting pain.

Not all relationships look alike, and patterns of abusive and unhealthy behaviors can also be different.

Ask participants to consider the scenarios from earlier and discuss which subtle behaviors from within the Power and Control Wheel can be identified from these scenarios.

Provide space for participants to share their thoughts on the Power and Control Wheel as a tool to identify abusive behaviors in relationships.

#### 4. Wrap-Up Discussion

5 minutes

Conclude the conversation by asking participants to complete the poll again. Ask participants to respond and review answers to these questions.

Make note of any changes to the responses and ask participants to share any closing thoughts.

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#### RESOURCE SHARING ACTIVITY

15 minutes

Share the following national resources relevant to today's discussion. You can write the URLs on a piece of flip chart paper or send the links directly to participants by email.

- [The Hotline](#) – The National Domestic Violence Hotline provides essential tools and support to help survivors of domestic violence so they can live their lives free of abuse. Their resources are available 24 hours a day, seven days a week, 365 days a year.
- [National Coalition Against Domestic Violence](#) – The National Coalition Against Domestic Violence's mission is to lead, mobilize and raise voices to support efforts that demand a change of conditions that lead to domestic violence such as patriarchy, privilege, racism, sexism, and classism.
- [National Center on Domestic and Sexual Violence](#) – The National Center on Domestic and Sexual Violence designs, provides, and customizes training and consultation, influences policy, promotes collaboration, and enhances diversity with the goal of ending domestic and sexual violence.

Have participants take a few minutes and visit these websites. Ask participants to share any key information they learned from the site (e.g., contact information, links to resources, etc.)

Ask participants to share any resources they are aware of that have not been mentioned.

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#### CHECK OUT

5 minutes

##### 1. Check out

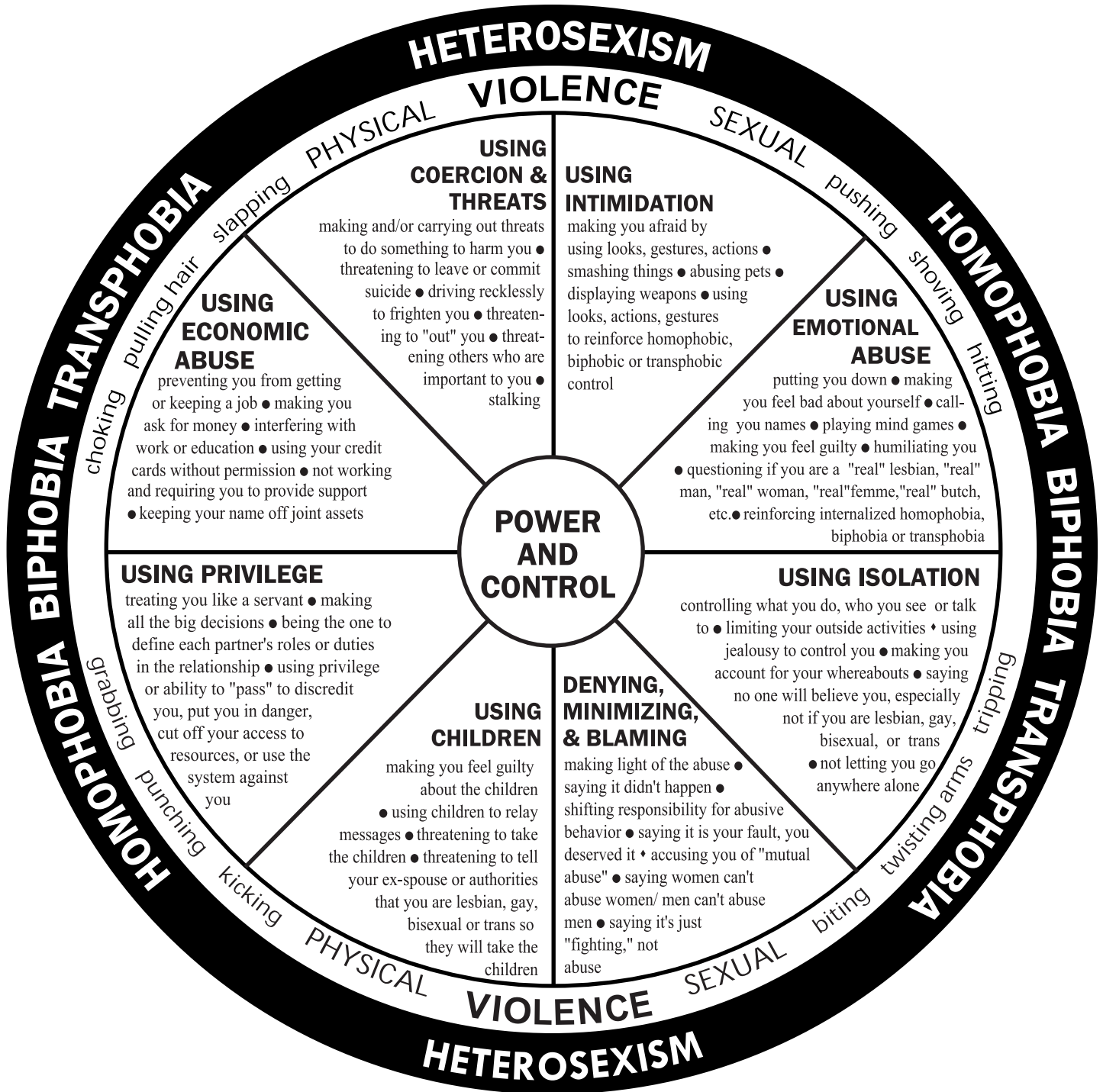
As you close out this session, ask participants to again share their names, pronouns, and favorite candy or snack.

##### 2. Use of additional time

This session may wrap up faster than the allotted 90 minutes. If this is the case for your group, use the remaining time after checking out to offer youth the opportunity to socialize with one another and to check in individually with any youth that may need that time.



# Power and Control Wheel for Lesbian, Gay, Bisexual and Trans Relationships



Developed by Roe & Jagodinsky

Adapted from the Power & Control and Equity Wheels developed by the Domestic Abuse Intervention Project • 206 West Fourth Street • Duluth, Minnesota 55806 • 218/722-4134

# SCENARIOS

## **Scenario 1**

Kai and Blake have recently begun dating. Kai sent Blake pictures of himself without clothes on. Blake showed these pictures to his friends.

## **Scenario 2**

Maya and Nic are in a dating relationship. Maya has recently realized that she does not have romantic feelings toward Nic and that they would be better off as friends. When Maya shares this with Nic, Nic tells Maya that Maya is the only reason that Nic is happy, and she will hurt herself if Maya breaks up with her.

## **Scenario 3**

Cam and Kat have been dating for six months. Cam attempts to contact Kat through text message, but Kat does not respond. Cam then texts Kat every few minutes, asking her where she is. Kat responds after an hour, saying she was taking a nap. Cam yells at her and tells her she is a bad partner.

## **Scenario 4**

Alex recently started college classes. His partner Andie wakes him up for his classes and tells him when to leave. He then writes out all of Alex's classes for the day and when to eat lunch. Andie tells Alex that he could not be successful in college without their help.

## **Scenario 5**

Zoey and Anna, who have a sexual relationship but are not dating one another, are at the park together. Someone approaches them to ask for directions and Anna responds in a flirtatious tone. When that person walks away, Zoey becomes angry and begins to cry. Anna attempts to comfort Zoey by putting their arm around Anna. Zoey pushes Anna away so hard that Anna falls backward.

# SESSION

# 4

## FAMILY VIOLENCE

**Suggested Age:** 13 – 20

**Recommended Group**

**Size:** 6 – 10 participants

**Recommended Time:**

90 minutes

### **MATERIALS NEEDED:**

- Group Agreements Flip Chart Paper – Created in Session 1
- Flip Chart Paper
- Markers
- Sticky Note Pads
- Pens

## **OVERVIEW & RATIONALE:**

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Through the use of discussion prompts, activities, and resource sharing, this session will focus on expanding participants' understanding of family violence and its impact.

