TAKE A STAND FOR
HEALTHY RELATIONSHIPS

NCADV MODULE 1 | EDUCATOR GUIDE
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Program Introduction

• Nearly 20.9% of female high school students and 13.4% of male high school students report being physically or sexually abused by a dating partner.¹
• Nearly 1.5 million high school students in the United States are physically abused by dating partners every year.²
• Girls and young women between the ages of 16 and 24 experience the highest rate of intimate partner violence — almost triple the national average.³
• Violent behavior typically begins between the ages of 12 and 18.⁴
• One in 15 children are exposed to intimate partner violence yearly. 90% of these children are eyewitnesses.⁵

Together, we can change the narrative around teen dating violence. Through the Take a Stand FOR Healthy Relationships Youth Curriculum, the National Coalition Against Domestic Violence (NCADV) aims to educate our students to recognize appropriate and inappropriate emotions and responses to situations in order to help lower the rates of dating abuse among teenagers. Recognizing and understanding tone and body language, understanding what influences our viewpoints and choices regarding violence, recognizing healthy and unhealthy behaviors in relationships, and learning to safely find and provide help for ourselves and others are the underlying objectives of these modules. With implementation of this curriculum, we hope young people will be empowered to stay safe, support others, and prevent future abuse.

Each digital module is supported by an Educator Guide that includes classroom activities designed to enhance student learning and encourage real-world application of module concepts. The Educator Guide also provides additional resources to facilitate module implementation and support educators who want to learn more.

Overall Program Essential Questions

• How can I know myself and my emotions?
• Why is it important to understand my emotions?
• How do my opinions impact how I deal with others?
• How should I behave when I encounter a difficult situation?
• How can I manage my emotions so I don't mistreat others?
• How can I identify healthy and unhealthy behaviors?
• How can my emotions help me recognize and choose healthy relationships?
• How can I advocate for myself and others unhealthy relationships?
• Where can I go and what can I do if I am in an unsafe situation or relationship?
• What do I do and how can I help if a friend is in an unsafe situation or relationship?

Before You Begin!

Before you begin implementing these modules in your classroom, we encourage you to conduct the introductory lesson with students and read the suggested materials as follows.

If you’ve already completed this introductory lesson with your students, please move on to the next lesson.

Power Skills

• Decision Making
• Communication
• Collaboration
• Value Clarification

Suggested Time

60 minutes

Program Introductory Lesson

Setting the Bar: Classroom Norms and Expectations

Overview

The beginning of your Taking a Stand FOR Healthy Relationships journey is an opportune time for your class to come together and decide how to tackle this incredibly important topic. In this lesson, you and your students will be introduced to much of what you will tackle in the rest of the curriculum. Any class norms and expectations you choose to follow now will carry through into your remaining lessons, and will enrich your discussions as a group.

Objectives

Students will:

• Evaluate prior knowledge of healthy relationships in a writing prompt
• Participate in an exploratory gallery walk on modules
• Collaborate in class discussion around classroom norms and expectations

Materials

• Healthy Relationships Journal
• Healthy Relationship — “What We Think We Know” poster-sized paper
• Introductory Gallery Walk Definitions and Question
• Glue
• Tape
• Markers

Part 1 (Five minutes)

1. As students enter the classroom, have the following prompt projected or written on the board at the front of the class.

   In three to five sentences, answer the following questions in your Healthy Relationships journal:

   • What does the phrase “healthy relationship” mean to you?
   • What does the phrase “teen dating violence” mean?
   • What questions do you have about either phrase?

2. After students have had time to write their own response, have a few students share their responses with the class, and record them on the “What We Think We Know” poster. Allow for disagreements, and vote on contentious additions before placing them on the poster.

3. Explain to students that they are beginning a new topic that is very different from what has been covered in the class previously. Explain that because of this, today’s goal is to decide how, as a class, you will approach this important topic and each other during the process.
Part 2 (20 minutes)

1. Split students into five even groups. Have each group go to the introductory gallery walk posters hanging on the classroom walls. Explain that they will participate in a silent conversation with their peers by responding in writing to the prompt on each poster. At each poster they can write their reaction to the poster prompt, ask a question, or respond to someone else’s comment or question. Rotate groups every four minutes until each group has responded to each of the posters.

Part 3 (30 minutes)

1. After finishing the gallery walk, have students arrange the class into a large circle so that students are able to see each other’s faces. If your class is larger, create an inner and outer circle with the outer circle students between students in the inner circle.

