

# Teacher's Resource Guide

## Activity #1

**Purpose:** To increase teacher's and student's awareness of the warning signs of abuse.

**What you'll need:** Warning signs of abuse (for teens) worksheet

**Time needed:** 10 minutes

**Introduction:** To take action to stop abuse, teens need to be able to recognize when they are being abused. Through this activity, students and teachers learn the warning signs of dating abuse. Some additional warning signs for students to look at are included in this packet.

### If a student discloses being a victim of teen dating violence

#### Key Points to convey:

- I'm glad that you've told me.
  - This is important.
  - I want you to be safe.
- Let's make sure you get the support you need right now.

#### Ask:

- Whether the student would like to speak with a school counselor.
- Whether the student is aware of Faith House's services.
- What other adults the students can talk with, to get support needed to be safe.
- What support the student needs to feel safe.

#### Give:

- Local hotline number and resources that the student can take away and use later.

#### Important numbers & websites:

Faith House 1.888.411.1333  
[www.faithhouseacadiana.com](http://www.faithhouseacadiana.com)  
National Teen Dating Violence  
Hotline  
1.866.31.9474  
[www.loveisrespect.org](http://www.loveisrespect.org)

## Activity #2

**Purpose:** To give students and teachers practice using safe skills.

**What you'll need:** Skills for settling disagreements worksheet and script.

**Time needed:** 15 minutes

**Introduction:** In this activity, teachers and students practice using the four SAFE skills for settling disagreements. You'll be working toward solving a disagreement between Nicole and Kevin. Read the background information about the couple, then have the students read the script. Discuss.

#### Answers for activity #2

1. **A and F:** Nicole Asked Kevin a question to better understand the situation. She also asked Kevin about his Feelings.
2. **F and A:** Kevin told Nicole what he was Feeling and why. He also Asked Nicole a question to better understand the situation.
3. **S:** Instead of yelling back at Kevin, Nicole took a deep breath and paused. This is a great way to Stay calm. She also provided Kevin with information to help him better understand the situation.
4. **F:** Nicole told Kevin how she was Feeling. She also provided more details to help him better understand the situation.
5. **F and A:** Kevin told Nicole how he Feels. He also Asked her a question to help him understand the situation better.
6. **F:** Nicole told Kevin how she Feels and what's important to her. She also opened the door to discuss solutions.
- 7-11. **E:** Nicole and Kevin are both Exchanging ideas for a possible solution.

# Warning Signs of Abuse (for teens)

YES NO

- Being physically hurt
- Feeling afraid of your dating partner
- Feeling like you can't spend the time you want with your friends because of your dating partner
- Changing your behavior due to your dating partner's jealousy
- Feeling embarrassed, put down. Ashamed, or guilty
- Being threatened
- Feeling manipulated or controlled
- Being afraid to express your own feelings of anger
- A nervous or sick feeling when your dating partner is frustrated, irritated, angry or unhappy
- Not being allowed to, or being afraid to , make decisions for yourself
- Feeling as if your dating partner gets too personal or touches you in an unwanted way
- Not having thoughts or wishes for personal space respected

**If you checked yes for any of the red flags in this list or if you know someone may need help, call our 24 Hour Toll Free Crisis Line at 1.888.411.1333 or visit, [www.faithhouseacadiana.com](http://www.faithhouseacadiana.com)**



# Part A: Skills for Settling Disagreements

**Instructions:** Four skills for settling disagreements are described on this page. Each skill is represented by one letter in the word “SAFE” to make it easy to remember. Read and think about these four skills.

**Stay calm:** Use your calming strategies to stay cool and collected.

**Ask questions:** Ask honest open questions to better understand the situation. Don’t jump to conclusions.

**Find out feelings:** Find out how the other person feels about the situation that is causing the disagreement. Express your own feelings: be honest and specific about why the situation upsets you. Say “I feel (*state your feeling*) when you (*state the behavior you don’t like*) because (*state your reason for feeling that way*).” For example: “I feel mad when you ignore me because I’m afraid you don’t care.”

**Exchange ideas for a possible solution:** Considering all of this information, suggest possible solutions or compromises. Talk about which ones work best for the two of you.

## Part B: Nicole & Kevin

**Instructions:** Decide which person will read which role, and read the dialogue out loud. While you’re reading, notice where the word SAFE appears: in those spots, Nicole or Kevin is using a skill for settling a disagreement. Look at the skills above, decide which skill (or skills) is being used in the dialogue, and circle the appropriate letter on the script. When you’ve finished reading discuss why you circles certain skills.

## Background

Nicole and Kevin have been dating for six months. They met just before finishing the eighth grade and spent a wonderful summer together. Now they’re beginning high school. Nicole is on the school swim team. She has had long practices after school every day, but today the coach let the team go early. Nicole ran home and called Kevin to ask him to come over. Kevin said he’d be right over, but sounded upset over the phone.

*(script on next page)*

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Or visit, [www.faithhouseacadiana.com](http://www.faithhouseacadiana.com)



# Script

**Kevin** knocks on the door.

**Nicole:** *(answers the door and see Kevin)* I'm so glad to see you. I have so much to tell you.

**Kevin:** Yeah, I bet you do.

**Nicole:** What do you mean, "I bet you do"? Kevin, are you angry?

1. **SAFE**

**Kevin:** Yeah, I'm angry *(raises his voice)*. I never see you any more. You say it's because of swim practice, but I think it's because you'd rather spend time with that guy on your team. I see you talking to him all the time at school. What's that all about?

2. **SAFE**

**Nicole:** *(wants to raise her voice back at him, but instead takes a deep breath and pauses a minute)* I think you're talking about Greg. The coach has Greg helping me with my backstroke. He made the national team last year in backstroke.

3. **SAFE**

**Kevin:** Oh, great. I bet while he's coaching you, he has his hands all over you.

**Nicole:** Kevin, I feel mad when you say that because it sounds like you don't trust me. When Greg and I are talking at school, it's about what I should be working on in my next swim practice.

4. **SAFE**

**Kevin:** I'm sorry. I do trust you. But don't like it that I hardly ever see you anymore, and I'm worried that you'd rather be with him than me. Is that true?

5. **SAFE**

**Nicole:** No, that's not true. I love you. I don't want to be with Greg or anyone else but you. Swimming is important to me. I don't want to give that up, and Greg's giving me some good ideas on how to improve my backstroke. But I don't like not seeing you either. What can we do?

6. **SAFE**

**Kevin:** Are you always going to get out early on Fridays?

7. **SAFE**

**Nicole:** No, but I can see you later on Fridays and over the weekend.

8. **SAFE**

**Kevin:** Yeah, maybe during the week we could talk on the phone more.

9. **SAFE**

**Nicole:** Definitely. You know I have to have dinner with my family, but maybe you could come over after dinner sometimes— or even have dinner with us.

10. **SAFE**

**Kevin:** Look, Nicole, I'm sorry I got so upset. I didn't mean to insult you. I trust you, and I know we can make enough time to see each other. I'm glad to know that you'd rather be with me than Greg

11. **SAFE**