Family violence is defined as any form of abuse, mistreatment, or neglect that a child or adult experiences from a family member, or from someone with whom they have an intimate relationship.

Family does not have to be biological and can encompass close friendships or partners with whom someone has a close relationship.

For the context of this session, we will be focused on violence between biological family members and legal guardians and those whose care they are responsible for.

Families often engage in healthy conflict, which can look like disagreements around expectations or planning. However, conflict escalates to violence when the intentional use of physical force or power is used to threaten or harm others.

Family violence can occur in the form of physical violence, emotional violence, sexual violence, or neglect. Oftentimes, people in dangerous or violent family situations do not report what is happening for fear of retaliation from their family, embarrassment, or shame. Members of the LGBTQ+ community can experience this fear to higher degrees due to holding an identity that is historically connected with experiences of marginalization and oppression.

## **GOALS:**

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Following this session, participants will be able to:

- understand the ways in which family violence may present within family systems
- recognize the impact of family violence
- access resources to support themselves or others experiencing family violence

# AGENDA

ACTIVITY	TIME
<b>INTRODUCTION</b>	<b>15 MINUTES</b>
1. Names, Pronouns, & Icebreaker Question	5 minutes
2. Reviewing Group Agreements	10 minutes
<b>DISCUSSION</b>	<b>50 MINUTES</b>
1. Initial Discussion	5 minutes
2. Activity 1	10 minutes
3. Discussion	10 minutes
4. Activity 2	15 minutes
5. Wrap-Up Discussion	10 minutes
<b>RESOURCE SHARING ACTIVITY</b>	<b>10 MINUTES</b>
<b>CHECK OUT</b>	<b>15 MINUTES</b>
<b>Total Session Time</b>	<b>90 minutes</b>

## PRIOR TO THE SESSION

**Prepare the online poll** – As with the previous session, you will want to use your polling platform of choice to set up the following poll for participants to complete.

If you are concerned that participants will not have access to technology to complete the polls online, you can also create physical copies of these questions and hand them out.

### Answers to Session Poll

1. True or False: Conflict can be healthy.

True – Conflict between people is something that can't be wholly avoided. Healthy communication through the discomfort of conflict can foster compromise and the ability to improve our relationships with others.

2. True or False: Violence rising to the level of being considered abuse is not common.

False – National statistics show that 11% of all violent offenses happen between family members.

3. True or False: Neglect is a form of violence.

True – As discussed in previous sessions, violence doesn't always have to manifest physically. The intentional neglect of the needs of a family member can be categorized as violence.

**1. Names, Pronouns, & Icebreaker Question****5 minutes**

Each session begins with participants first sharing their names and pronouns and then answering a short icebreaker question. As the facilitator, you should also participate in the introduction and be prepared to lead introductions to serve as an example for the group participants.

***Icebreaker question for this session:***

- **Fictional Family:** If you could be a member of one fictional family, which would it be and why?

**2. Reviewing Group Agreements****10 minutes**

The norms agreed upon at the first session should be restated at the beginning of each meeting in full. Post the Group Agreements flip chart sheet you created from Session 1 and display it where participants can see it.

During this time, you will share the topic of this module with the group: **Family Violence**. Now that the group is aware of the topic, check in to see if there are any additional agreements they would like to add to ensure their comfort and feelings of safety.

Take a few minutes and encourage participants to use the sticky note pads to add additional agreements for this session. Review these new agreements as a group to ensure everyone understands the intent of the additional agreement. New agreements may not always be necessary with each topic, but you will want to provide space for them to be added if needed.

Finally, you will briefly restate the limits of confidentiality as they relate to mandated reporting that was discussed during the initial session. Much like the Group Agreements, these should be briefly reviewed at the start of each group in case new participants are joining for the first time.

**1. Initial Discussion****5 minutes**

To begin this session, share the poll questions you prepared prior to the session and ask participants to answer each question.

Remind folks that their individual responses are private and unable to be known by the rest of the group.

- **True or False:** Conflict can be healthy.

- True or False: Violence rising to the level of being considered abuse is not common.
- True or False: Neglect is a form of violence.

Utilize the responses as a way to connect participant experiences to the statistics and data presented in the overview and rationale section above.

Make note of the responses as you will ask them again at the end of the session to see if participants' perspectives shifted as a result of the conversation.

## 2. Activity 1

10 minutes

The following activity will help to promote discussion among participants regarding family violence. The desired outcome of this activity is to engage youth in a discussion that highlights how participants define and understand the meaning of family.

Using a piece of flip chart paper, write the prompt “**What does the word ‘family’ mean to you?**” at the top of the page and place the paper where everyone can see it. Ask participants to use the sticky note pads to define the word “family” in single words or phrases.

Encourage participants to use more than one sticky note if they have multiple ideas to express. If the group has a difficult time coming up with something to share, you can pose some additional questions to elicit responses. These questions could be:

- Are family members only people that you are biologically related to?
- Do you have to live with someone for them to be your family?

Once participants have put up responses, discuss them as a group. Participants will likely have identified “friend groups” or “chosen family” in their definitions. It is important to validate these responses and also provide a definition for family violence as it relates to today’s discussion.

***Family violence is considered to be any form of abuse, mistreatment, or neglect that a child or adult experiences from a family member, whether biological or legal guardian.***

## 3. Discussion

10 minutes

Continuing the conversation from the previous activity, ask the group to talk about conflict and how that shows up in families. Use the following questions to facilitate discussion:

Can a family have a healthy conflict? What does that look like?

- Families can engage in healthy levels of conflict. This can show up as disagreements regarding decision-making or differences of opinion.

At what point does this conflict become violent?

- Conflicts are typically temporary, isolated events and are generally resolved by rational means. While conflict can be a precursor to violence, conflicts can be resolved positively and do not always progress to violence.
- Violence is the intentional use of physical force or power to threaten or harm others.

As the conversation continues, it is important for you to define the different ways in which family violence can manifest:

- Physical abuse is the intentional use of physical force that can result in physical injury.
- Sexual abuse involves pressuring or forcing a child to engage in sexual acts. It includes behaviors such as fondling, penetration, and exposing a child to other sexual activities.
- Emotional abuse refers to behaviors that harm a child's self-worth or emotional well-being. Examples include name-calling, shaming, rejection, withholding love, and threatening.
- Neglect is the failure to meet a child's basic physical and emotional needs. These needs include housing, food, clothing, education, and access to medical care.

Be clear that abuse and neglect of a minor from their parent/guardian is a serious issue. If a participant is experiencing family violence or knows someone who is, they should utilize the resources we will share at the end of the session to seek support.

#### 4. Activity 2

**15 minutes**

To help participants deepen their thinking around today's discussion, we will break participants into groups and have them discuss examples of fictional families and share their discussions back out with the group.

- Explain to participants that you are going to move everyone into small groups of 2 – 3 people.
  - For smaller group sizes, keep everyone together and facilitate this activity as a single group.
    - Instead of each group picking a fictional family, ask each participant to identify a fictional family.
- Each group will have 5 minutes to think about a fictional family they are familiar with (from television, film, or literature) and discuss in groups healthy and unhealthy scenarios within these families.

- Participants can refer back to this session's icebreaker for suggestions of fictional families to use for this activity
- Once each group has decided on their fictional family, they can use the internet to search for examples of conflict or violence within that family if they need help.
- Once the 5 minutes are up, bring participants back together and ask each group to share any of the following that they could identify within their fictional family:
  - an example of healthy conflict presented by the family
  - an example of unhealthy conflict demonstrated by the family
  - if family violence occurs, how the behavior was addressed
- As groups share, ask the other participants if they have anything they would add about that fictional family, provided they are familiar with them.

## 5. Wrap-Up Discussion

**10 minutes**

Wrap up today's conversation by sharing the following data from the CDC and asking the following discussion questions:

According to the CDC, at least 1 in 7 children have experienced child abuse and/or neglect in the past year, and this is likely an underestimate. Oftentimes, people, especially children, do not report abuse that is occurring within their own homes.