2. Distribute the six questions below to students and facilitate a discussion about how they hope to approach the topic of healthy teen relationships. As the discussion progresses, make sure you address the topics of confidentiality, trust, respect, and judgment.

Questions for discussion:

• When you think about how our classroom runs now, what are we doing well?
• What do we need to work on?
• How is the topic of healthy relationships different from what we normally talk about?
• Would you feel comfortable talking about these issues with the class? Explain
• What would the classroom look like/sound like/feel like if it was built on trust and respect?
• What can we do now to build the respect and trust of our classroom?

3. As a class, come up with five to ten classroom norms to follow when implementing the lessons. Finally, vote on what peer and teacher responses should be when these norms are broken. Have students sign the classroom norms if they are in agreement, and display them at the front of the class.

Introductory Lesson Discussion Resources, Part 1

Directions for the Teacher: Print one each of the Discussion Resources. Tape or glue each item to chart or poster paper and display around the room.
Teen Dating Violence is the intentional use of destructive behaviors by one person to exert power and control over their dating partner. Abusive people may sometimes exhibit patterns—but not always, nor is their abuse always predictable. They use many tactics to gain and maintain control over a partner, such as psychological or emotional abuse, as well as physical and sexual violence, stalking, and even cyber abuse.
A healthy relationship is a relationship based on love, mutual respect, and equity. Components of a healthy relationship include communication, healthy boundaries, and the desire to grow and work on the relationship. Unlike abusive relationships, healthy relationships are based on SHARED POWER, as opposed to one partner exerting power and control over the other.
Do you know someone who has experienced or is experiencing dating abuse? What is the situation? (KEEP IT CONFIDENTIAL.)
NEGOTIATION AND FAIRNESS
Seeking mutually satisfying resolutions to conflict. Accepting changes. Being willing to compromise.

NON-THREATENING BEHAVIOR
Talking and acting so that she feels safe and comfortable expressing herself and doing things.

COMMUNICATION
Willingness to have open and spontaneous dialogue. Having a balance of giving and receiving. Problem solving to mutual benefit. Learning to compromise without one overshadowing the other.

RESPECT
Listening to her non-judgmentally. Being emotionally affirming and understanding. Valuing her opinions.

SHARED POWER
Taking mutual responsibility for recognizing influence on the relationship. Making decisions together.

SELF-CONFIDENCE AND PERSONAL GROWTH
Respecting her personal identity and encouraging her individual growth and freedom. Supporting her security in her own worth.

HONESTY AND ACCOUNTABILITY

TRUST AND SUPPORT
Supporting her goals in life. Respecting her right to her own feelings, friends, activities, and opinions.
Introductory Lesson
Discussion Resources, Part 5

Teen Power and Control Wheel

**Physical Violence**

- Peer Pressure: Threatening to expose someone’s weakness or spread rumors. Telling malicious lies about an individual to peer group.

- Isolation/Exclusion: Controlling what another does, who she/he sees and talks to, what she/he reads, where she/he goes. Limiting outside involvement. Using jealousy to justify actions.

- Sexual Coercion: Manipulating or making threats to get sex. Getting her pregnant. Threatening to take the children away. Getting someone drunk or drugged to get sex.

- Threats: Making and/or carrying out threats to do something to hurt another. Threatening to leave, to commit suicide, to report her/him to the police. Making her/him drop charges. Making her/him do illegal things.

- Minimize/Deny/Blame: Making light of the abuse and not taking concerns about it seriously. Saying the abuse didn’t happen. Shifting responsibility for abusive behavior. Saying she/he caused it.

**Sexual Violence**


- Using Social Status: Treating her like a servant. Making all the decisions. Acting like the “master of the castle.” Being the one to define men’s and women’s roles.