- Why do you think this is the case?
- Do you feel as though being a member of the LGBTQ+ community would impact someone reaching out for support or help in an unsafe family situation?

Conclude the conversation by using your polling platform to post the opening discussion poll again and ask participants to respond and review answers to these questions.

Make note of any changes to the responses and ask participants to share any closing thoughts.

## RESOURCE SHARING ACTIVITY

**10 minutes**

After participants have had a chance to share in the wrap-up discussion, share the following national resources relevant to today's discussion. You can write the URLs on a piece of flip chart paper or send the links directly to participants by email.



- [Family Violence Prevention and Services Program](#) – The Family Violence Prevention and Services Program is committed to providing shelter for victims of abuse, coordinating improvements with social service systems, and increasing public awareness of family violence.
- [Futures Without Violence](#) – Futures Without Violence provides programs, policies, and campaigns to empower individuals and organizations working to end violence against children.
- [Childhelp National Child Abuse Hotline](#) – The Childhelp National Child Abuse Hotline is dedicated to the prevention of child abuse. Serving the U.S. and Canada, the hotline is staffed 24 hours a day, 7 days a week with professional crisis counselors.

Have participants take a few minutes to visit these websites. Ask participants to share any key information they learned from the site (e.g., contact information, links to resources, etc.).

Ask participants to share any resources they are aware of that have not been mentioned.

## CHECK OUT

15 MINUTES

### 1. Check out

As you close out this session, ask participants to again share their names, pronouns, and a color that represents how they are feeling and what about that color represents their mood?

### 2. Use of additional time

This session may wrap up faster than the allotted 90 minutes. If this is the case for your group, use the remaining time after checking out to offer youth the opportunity to socialize with one another and to check in individually with any youth that may need that time.

# SESSION

# 5

## COMMUNITY-BASED VIOLENCE

**Suggested Age:** 13 – 20

**Recommended Group**

**Size:** 6 – 10 participants

**Recommended Time:**

90 minutes

### MATERIALS NEEDED:

- Group Agreements Flip Chart Paper – Created in Session 1
- The ability to share YouTube Videos on screen with your group
- Flip Chart Paper
- Markers
- Sticky Note Pads
- Pens

## OVERVIEW & RATIONALE:

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Through the use of discussion prompts, activities, and resource sharing, this session will focus on expanding participants' understanding of community-based violence and its impact.

Typically, definitions of community-based violence focus on physical and gun violence. While these are real instances of violence that LGBTQ people can experience, in this session we will expand our understanding to include discrimination and systemic violence. Outside of direct physical threats to our safety, community-based violence can take form through manifestations of racism, homophobia, transphobia, and gender discrimination.

During this session, we will explore how violence can occur at the community level systemically through legislation that is discriminatory toward LGBTQ people and through systems intended to protect and support the needs of individuals within a community that have instead been sources of discrimination and aggression. Some systems where community-based violence can occur for LGBTQ people include police and correctional systems, primary and mental healthcare, social services, educational systems, and faith-based systems.

All of these systems within communities that are intended to provide support can cause direct harm to LGBTQ people when they deny or limit access to LGBTQ people. The actions of these entities can also shape what non-LGBTQ people think, feel, and believe about this community which can further enhance bias, prejudice, and fear of LGBTQ people. Community-based violence can become more insidious than overt physical violence, and therefore can sometimes be more difficult for individuals to identify.

## GOALS:

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Following this session, participants will be able to:

- understand how community-based violence is experienced
- recognize the impact of community-based violence
- access resources to support individuals experiencing community-based violence

# AGENDA

ACTIVITY	TIME
<b>INTRODUCTION</b>	<b>15 MINUTES</b>
1. Names, Pronouns, & Icebreaker Question	10 minutes
2. Reviewing Group Agreements	5 minutes
<b>DISCUSSION</b>	<b>60 MINUTES</b>
1. Initial Discussion	5 minutes
2. Discussion	15 minutes
3. Activity	35 minutes
4. Wrap-Up Discussion	5 minutes
<b>RESOURCE SHARING ACTIVITY</b>	<b>10 MINUTES</b>
<b>CHECK OUT</b>	<b>5 MINUTES</b>
<b>Total Session Time</b>	<b>90 minutes</b>

## PRIOR TO THE SESSION

**Prepare the online poll** – As with the previous session, you will want to use your polling platform of choice to set up the following poll for participants to complete.

If you are concerned that participants will not have access to technology to complete the polls online, you can also create physical copies of these questions and hand them out.

### Answers to Session Poll

1. True or False: Community violence can be perpetrated by the government.  
True – Historically, government systems are a key player in the creation of laws and policies that discriminate against groups of people.
2. True or False: Laws and legislation are designed to support all people in a society.  
False – As mentioned above, laws and policies have been designed specifically to target and aggress groups.
3. True or False: The only way to advocate for policy changes is to become involved in a government agency (e.g., legislator, mayor, etc.).  
False – Community-based organizations, organizers, and activists are a vital part of advocating for social justice.

**1. Names, Pronouns, & Icebreaker Question****10 minutes**

Each session begins with participants first sharing their names and pronouns and then answering a short icebreaker question. As the facilitator, you should also participate in the introduction and be prepared to lead introductions to serve as an example for the group participants.

***Icebreaker question for this session:***

- For this module's icebreaker, start by playing the **first 3 minutes** of the following video: [How to Start a Movement \(Leadership\)](#).
- After the video, have the group share their names, pronouns, and something that stood out to them about the video. Here are a couple of themes you may want to emphasize if participants do not:
  - As the speaker mentions at the end, leadership in name alone is overrated, and it is having followers or community support that can cause change.
  - Being a follower can be a form of leadership in itself, especially among those first followers in a movement.
  - Effective leaders treat followers as equals and recognize that they are more impactful as more people join beside them.
  - There is power in numbers; as the group size grew, joining in became less risky for others in the video.
- This video intends to demonstrate that there are many ways that someone can be a part of a movement and create change.
- As it relates to these discussions, the idea of speaking up against violence on your own can feel overwhelming. By finding support from others, we can also be a part of creating change.

**2. Reviewing Group Agreements****5 minutes**

The norms agreed upon at the first session should be restated at the beginning of each meeting in full. Post the Group Agreements flip chart sheet you created from Session 1 and display it where participants can see it.

During this time, share the topic of this module with the group: **Community-Based Violence**. Now that the group is aware of the topic, check in to see if there are any additional agreements they

would like to add to ensure their comfort and feelings of safety.

Take a few minutes and encourage participants to use the sticky note pads to add additional agreements for this session. Review these new agreements as a group to ensure everyone understands the intent of the additional agreement. New agreements may not always be necessary with each topic, but you will want to provide space for them to be added if needed.

Finally, you will briefly restate the limits of confidentiality as they relate to mandated reporting that was discussed during the initial session. Much like the Group Agreements, these should be briefly reviewed at the start of each group in case new participants are joining for the first time.

## **DISCUSSION**

**60 MINUTES**

### **1. Initial Discussion**

**5 minutes**

To begin this session, share the poll questions you prepared prior to the group and ask participants to answer each question.

Remind folks that their individual responses are private and unable to be known by the rest of the group.

- True or False: Community violence can be perpetrated by the government.
- True or False: Laws and legislation are designed to support all people in a society.
- True or False: The only way to advocate for policy changes is to become involved in a government agency (e.g., legislator, mayor, etc.).

Thank the participants for participating and ask them to hold off on discussing their choices at this time. Later during our discussion, you will come back to their initial answers and see if perspectives have changed.

### **2. Discussion**

**15 minutes**

Explain to the participants that community-based violence manifests in society through acts that are harmful to our community or a population as a whole.

Examples of this include but are not limited to, systemic racism, homophobia, transphobia, and gender discrimination.

Ask participants to share some other examples of community-based violence.

If participants are struggling to come up with ideas, here are a few prompts to help them:

- Are you aware of any current or past laws that limited a group of people's rights or access to services?
- Can you think of any situations where people have been treated differently in society related to their identities?
- Are you aware of any political or social organizing that occurs to combat injustice (e.g., marches, demonstrations, boycotts, etc.)? What specific issues were those movements advocating for or against?

Review the participants' responses as a group and recognize that many of the types of community-based violence that we are discussing are large, societal issues that cannot easily be solved instantly or by one individual themselves.

### 3. Activity

35 minutes

Play the following video: [Billy Porter Gives A Brief History of Queer Political Action](#)

After watching the video, use the following questions to facilitate discussion:

- What did you learn in the video that you have not learned anywhere else?
  - For many participants, it may be the first time they heard about any of these events.
- How did the video make you feel?
  - Some participants may point out that LGBTQ people have been experiencing discrimination and violence for longer than they realized.
  - Some participants may feel inspired by seeing LGBTQ people represented in history.
- What are some examples of community violence we saw in the video? Examples include:
  - Police Abuse of Power – *Henry Gerber*
  - Legal Discrimination – *Unlawful for gays to gather*
  - Erasure from History – *Riot at Gene Compton's Cafeteria*
- How did we see people advocate against violence in the video? Examples include:
  - Community Organizing – *Homophile organizations, Mattachine Society, Sisters of Perpetual Indulgence, STAR*
  - Community Education – *The Daughters of Bilitis*
  - Direct Action – *Riot at Gene Compton's Cafeteria*

If it doesn't come up during the discussion, it is important to acknowledge that the examples in the video illustrate LGBTQ people advocating for themselves and creating access to care and resources for members of their own community. While this illustrates the strength and resiliency of LGBTQ people, it also highlights how many systems are not designed to support LGBTQ people. Acknowledge that there isn't a perfect singular way for individuals to address community-based violence and that everyone will have different levels of comfort in how directly they can engage. Encourage participants to find support from trusted adults or groups with expertise in advocacy efforts. Working together with others to address these issues can increase the impact of our message, increase our safety, and reduce feeling isolated by violence.

Using flip chart paper, write the question, "***What are some ways we can advocate against community-based violence?***" and post the paper in a place so all of the participants can see it. Explain that we will now think through how participants can work to address community-based violence.

Use the questions below to prompt discussion from participants on how to advocate against forms of community-based violence. As they share ideas, use the flip chart paper as a way to document their responses. This can be helpful for participants to be able to visualize strategies and identify themes in their thinking.

- How could you begin to address a policy or incident in your school that is discriminatory?  
They could:
  - find a trusted adult or staff person and express their concern or request help reporting a grievance
  - collaborate with other students and share their concerns with school administration
  - request to speak at a school district meeting and share their concerns
  - report the issue to a national civil rights or advocacy organization that works on school issues and seek guidance from them
- How could you address these same issues in workplaces?
  - similar to the ways they could advocate in schools
- How have you seen people change government policies? Examples include:
  - volunteer with political advocacy organizations or groups that they support

- connect with local coalitions and support community organizing efforts in their area
- write to local, state, and national representatives about their concerns
- stay informed on causes and engage in awareness events and advocacy campaigns when they are able
- attend public council meetings and events where policies are being discussed

Reinforce to participants that it is valid for them to not feel able to directly engage in direct action against community-based violence on their own. Explain that we will end this discussion by exploring some national organizations that work to end community-based violence. Volunteering or engaging with advocacy groups is another way to effect change.

#### 4. Wrap-Up Discussion

**5 minutes**

Conclude the conversation by using your polling platform to post the opening discussion poll again and ask participants to respond and review answers to these questions

If responses did not change significantly, ask participants if they had any shifts in their thinking as a result of today's discussion and review answers to these questions.

Make note of any changes to the responses as well as any shifts in their thinking related to the questions.

### RESOURCE SHARING ACTIVITY

**10 minutes**

After participants have had a chance to share in the wrap-up discussion, share the following national resources relevant to today's discussion. You can write the URLs on a piece of flip chart paper or send the links directly to participants by email.

- [\*\*National LGBTQ Task Force\*\*](#) – The National LGBTQ Task Force advances full freedom, justice, and equality for LGBTQ people. They are working to build a future where everyone can be their entire selves in every aspect of their lives.
- [\*\*GLAAD\*\*](#) – GLAAD works to rewrite the way LGBTQ people are represented in the media to reduce the impact of misinformation and misrepresentation of LGBTQ people.
- [\*\*Amnesty International\*\*](#) – Amnesty International works to protect people wherever justice, freedom, truth, and dignity are denied. Amnesty International is a global movement of millions of people demanding human rights for all people.

Have participants take a few minutes and visit these websites. Ask participants to share any key



information they learned from the site (e.g., contact information, links to resources, etc.)

You can also ask participants to share any resources they are aware of that have not been mentioned.

## CHECK OUT

5 minutes

### 1. Check out

As you close out this session, ask participants to again share their names and pronouns, and to make a sound effect or noise that expresses their current mood.

### 2. Use of additional time

This session may wrap up faster than the allotted 90 minutes. If this is the case for your group, use the remaining time after checking out to offer youth the opportunity to socialize with one another and to check in individually with any youth that may need that time.

# SESSION

# 6

## SELF-ADVOCACY & EFFECTIVE INTERVENTIONS

**Suggested Age:** 13 – 20

**Recommended Group**

**Size:** 6 – 10 participants

**Recommended Time:**

90 minutes

### MATERIALS NEEDED:

- Group Agreements Flip Chart Paper – Created in Session 1
- The ability to share a YouTube Video on screen with your group
- Flip Chart Paper
- Markers
- Sticky Note Pads
- Pens
- Session 6 Scenario Handouts

## OVERVIEW & RATIONALE:

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Through the use of discussion prompts, activities, and resource sharing, this session will provide participants with the opportunity to utilize the knowledge learned from previous sessions and demonstrate how they can intervene when they experience or witness violence.

During our initial sessions, we examined and discussed violence through 4 distinct categories:

1. School-Based Violence
2. Sexual and Relationship Violence
3. Family Violence
4. Community-Based Violence

During this session, we will utilize scenarios that are based on the 4 categories of violence we have discussed throughout the previous sessions. These scenarios offer participants an opportunity to work together to identify how to best intervene and advocate to end violence within systems.

## GOALS:

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Following this session, participants will be able to:

- understand how to safely and effectively intervene against violence
- recognize limitations to individual intervention and when to seek additional support
- access knowledge from previous sessions to develop intervention strategies

## PRIOR TO THE SESSION

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**Prepare the online poll** – As with the previous session, you will want to use your polling platform of choice to set up the following poll for participants to complete.

*continued...*

# AGENDA

ACTIVITY	TIME
<b>INTRODUCTION</b>	<b>15 MINUTES</b>
1. Names, Pronouns, & Icebreaker Question	10 minutes
2. Reviewing Group Agreements	5 minutes
<b>DISCUSSION</b>	<b>70 MINUTES</b>
1. Initial Discussion	5 minutes
2. Education	10 minutes
3. Activity	45 minutes
4. Wrap-Up Discussion	10 minutes
<b>CHECK OUT</b>	<b>5 MINUTES</b>
<b>Total Session Time</b>	<b>90 minutes</b>

## **PRIOR TO THE SESSION, *continued***

If you are concerned that participants will not have access to technology to complete the polls online, you can also create physical copies of these questions and hand them out.

### **Answers to Session Poll**

1. True or False: When you see someone experiencing a harmful or violent situation, you should intervene by asking the person doing the harm to stop.  

False – It isn't always the safest for you or others to directly intervene when violence is occurring. Assessing your own safety is vital. Engaging with someone who is violent could further incite them.
2. True or False: You can experience the negative effects of violence from witnessing it happening to someone else.  

True – Witnessing violence can cause emotional distress and trauma.
3. True or False: It's never okay to say that you are unable to help someone if they express that they are experiencing violence.  

False – It is okay to acknowledge that you do not have the ability or capacity to support someone as they are experiencing violence. If you are unable to support someone directly, you can still encourage them to seek support through other resources.