Adapted from:

202 East Superior Street
Duluth, MN 55802
218-722-2781
### NATIONAL HEALTH EDUCATION STANDARDS

| Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. | • 2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.  
• 2.8.3 Describe how peers influence healthy and unhealthy behaviors.  
• 2.8.5 Analyze how the school and community can affect personal health practices and behaviors.  
• 2.8.6 Analyze how messages from media influence health behaviors. |

### COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS/COLLEGE AND CAREER READINESS ANCHOR STANDARDS

| English Language Arts Standards: College and Career Readiness Anchor Standards for Reading | • CCSS.ELA-LITERACY.CCRA.R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.  
• CCSS.ELA-LITERACY.CCRA.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| English Language Arts Standards: College and Career Readiness Anchor Standards for Speaking and Listening | • CCSS.ELA-LITERACY.CCRA.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.  
• CCSS.ELA-LITERACY.CCRA.SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. |
| English Language Arts Standards: College and Career Readiness Anchor Standards for Language | • CCSS.ELA-LITERACY.CCRA.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| English Language Arts Standards: Speaking & Listening; Grade 7 | • CCSS.ELA-LITERACY.SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.  
• CCSS.ELA-LITERACY.SL.9–10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. |
Module One Overview

In this interactive online learning module, students are introduced to Aye, a robot who is learning about emotions and how they impact how we interact with others. Students work together to build understanding about emotions and explore what influences their thoughts and feelings about themselves and those around them. Through the digital module and accompanying lessons, students learn that emotions are complicated and examine the importance of empathy and choice in interpersonal relationships.

The Module One Educator Guide contains background information on emotional intelligence and empathy, definitions and descriptions of key terms, additional resources for further learning, and lesson options for high school students.

Lesson One Overview

Students meet Aye and learn about emotions using the Feelings Wheel. They examine their emotions—creating a poem that describes their traits and a person who has influenced them. They will also identify and examine an emotionally-charged event in their lives and work to express the event's emotional impact.

Teacher Note: Begin this lesson by introducing and starting Module One. Designate students to read the parts of Aye and Ria. Take students through the module until they reach the Feelings Wheel. Conduct the Part One activity, then complete the digital module. Return to the lesson to complete the learning activities.

Lesson Two Overview

In the second lesson, students broaden their understanding of emotions by examining the emotions of others by participating in an exploratory activity and responding to prompts and scenarios. They summarize their analysis of the scenarios and corresponding emotions using a graphic organizer.

Teacher Note: This lesson is delivered after students have completed Module One.

Module One Key Vocabulary

Empathy: Empathy is the experience of understanding another person's condition from their perspective. You place yourself in their shoes and feel what they are feeling.¹

Module One Objectives

Students will:

- Examine and identify personal strengths
- Create a name poem that expresses their positive traits as well as those of someone they respect
- Produce a visual representation of an emotional personal experience
- Analyze in discussions both the name poem and visual representation using emotional descriptors found in Aye's Feelings Wheel
- Utilize proper and extensive vocabulary regarding the expression of emotions while participating in the “Laying it on the Line” activity
- Identify characteristics of different emotions in themselves and others while working in focus groups
- Present their findings to the rest of the class

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¹ All About Empathy: https://www.psychologytoday.com/basics/empathy
### National Health Education Standards

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### Common Core State Standards for English Language Arts/College and Career Readiness Anchor Standards

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Module One | Lesson One

Identifying and Expressing Personal Feelings and Emotions

Lesson Overview:
To communicate effectively with others, a person must know themselves and be able to express their feelings, desires, and needs. In this lesson, students will work to identify a powerful event in their life and explore the complex emotions attached to that event. Students will also work on defining and expressing emotions effectively to their peers and broader community.

Learning Objectives:
Students will:
- Examine and identify personal strengths
- Create a name poem that expresses their positive traits as well as those of someone they respect
- Produce a visual representation of an emotional personal experience
- Analyze in discussions both the name poem and visual representation using descriptors found in Aye’s Feelings Wheel

Power Skills:
- Communication
- Self-Awareness
- Emotional Intelligence

Materials:
- Class count of 8.5 x 11 blank paper
- Multi-colored markers
- Old magazines
- Feelings Wheel (individual or group copies)
- Scissors
- Glue
- Internet access
- Computer
Extension Activity
Grade Level: 6–8
As a compliment to their visual story, have students construct a creative writing piece that explains their impactful event and corresponding emotions. Encourage students to try different formats, such as stories, comic books, poems, or plays. Instead of sharing out in small groups, create a gallery walk with all the students. Include slips of paper under each visual story and have peers write down feedback, questions, or responses to the visual story.