**Print the Scenarios Handouts** – Print out copies of the **Scenarios** handouts at the end of this section for participants to be able to work together during the session.

**1. Names, Pronouns, & Icebreaker Question****10 minutes**

Each session begins with participants first sharing their names and pronouns and then answering a short icebreaker question. As the facilitator, you should also participate in the introduction and be prepared to lead introductions to serve as an example for the group participants.

***Icebreaker question for this session:***

- For this module's icebreaker, start by playing the following video: [Kid President: I think we all need a pep talk](#). After the video, have the group share their names, pronouns, and something that stood out to them about the pep talk.

**2. Reviewing Group Agreements****5 minutes**

The norms agreed upon at the first session should be restated at the beginning of each meeting in full. Post the Group Agreements flip chart sheet you created from Session 1 and display it where participants can see it.

During this time, you will share that the topic of this module will focus on how to intervene when violence occurs and advocate for individuals experiencing violence. Now that the group is aware of the topic, check in to see if there are any additional agreements they would like to add to ensure their comfort and feelings of safety.

Take a few minutes and encourage participants to use the sticky note pads to add additional agreements for this session. Review these new agreements as a group to ensure everyone understands the intent of the additional agreement. New agreements may not always be necessary with each topic, but you will want to provide space for them to be added if needed.

Finally, you will briefly restate the limits of confidentiality as they relate to mandated reporting that was discussed during the initial session. Much like the Group Agreements, these should be briefly reviewed at the start of each group in case new participants are joining for the first time.

**1. Initial Discussion****5 minutes**

To begin this session, share the poll questions you prepared prior to the group and ask participants to answer each question.

Remind folks that their individual responses are private and unable to be known by the rest of the group.

- True or False: When you see someone experiencing a harmful or violent situation, you should intervene by asking the person doing the harm to stop.
- True or False: You can experience negative effects of violence from witnessing it happening to someone else.
- True or False: It's never okay to say that you are unable to help someone if they express that they are experiencing violence.

Thank the participants for participating and ask them to hold off on discussing their choices at this time. Later during our discussion, you will come back to their initial answers and see if perspectives have changed.

## **2. Education**

**10 minutes**

To set up the activity for this session, you will want to establish some foundational understanding for participants regarding when and how to intervene when violence occurs.

Whether it is helping someone in a violent situation or experiencing violence yourself, it is important to practice self-care and coping skills. Violence is a difficult experience and has a huge impact on both your mental and physical health.

Start by sharing that when someone witnesses or experiences violence, they should assess safety first. If a person is in immediate danger or harm, contacting the authorities, emergency services, or a trusted adult should happen immediately.

If a participant is approached by a person and they disclose that they are experiencing violence, it is okay to listen and then help connect that person with community members or agencies who can provide additional help. It is not a participant's responsibility to have all the answers or be able to end violence against another person.

Resources in the community that specialize in violence intervention have specific training to ensure everyone involved remains safe and further harm is not done. Participants should be encouraged to not intervene without support or if they do not feel they have the capacity to provide support as this could lead to further harm to the person or even yourself.

### 3. Activity

45 minutes

Explain to the participants that now we are going to practice ways to respond when we or someone we know is experiencing a form of violence. Explain the following instructions before starting the activity:

- Participants will be split into 3 groups and assigned a scenario to discuss.
- Each group will read their scenario and discuss together the following questions:
  - What type of violence is this? How do you know?
  - What would you do? (Should you intervene directly or seek help?)
  - What resources would be helpful for the scenario?
- Each group should search the internet for local resources that would be supportive of their scenario and can also refer back to resources shared in earlier sessions.
- Participants will record their thoughts about the scenario on the sheet provided.
- Each group will have 15 minutes to read the scenario, discuss the questions as a group, and search for appropriate resources.

Once you have reviewed the instructions, ensure that participants understand the directions and then split them into 3 groups. If one group has a single participant, you can join that individual and work through the scenario with them.

#### ***Alternative Method for Smaller Groups:***

If you are working with a smaller group of participants, it might make more sense to keep the entire group together as opposed to using small groups.

If this is the case, the entire group can work through each scenario together one at a time. Follow the steps listed above as one group and work through each scenario.

A copy of the scenarios is below for quick reference:

#### **Scenario 1**

Kai is a transgender male in your school and uses he/him pronouns. You and Kai are in the same science class. One day the science teacher refuses to use these pronouns. As the teacher was passing out tests, she referred to Kai with incorrect pronouns. Kai politely corrected his teacher and the teacher replied by sighing loudly and stating that Kai was

not a “real boy.” The class laughed at this. Kai felt humiliated and left the class to go to the school counselor. The school counselor explained to Kai that his science teacher “is doing her best,” and told Kai to “just suck it up.” During lunch, Kai shares with you what the counselor said to him.

### **Scenario 2**

You received tickets to a concert coming to town soon. You decide to invite one of your good friends, Claire, whom you have noticed has been more quiet than usual at school lately. When you invite her, she responds that she is unsure if she can go because her dad has been really strict ever since he learned that she went to a GSA meeting. The next day, Claire comes to school with bruises on her arms. She shares with you that she cannot go to the concert and that she should not have even asked her dad. She tells you that he hit her when she asked but that she deserved it because she knows she has to babysit her little sister the night of the concert anyway.

### **Scenario 3**

You work at a local cafe on the weekends and, one Saturday, a couple comes in and approaches your coworker, Deon, at the counter. They order two coffees and sit down at one of the tables. After they drink their coffees, they go back to the counter and inform Deon that he put in their order incorrectly. Deon checks back and sees that he put in what they requested but apologizes politely. The couple requests a refund. Deon explains that he cannot issue a refund because he is not a manager but offers to make them a free drink instead. The couple becomes angry and storms out after calling Deon a slur. The next morning while you’re opening the store, the manager comes in and pulls Deon aside. The manager tells Deon that he is fired due to a complaint by a customer. The manager shows the complaint that was emailed to him. It states that “a black worker was aggressive to us and refused to correct our order after putting it in wrong.” Deon attempts to explain himself, but the manager tells Deon that he is siding with the customers and asks Deon to leave or be escorted out of the building.

After the fifteen minutes have passed, bring all participants back together. At this time each group will share their scenario as well as their answers to the questions, and their thoughts regarding the scenarios.

With each group, allow other participants to share their thoughts about the scenario once the group has finished sharing their responses before moving to the next group.

#### 4. **Wrap-Up Discussion**

**10 minutes**

Once the activity is concluded, begin to wrap up today's conversation by exploring with participants how they can identify who are safe adults or people to go to for support with situations relating to violence.

During the scenario activity, participants most likely mentioned going to a supportive adult, organization, or authority for assistance.

- Ask participants to think about what adults in their lives they would trust if they needed support.
  - Participants don't have to share their specific names, but if possible, ask them to share their relationship with that person (parent, guidance counselor, coach, boss, etc.).
- Ask participants to share what lets them know an adult is safe to go to for support.

Share any resources or staff associated with their organization that a participant could go to if they feel that they need support.

Conclude the conversation by using your polling platform to post the opening discussion poll again and ask participants to respond and review answers to these questions.

Make note of any changes to the responses and ask participants to share any closing thoughts.

Remind participants that next week will be the final session of the series.

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#### **CHECK OUT**

**5 minutes**

##### **1. Check out**

As you close out this session, ask participants to again share their names, pronouns, and something coming up for them that they are looking forward to.

##### **2. Use of additional time**

This session may wrap up faster than the allotted 90 minutes. If this is the case for your group, use the remaining time after checking out to offer youth the opportunity to socialize with one another and to check in individually with any youth that may need that time.



# SCENARIOS

## Scenario 1

Kai is a transgender male in your school and uses he/him pronouns. You and Kai are in the same science class. One day the science teacher refuses to use these pronouns. As the teacher was passing out tests, she referred to Kai with incorrect pronouns. Kai politely corrected his teacher and the teacher replied by sighing loudly and stating that Kai was not a “real boy.” The class laughed at this. Kai felt humiliated and left the class to go to the school counselor. The school counselor explained to Kai that his science teacher “is doing her best,” and told Kai to “just suck it up.” During lunch, Kai shares with you what the counselor said to him.