Procedure:
Part 1 (10 minutes)
1. Have students collect an 8.5 x 11 sheet of paper and markers of their choice as they enter the classroom.
2. Start digital Module One with class. At the Feelings Wheel, ask students which emotions they think Aye is feeling while contemplating going to school. Click on each of the emotions and discuss the variety of the words describing each emotion.
3. As the class considers Aye's awakening and exploration of emotions, use it as a springboard for discussing the importance of being comfortable with yourself in order to express your own feelings as well as understand the feelings of others.
4. Think-Pair-Share: Have students take one minute to make a list of the most important take-aways from the module. Now, give students one minute to share their lists with a partner. Ask each partnership to share their most important take-away from the module.
5. Complete digital Module One.

Part 2 (25 minutes)
1. Once students have interacted with Aye and Module One, explain to students that they will be using the paper and markers to consider themselves and the positive aspects of who they are, in the form of a name poem.
2. On one half of the paper, have students vertically write their first and last name. Using the letters of their name, have students create words that express positive traits about themselves. Have students use the remaining side to write the first and last name of someone who has influenced them. Using the letters of that name, include words that express how they have been influential. (Note: Have students reference the Feelings Wheel for ideas.)
3. When students have completed their name poems, ask volunteers to read their poems aloud. (Note: Not everyone has to share but remind students that if they are not comfortable sharing about themselves, they can share about their influential person instead. Also, as a classroom culture reminder, display student poems around the room for the duration of the unit or year.)

Part 3 (20 minutes)
1. Display the Feelings Wheel at the front of the class. Explain that Aye is not the only being that has been emotional about starting school or experiencing something new. Using the popcorn discussion method, instruct students to pop up from their chair and share an idea about what types of events can impact a person while they are growing up. This allows students practice in taking initiative and turns. Create a running list of their ideas, and share ideas or experiences of your own to create rapport with your students. Use the Feelings Wheel to discuss what emotions a person might feel during these events.
2. Have students pick an event in their own life that impacted them greatly. Examples could include starting a new school, parents getting a divorce, having a quinceañera, etc. Using magazine clippings, markers, crayons, and paper,
Extension Activity

Grade Level: 9–12

Instead of sharing out in small groups, create a gallery walk with all the students. Include slips of paper under each visual story and have peers write down feedback, questions, or responses to the visual story.

have students create a visual representation of the event. Have students leave space around the image to include descriptions of the emotions that were present during the event. Encourage students to list at least 10 emotions from the Feelings Wheel and go deeper than simply sad, mad, happy, etc. (Note: You may want to provide students with a thesaurus or access to websites that list emotional qualities or personality traits in order to facilitate this activity.)

3. If time allows, have students present their visual story in small groups focusing on the emotions that they felt during the event.

High School Option:

Part 1 (15 minutes)

1. Have students collect an 8.5 x 11 sheet of paper and multi-colored of their choice as they enter the classroom.

2. Start digital Module One with class. Designate students to read for the parts of Aye and Ria.

3. At the Feelings Wheel, ask students which emotions they think Aye is feeling while contemplating going to school. Click on each of the emotions and discuss the variety of the words describing each emotion.

4. Explain that although Aye is just learning about emotions, the students have been learning about them and feeling them their whole lives. Ask students to discuss the challenges of feeling, managing, and expressing emotions. Then, ask them to discuss the positive aspects of feeling, managing, and expressing emotions. Ask, “What does it take to be someone who is skilled at identifying and expressing emotions (in a positive way) to others?” Allow students to share their thoughts and ideas.

5. Have students find a partner (or you can assign them). Give each pair of students a quote from the list following this lesson. Partners should discuss how Aye’s journey exemplifies the quote. When students are finished with their first conversation, have each pair join another pair to compare quotes and discuss their ideas. Ask volunteers to share their quotes and “aha” moments with the whole group.

Part 2 (25 minutes)

1. Once students have interacted with Aye and Module One, explain that they will be using the paper and markers to consider themselves and the positive aspects of who they are.

2. On one half of the paper, have students write phrases that express positive traits about themselves. On the other half, have them write the name of someone who has influenced, encouraged, or inspired them and describe positive traits about that person. Challenge students to remember and use very specific words and phrases, such as those from the Feelings Wheel, and keep the quote in mind while choosing phrases for the poem. (Note: Have students reference the Feelings Wheel, a thesaurus, or the internet for ideas.)

3. Ask students to share anything interesting they noticed about their lists (i.e., similarities or differences or traits they wish to have).
4. Display the Feelings Wheel at the front of the class. Explain that Aye is not the only being that has been emotional about starting school or experiencing something new. Ask students to close their eyes and think about how they felt on their first day at this school. Encourage them to focus on the emotions they were feeling at the time, their excitement, their hopes, their fears, their anxieties. Ask students to talk about how they dealt with those feelings. For example, did they hide them? Did they talk to friends or family members about them? Did they share them with a teacher? Did they ask for help or support?

5. Ask, “Why might it be important to learn strategies for identifying emotions, expressing them, and dealing with them in a healthy way?” Allow time for students to share their thoughts and ideas.

Part 3 (15 minutes)

1. Have students choose an event in their own life that impacted them greatly and created a strong emotional response, such as starting a new school, parents getting a divorce, or having a quinceañera. Direct students to do a creative writing exercise about the event, describing their emotions as clearly as possible, and explaining how they dealt with their emotions. If time allows, have students present their visual story in small groups focusing on the emotions that they felt during the event.

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**Additional Resources**

- Psychology Today shares a definition of empathy and many articles discussing empathy in children and young adults and its impact on their school success, relationships, and emotional wellbeing.
- A list of positive, neutral, and negative personality traits: [http://ideonomy.mit.edu/essays/traits.html](http://ideonomy.mit.edu/essays/traits.html)
- Background information on developing identity along with another list of personality trait descriptors: [https://liveboldandbloom.com/02/self-awareness-2/list-of-personality-traits](https://liveboldandbloom.com/02/self-awareness-2/list-of-personality-traits)
- Explanation of some of the research into emotions and why they are so difficult to quantify and understand: [https://www.theatlantic.com/health/archive/2015/02/hard-feelings-sciences-struggle-to-define-emotions/385711/](https://www.theatlantic.com/health/archive/2015/02/hard-feelings-sciences-struggle-to-define-emotions/385711/)
- The Random Acts of Kindness Foundation helps teachers and students understand emotions and how being kind makes a difference in the lives of the people involved.
Quotations for High School Lesson

“He who knows others is wise; he who knows himself is enlightened.”
— Lao Tzu

“The first thing you have to know is yourself. A man who knows himself can step outside himself and watch his own reactions like an observer.”
— Adam Smith, The Money Game

“A caterpillar who seeks to know himself would never become a butterfly.”
— André Gide 1869–1951

“Self-knowledge is the beginning of self-improvement.”
— Baltasar Gracián 1601–1658

“Self-awareness gives you the capacity to learn from your mistakes as well as your successes. It enables you to keep growing.”
— Larry Bossidy and Ram Charan

“When we see men of a contrary character, we should turn inwards and examine ourselves.”
— Confucius

“While one person hesitates because he feels inferior, the other is busy making mistakes and becoming superior.”
— Henry C. Link
Module One | Lesson One
Discussion Resource

The Feelings Wheel

Developed by Dr. Gloria Wilcox
PO Box 48363
St. Petersburg FL 33743
Lesson Overview:
After taking time to connect with their own experiences and emotions students will be asked to broaden their discussion to include their peers and greater community. First, students will "Lay it on the Line" and share their perspectives on life experiences with their peers. Students will then be placed in focus groups. Each group will be given a scenario that students themselves may have dealt with, and the group will be asked to decide what emotions may arise in the context of the story. Finally, focus groups will present their findings to the rest of the class.
(Note: This lesson is to be delivered after completing Module One.)

Learning Objectives:
Students will:
• Utilize proper and extensive vocabulary regarding the expression of emotions while participating in the “Laying it on the Line” activity
• Identify characteristics of different emotions in themselves and others while working in focus groups
• Present their findings to the rest of the class

Power Skills:
• Communication
• Self-Awareness
• Emotional Intelligence

Materials:
• Painter’s tape
• Lay it on the Line questions
• Fully True/Fully False signs
• Focus Group Scenarios

Procedure:
Part 1 (25 minutes)
1. Prepare the room so that as students enter the classroom, chairs are moved to one side of the room and a line of tape is on the floor across the length of the room.
2. Remind students about the exploration of self and emotions during the previous lesson. Explain that today's lesson is about gaining emotional intelligence when dealing with their personal relationships, whether those are with family members, a friend, or someone they are dating.
3. Explain to students that they will be going through an activity called “Lay it
Extension Activity
Have students write their own scenario making the emotions of the scenario the central theme of the story.

on the Line," where they will be asked to share their opinion on a number of statements having to do with relationships and emotions. Explain that you will say a statement and they will have to decide how true or false that statement is for them by placing themselves on the line somewhere between Fully True and Fully False. Once the entire class has placed themselves on the line, students will have a chance to discuss why they believe each statement is true or false. (Note: It is important to set expectations of mutual respect before this activity. Encourage students to listen openly to another's viewpoints, and be willing to move themselves if another's point of view resonates with them.)