**What type of violence is this? How do you know?**

**What would you do? (Should you intervene directly or seek help?)**

**What resources would be helpful for the scenario?**

# SCENARIOS

## Scenario 2

You received tickets to a concert coming to town soon. You decide to invite one of your good friends, Claire, whom you have noticed has been more quiet than usual at school lately. When you invite her, she responds that she is unsure if she can go because her dad has been really strict ever since he learned that she went to a GSA meeting. The next day, Claire comes to school with bruises on her arms. She shares with you that she cannot go to the concert and that she should not have even asked her dad. She tells you that he hit her when she asked but that she deserved it because she knows she has to babysit her little sister the night of the concert anyway.

**What type of violence is this? How do you know?**

**What would you do? (Should you intervene directly or seek help?)**

**What resources would be helpful for the scenario?**

# SCENARIOS

## Scenario 3

You work at a local cafe on the weekends and, one Saturday, a couple comes in and approaches your coworker, Deon, at the counter. They order two coffees and sit down at one of the tables. After they drink their coffees, they go back to the counter and inform Deon that he put in their order incorrectly. Deon checks back and sees that he put in what they requested but apologizes politely. The couple requests a refund. Deon explains that he cannot issue a refund because he is not a manager but offers to make them a free drink instead. The couple becomes angry and storms out after calling Deon a slur. The next morning while you're opening the store, the manager comes in and pulls Deon aside. The manager tells Deon that he is fired due to a complaint by a customer. The manager shows the complaint that was emailed to him. It states that "a black worker was aggressive to us and refused to correct our order after putting it in wrong." Deon attempts to explain himself, but the manager tells Deon that he is siding with the customers and asks Deon to leave or be escorted out of the building.

**What type of violence is this? How do you know?**

**What would you do? (Should you intervene directly or seek help?)**

**What resources would be helpful for the scenario?**

# SESSION

# 7

## IMPACT OF VIOLENCE & COPING STRATEGIES

**Suggested Age:** 13 – 20

**Recommended Group**

**Size:** 6 – 10 participants

**Recommended Time:**

90 minutes

### MATERIALS NEEDED:

- Group Agreements Flip Chart Paper – Created in Session 1
- Flip Chart Paper
- Markers
- Sticky Note Pads
- Pens
- Paper Person Cut-out
- Big List of Fun/ Enjoyable Activities Handout
- Post-Workshop Assessment

## OVERVIEW & RATIONALE:

Through the use of discussion prompts, activities, and resource sharing, this final session will expand on participants' understanding of the impact that violence has on individuals, provide examples of healthy strategies to cope with these impacts, and create space for participants to reflect on what they have learned from participating in the program.

Throughout the previous discussions, we have talked about many different types of violence and how violence can manifest differently through multiple systems. This session will focus on how experiences of violence can impact individuals and help participants identify ways to take care of themselves.

According to the CDC, 44% of teens have experienced at least one form of violence. Teens who experience violence can experience negative impacts on their lives, including:

- missed school due to safety concerns
- low academic grades
- suicidal thoughts or behavior
- risky sexual behavior
- overweight or obesity
- felt sad or hopeless
- substance use

Now that we have established a framework for understanding how violence manifests and its impact, we will also provide context for youth on how to reduce the lasting impact of violence through healthy coping practices.

Not everyone will process the same way, and some coping mechanisms will be more impactful than others. This session will provide several healthy tools which participants can utilize to reduce the trauma associated with experiences of violence.

# AGENDA

ACTIVITY	TIME
<b>INTRODUCTION</b>	<b>15 MINUTES</b>
1. Names, Pronouns, & Icebreaker Question	5 minutes
2. Reviewing Group Agreements	10 minutes
<b>DISCUSSION</b>	<b>70 MINUTES</b>
1. Initial Discussion	5 minutes
2. Activity (Part 1)	15 minutes
3. Discussion	20 minutes
4. Activity (Part 2)	10 minutes
5. Closing Discussion	20 minutes
<b>CHECK OUT</b>	<b>5 MINUTES</b>
<b>Total Session Time</b>	<b>90 minutes</b>

## GOALS:

Following this session, participants will be able to:

- understand the different ways experiences of violence impact the wellness of a person
- recognize healthy coping tools for individuals who have or are experiencing violence
- access tools to support individuals working through violence-related trauma

## PRIOR TO THE SESSION

**Prepare the online poll** – As with the previous session, you will want to use your polling platform of choice to set up the following poll for participants to complete.

If you are concerned that participants will not have access to technology to complete the polls online, you can also create physical copies of these questions and hand them out.

### Answers to Session Poll

1. True or False: Engaging in risky sexual behavior can be an outcome of experiencing violence.

True – Violence can increase the occurrence of risky sexual behavior for many reasons. An abusive partner may force someone to engage in riskier sexual activities. A person fleeing an abusive situation may have to engage in sex for survival that they might not otherwise.

*continued...*

## **PRIOR TO THE SESSION, *continued***

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2. True or False: Staying in bed all day is a healthy coping skill.

False – While it can feel good to stay in bed all day, this action can be considered an avoidance tactic more than a healthy coping skill. While it is important that you give your body and mind space to rest, you also want to try to do small activities throughout the day as well. These can include drinking water, eating, stretching, and meditating.

3. True or False: The impact of witnessing or experiencing violence can be reversed.

False – Through self-care, therapy, and other forms of healthy coping, we can heal some of the impacts of experiencing and witnessing violence, but we cannot fully erase those experiences.

**Print materials for activities, and possibly for the Post-Workshop Assessment** – You will want to print out the [Paper Person Cut-out](#) and cut out enough of them for each participant to have one. You will also want to print out the [Big List of Fun/Enjoyable Activities](#) Handout for each participant. Both of these handouts are provided at the end of this section. Also available at the end of the section is the [Post-Workshop Assessment](#). You may print out or make copies of the assessment, or create your own digital version to email to participants using the provided content.

**1. Names, Pronouns, & Icebreaker Question****5 minutes**

Each session begins with participants first sharing their names and pronouns and then answering a short icebreaker question. As the facilitator, you should also participate in the introduction and be prepared to lead introductions to serve as an example for the group participants.

***Icebreaker question for this session:***

- Who is someone you look up to, and why?
  - This can be a famous advocate, a family member, a friend, or even a fictional character.

**2. Reviewing Group Agreements****10 minutes**

The norms agreed upon at the first session should be restated at the beginning of each meeting in full. Post the Group Agreements flip chart sheet you created from Session 1 and display it where participants can see it.

During this time, share that the topic of this module will focus on the impact of violence on individuals and help participants recognize healthy coping strategies. Now that the group is aware of the topic, check in to see if there are any additional agreements they would like to add to ensure their comfort and feelings of safety.

Take a few minutes and encourage participants to use the sticky note pads to add additional agreements for this session. Review these new agreements as a group to ensure everyone understands the intent of the additional agreement. New agreements may not always be necessary with each topic, but you will want to provide space for them to be added if needed.

Finally, you will briefly restate the limits of confidentiality as they relate to mandated reporting that was discussed during the initial session. Much like the Group Agreements, these should be briefly reviewed at the start of each group in case new participants are joining for the first time.

**1. Initial Discussion****5 minutes**

To begin this session, share the poll questions you prepared prior to the group and ask participants to answer each question.

Remind folks that their individual responses are private and unable to be known by the rest of the group.

- True or False: Engaging in risky sexual behavior can be an outcome of experiencing violence.
- True or False: Staying in bed all day is a healthy coping skill.
- True or False: The impact of witnessing or experiencing violence can be reversed.

Thank the participants for participating and ask them to hold off on discussing their choices at this time. Later during our discussion, we will come back to their initial answers and see if perspectives have changed.

## 2. Activity (Part 1)

**15 minutes**

Provide each participant with a Paper Person and ask participants to follow along with you. Ask participants to share an example of different types of violence that were covered in the previous modules. These can be broad topics like family violence or examples of situations, like your partner calling you names.

As participants share examples, crumble the paper person a bit and encourage participants to do the same to their Paper Person as examples are shared. By the end of the examples, the paper person should be a crumbled ball.

Once the Paper Person is fully crumbled up, use the following statement to explain the purpose of this activity:

*The crumbling of the person cut out is a way to illustrate how violence impacts our whole selves. For now, we will put the crumpled person aside and discuss coping strategies before completing the second part of this activity.*

## 3. Discussion

**20 minutes**

Introduce coping skills as a way to manage the impact of violence. Coping skills are activities you can engage in to help minimize feelings of anxiety, stress, or other troubling emotions.

Coping skills can look different for everyone. Some people may choose to engage in more physical activities (e.g., walking, working out, a project, or a craft) while others may choose to do more relaxing activities (e.g., meditating, listening to music, or journaling). It is important that people identify what coping tools work best for them and utilize them when they are experiencing anxiety, stress, depression, or other impacts of violence.



Ask participants to share with the group coping activities that they have found helpful for themselves. Be prepared to share one or two examples to help encourage participation.

If participants are still struggling to come up with activities, you can reframe the discussion by asking these questions:

- What can you do to be kind to yourself?
- What makes you feel comfortable? Relaxed?
- What is something you do that helps you to feel better when overwhelmed?

Share a copy of the Big List of Fun/Enjoyable Activities handout with participants to help generate more ideas. Using the flip chart paper and markers, write out the activities that the participants share.

Every participant may not have something to add, which is okay. The goal here is for folks to share what works for them and to provide new ideas or tools to participants who may have limited coping skills. Be prepared to incorporate some of the ideas they come up with in the next part of the activity.

Once the participants have helped to fill the flip chart paper with plenty of potential coping strategies, we can move back to the crumpled person in our activity.

#### **4. Activity (Part 2)**

**10 minutes**

Bring back our crumpled person from the earlier activity and use them as a way to show how the strategies participants listed can be useful to reduce the impacts of violence.

Hold up the crumpled person and begin to read aloud some of the coping activities that participants listed on the flip chart paper. As you read off the activities, begin to flatten/smooth out the paper person. Encourage participants to follow along and smooth out their cutout as each coping strategy is read aloud. Once the crumpled person is flattened back out, stop reading through the examples. Ask participants what they notice about the person now that they are no longer crumpled.

*We want youth to recognize that engaging in coping strategies is helpful but cannot fully remove the impact experiencing violence has on people. They cannot erase these experiences from our stories (like the wrinkles in the paper), but we can heal and move forward from them.*

#### **5. Closing Discussion**

**20 minutes**

As we come to the close of the final session in the series, we want to review with the participants

what they are taking away from the program.

Use the prompts below to ask participants to share and discuss a **FACT, QUESTION, AHA! MOMENT, and ACTION** that relates to their participation in the program.

- **FACT:** Ask participants to share a fact they learned during their participation.  
Examples of facts could include answers from the True/False questions, a statistic, or a resource they learned about.
- **QUESTION:** Ask participants to share a question that arose for them during the sessions or something that they are still curious about.  
As participants share their questions, ask other group members to share an answer if they have one.
- **AHA! MOMENT:** Ask participants to share something they learned from the workshop that felt inspiring or enlightening to them.  
Examples could be statistics that resonated with their own experience or any new information that shifted their way of thinking about violence.
- **ACTION:** Ask participants to share something they plan to do moving forward now that they have attended the workshop.  
Examples could be a way to intervene in a situation, a coping strategy, or a resource they intend to utilize.

## CHECK OUT

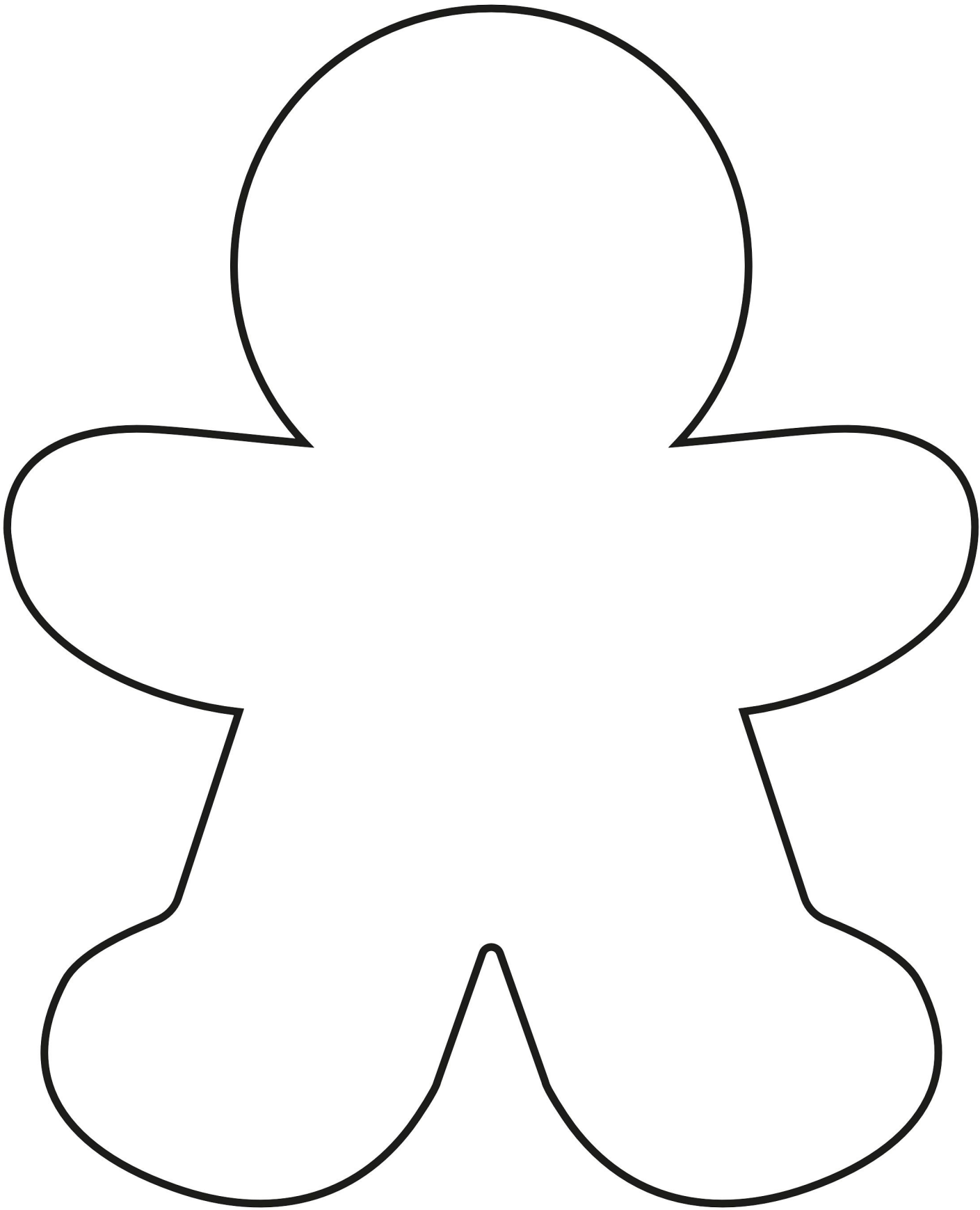
5 MINUTES

### 1. Check out

As you close out this session, ask participants to again share their name, pronouns, and one word that describes how they are currently feeling. Additionally, have each participant share their hope for their groupmates moving forward.

### 2. Post-Workshop Assessment

Once all participants have completed checking out, ask participants to complete the Post-Workshop Assessment program evaluation.