4. To begin the activity, have all students stand up. Read each statement and discuss why students feel the way that they do about the statement. If you find that most people are standing directly in the middle of the room, change the rules and require students to argue as if they believe the statement is fully true or fully false. Encourage students to use vocabulary from the feelings wheel from the previous lesson as they explain their perspective.

5. After finishing the “Lay it on the Line” activity, ask students to discuss what the activity was like for them. Did anything surprise them? Were there any stark disagreements? Which was the hardest statement to decide on? Did they feel unsure about sharing their opinions? Why or why not?

Part 2 (30 minutes)

1. Ask students if they know the word empathy and its meaning. Explain the definition to ensure that all students understand. Ask, “Why might it be important to have empathy for others? What role do you think empathy plays in our relationships with others?”

2. Divide students into groups of three to five, depending on your class size. Explain that now that they have experienced actively talking about their own perspectives and feelings, they will work in a group to try and figure out the feelings of others. Each student group will be given a scenario that illustrates a common experience of young people. As a group, students will brainstorm all the emotions that the characters in the scenario may be feeling. (Note: If you feel like your class needs an example scenario, use the story of Aye going to school for the first time, and what that might be like for a being that has never interacted with people before.)

3. Allow 20 minutes for the activity, with about five minutes for each section (reading, writing in their own words, primary emotions, secondary emotions, and your perspective).

4. As an informal evaluation, have students explain how they might be feeling if they were in the situation and what they would do next. Ask students to explain in their own words the importance of empathy in interpersonal relationships.
High School Option:

Part 1 (25 minutes)

1. Prepare the room so that as students enter the classroom chairs are moved to one side of the room and a line of tape is on the floor across the length of the room.

2. Remind students about the exploration of self and emotions during the previous lesson. Explain that today’s lesson is about gaining emotional intelligence when dealing with their personal relationships, whether those are with family members, a friend, or someone they are dating.

3. Number students from one to five. You will use the numbers to call certain students to the line in the activity.

4. Explain to students that they will be going through an activity called “Lay it on the Line,” where they will be asked to share their opinion on a number of statements having to do with relationships and emotions. Explain that you will say a statement and they will have to decide how true or false that statement is by placing themselves on the line somewhere between Fully True and Fully False. Once the students have placed themselves on the line, they will have a chance to discuss why they believe each statement is true or false. The students who are not on the line should be prepared to ask questions or make suggestions of the others in an effort to encourage them to move on the line. (Note: It is important to set expectations of mutual respect before this activity. Encourage students to listen openly to another’s viewpoint, and be willing to move themselves if another’s point of view resonates with them.)

5. Have students numbered “one” stand up. Read a statement and have students position themselves on the line according to their thoughts.

6. Have those students explain to the other “Number Ones” why they chose their spot on the line and try to persuade the others to move with them. If that doesn’t work, ask other members of the class for their thoughts or questions for the “Number Ones.” Encourage students to use vocabulary from the feelings wheel from the previous lesson as they explain their perspective.

7. “Number Ones” will return to their seats, and it will be the “Number Two” group’s turn for the next statement. Continue this way through the “Lay it on the Line” list.

8. After finishing the “Lay it on the Line” activity, have a quick discussion about what the activity was like for students. Did anything surprise them? Were there any stark disagreements? Which was the hardest statement to decide on?

Part 2 (40–55 minutes)

1. Ask students if they know the word empathy and its meaning. Explain the definition to ensure that all students understand. Ask, “Why might it be important to have empathy for others? What role do you think empathy plays in our relationships with others?”

2. Next, assign partners. Explain to students that, now that they have had experience actively talking about their own perspectives and feelings, they will be participate in role play with their partners, acting out a scenario and responding with empathy.
Extension Activity
Have student groups write their own scenarios, making the emotions of the scenario the central theme of the story. Then have groups exchange scenarios and either role play or write about the ways they could show empathy to the person facing a problem in the scenario.