## Big List of Fun/Enjoyable Activities

Talk to a friend on the phone	Go to your favorite cafe for coffee or tea
Go out and visit a friend	Go to a sporting event
Invite a friend to your house	Play a game with a friend
Text message a friend	Play solitaire (with real cards)
Send an e-mail or post to a friend	Go online to chat
Exercise	Look for blogs you like
Stretch your muscles	Visit your favorite websites
Go for a walk in a park or somewhere peaceful	Listen to a podcast (start downloading your favorite podcasts)
Do yoga, tai chi, or Pilates or take classes to learn	Sell something you don't want on the internet
Ride your bike	Create your own website or blog
Go for jog	Join an internet dating service
Go for a swim	Buy something on the internet
Go for a hike	Do a puzzle with lots of pieces
Get a massage	Do a puzzle or Sudoku
Go to a spa	Go get a pedicure or manicure
Get out of the house, even if you just sit outside	Go to a magazine stand and peruse magazines
Go for a drive in your car, or on public transportation	Go to a cafe or square and watch other people, imagine what they are thinking
Plan a trip to a place you've never been before	Go to the library and check out books on topics, hobbies, or places you are curious about
Make a cup of tea	Go to a bookstore and read
Cook your favorite meal	Go shopping
Cook a recipe you've never tried before	Go to a craft store and look around for ideas
Take a cooking class	Go get a haircut
Go out for something to eat	Learn a new language
Eat something you really like	Listen to a show in another language
Go outside and play with your pet	Sing or learn to sing
Go to the library and volunteer or join a group	Listen to upbeat, happy music (make a list of songs or a playlist)
Go outside and watch the birds or other animals	Turn on some loud music and dance around
Go to the zoo or aquarium	Memorize lines from your favorite movie, play, song, or poem
Watch a fun movie	Make a movie with your camera or video camera

## Big List of Fun/Enjoyable Activities

Go to the library or rental box to rent a movie	Make a list of celebrities you'd like to be friends with and why
Go to the movie theater and watch whatever is playing	Join a public speaking group and write a speech
Listen to the radio	Participate in a local theatre group
Watch a specific show on television	Sing in a local choir
Paint a picture with a brush or fingers	Join a club
Knit, crochet, or sew or learn how to	Plant a garden
Draw a picture	Plant plants for the balcony or inside
Take photographs	Take a walk and look at others' gardens
Volunteer at a local organization	Paint your nails
Visit a museum or local art gallery	Change your hair color
Go to a church, synagogue, temple, or other place of worship	Work on your car, bicycle, or motorcycle
Pray or meditate	Take a bubble bath or shower
Cut out pictures from old magazines and make a collage	Rub your feet and hands with lotion
Adapt a song with your own lyrics	Plan and execute an exercise routine
Make a list of people you admire and want to be like	Join a sports community or intramural team
Describe what you admire about these people	Sign up for a class at a local school, college, or on-line
Imagine how someone you admire would act/do in your life	Read your favorite book, magazine, newspaper, or poem
Make a list of places you'd like to visit nearby	Read or write a blog
Write a poem, story, or play about your life or someone else's life	Write a letter or card to a friend or family member
Make a list of 10 things you'd like to do before you die	Write things you like about yourself
Write a letter to someone who has made your life better; tell them why (you don't need to send it)	Write in your journal or diary about what happened today
Write about the craziest or funniest thing that has ever happened to you	Write a loving letter to yourself when you are feeling good and keep it to read when you are upset
Write a song	Make a list of 10 things you are good at and keep it to read when you are upset
Play an instrument or learn how to play one	Start a collage of cartoons that make you laugh
Start a quote list, of quotes that inspire you and/or make YOU laugh	Create your list of fun activities
Organize a party	Join a writing group
Take a martial arts class	Other ideas:

# POST-WORKSHOP ASSESSMENT

Please complete this short survey about your experience in this group.

1. I know how to describe violence.

*Mark only one.*

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

2. It makes me feel strong when I push someone around.

*Mark only one.*

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

3. It's OK to hit someone if they make me mad.

*Mark only one.*

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

4. It is OK if your partner criticizes, mocks, or makes fun of you when you express your opinions, needs, and feelings if they never hit you.

*Mark only one.*

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

5. Sometimes violence is the only way to express your feelings.

*Mark only one.*

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

6. If you don't fight back when other people push you around, you will lose respect.

*Mark only one.*

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

7. There are resources for a person to use to get help if they are experiencing violence.

*Mark only one.*

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

8. I know how to cope with violence in my life.

*Mark only one.*

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

9. I know where to go to get help for myself if I experience violence.

*Mark only one.*

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

10. Were your expectations met with this group?

*Mark only one.*

- Yes
- No

11. Did this group improve your understanding of violence?

*Mark only one.*

- Yes
- No

12. What did you learn from this group? \_\_\_\_\_

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13. What went well with this group? \_\_\_\_\_

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14. What could have made this group better? \_\_\_\_\_

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# Session Links

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## PREFACE & SESSION 1:

Mandated Reporting Laws by State

<https://www.childwelfare.gov/pubpdfs/manda.pdf>

Pre-Workshop Assessment

<https://drive.google.com/file/d/17NI53LSZ3CVc5gpNLXySmTMO1ng0U-pE/view>

## SESSION 2:

2019 GLSEN National School Climate Survey

<https://www.glsen.org/research/2019-national-school-climate-survey>

StopBullying

<https://www.stopbullying.gov/>

GLSEN

<https://www.glsen.org/>

ACLU

<https://www.aclu.org/>

## SESSION 3:

The Hotline

<https://www.thehotline.org/>

National Coalition Against Domestic Violence

<https://ncadv.org/>

National Center on Domestic and Sexual Violence

<http://www.ncdsv.org/>

Power and Control Wheel

<https://drive.google.com/file/d/13MNS2QnpAS5AbW-xWYy5gpuVauPHBej0/view>

Session 3 Scenarios

[https://drive.google.com/file/d/1C2pytKyKudzWrCh0L9T\\_aByGSjLm0EIM/view](https://drive.google.com/file/d/1C2pytKyKudzWrCh0L9T_aByGSjLm0EIM/view)

## SESSION 4:

Family Violence Prevention and Services Program

<https://www.acf.hhs.gov/fysb/programs/fvpsa>

Futures Without Violence

<https://www.futureswithoutviolence.org/children-youth-teens/>

Childhelp National Child Abuse Hotline

<https://www.childhelp.org/hotline/>

## SESSION 5:

Icebreaker: How to Start a Movement (Leadership)

<https://www.youtube.com/watch?v=V74AxCqOTvg>

Billy Porter Gives A Brief History of Queer Political Action

<https://www.youtube.com/watch?v=XoXH-Yqwyb0&t=10s>

The National LGBTQ Task Force

<https://www.thetaskforce.org/>

GLAAD

<https://www.glaad.org/>

Amnesty International

<https://www.amnesty.org/en/>

## SESSION 6:

Icebreaker: I think we all need a pep talk

[https://www.ted.com/talks/kid\\_president\\_i\\_think\\_we\\_all\\_need\\_a\\_pep\\_talk](https://www.ted.com/talks/kid_president_i_think_we_all_need_a_pep_talk)

Session 6 Scenarios

<https://drive.google.com/file/d/1XBsS-sHGvFdjW9CILx2Y5YLdAjlwAue0/view>

## SESSION 7:

Paper Person Cut-out

<https://drive.google.com/file/d/1nUySbeUu6s6a2J0MS2rBT9azEcQqdNVz/view>

Big List of Fun/Enjoyable Activities

[https://drive.google.com/file/d/1gg-QN-D\\_0YyDYXMXMEXHCnGwdzllwwzK/view](https://drive.google.com/file/d/1gg-QN-D_0YyDYXMXMEXHCnGwdzllwwzK/view)

Post-Workshop Assessment

<https://drive.google.com/file/d/1PyjdJW4FGO1c8gpye6-Cs5nj9-GuUUYL/view>

# Credits

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Ana Machado

Donna Solomon-Carter

Danielle Willis (author)

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San Diego LGBT Community Center (San Diego, CA)

Side by Side (Richmond, VA)

Time Out Youth (Charlotte, NC)

Youth Pride, Inc. (Providence, RI)





[lgbtcenters.org](http://lgbtcenters.org)