3. Teach students these steps to active engagement for showing empathy:
   • **Watch and Listen:** Pay attention to what the speaker is saying and look for body language clues to his or her feelings.
   • **Remember:** Think about a similar situation you were in and remember how you felt.
   • **Imagine:** Imagine how the speaker is feeling.
   • **Ask:** Ask questions that help you understand how the speaker is feeling and what he or she is thinking.
   • **Assist:** Reflect emotions, offer support, and maintain appropriate boundaries depending on your relationship with the person.

4. Give each pair of students a scenario that illustrates a common experience of young people. In a fishbowl activity, have students act out their scenario. Student one takes on the role of the person with the problem, and student two takes on the role of the empathizer. Student two should model the steps listed above.

5. Following the presentation of the role play, the students in the outer circle should ask questions to follow up on how student one showed the emotions from the scenario and answered the questions as well as how student two showed empathy to student one. Allow about 30–45 minutes for the activity, depending on how many scenarios you distribute to students, with about three to four minutes for each scenario and fishbowl follow up.

6. As an informal evaluation, have students explain how they might be feeling if they were in the situation and what they would do next. Ask students to explain in their own words the importance of developing and displaying empathy in interpersonal relationships.
Module One | Lesson Two

“Lay it on the Line”

It is easy to know how a person is feeling based on their body language.

**Fully True**

Most people are happy with their lives.

**Fully True**

It is difficult for me to express how I feel to other people.

**Fully True**

It is easy for family members to get along.

**Fully True**

Most times it feels as though no one understands what I am going through.

**Fully True**

Loud people can’t be trusted and are so fake.

**Fully True**

Quiet people can’t be trusted.

**Fully True**

When I am angry I feel like I can express my feelings to others.

**Fully True**

People will only spend time with me if I act happy all the time.

**Fully True**

Women are more emotional than men.

**Fully True**

Men shouldn’t cry.

**Fully True**
Module One | Lesson Two | B

Scenario Ideas

**Taking a flight on a plane for the first time to a place you have always wanted to go**

Mark has lived in Philadelphia his entire life. He has lived in the same apartment with his parents since he was three. His middle school is two blocks from his house, and his grandparents live in the next town over. His parents used to fly a lot, but when he was born, money got tight. Mark has always wanted to go to California. He has seen pictures and watched movies and he thinks the place seems awesome. If you asked, he would probably tell you he is too old to want to go to Disneyland, but the truth is he REALLY wants to go.

Today Mark is getting his wish. For the first time in his life, he will board a plane and fly six hours to California with his grandparents. They are celebrating their retirement and want Mark to join in. Mark’s parents aren’t coming because they can’t afford tickets. They did, however, scrape together $100 for him to spend on his trip. Mark’s parents are glad that Mark gets to go to California, but they wish they could share the experience with him.

**Moving out of the house you have lived in for your entire life**

When Emilia was born, her parents had just moved into a small house in a cute neighborhood with two huge trees in the front yard. When she was a kid, Emilia and her mom built a treehouse in one of the front trees. Emilia played in it every day during the summer.

In middle school, she had her best friends over every Saturday. They watched movies in the comfy basement. Everyone loved coming to her house.

Now that Emilia is in high school, she has been picked up for dances from her house, played capture the flag around the house, and it just so happens that her best friend lives right next door.

But next week, Emilia and her parents will be moving out of their house. Her parents decided that they need a bigger house now that she is a teenager and her twin brothers are in middle school. Their new house is really pretty, but in a different part of town.

**Trying yoga for the first time**

Diego has a crush on Bre, a girl from his calculus class. Bre is smart, funny, and super into yoga. Yesterday they were talking about yoga and Diego lied and said he also practiced yoga. Bre was so excited, she invited him to a class.

So today, Diego is supposed to meet Bre at a yoga class downtown. He had to Google what to wear, and borrow a yoga mat from his mom. Bre invited a friend and told Diego to do the same, so Diego is making his friend Anthony come with him. Anthony has never done yoga either, but kinda wants to see Diego make a fool out of himself in front of a girl, so he decided to go with.
Losing a loved one
Grade Level: Middle or High

Jake just graduated from high school last week. On graduation day, he and his best friend, Matthew, sat around sharing memories, and talking about how excited they were to go on with their life and create change in the world. Jake was always impressed by his best friend. Matthew just saw the world in a different way: not as something overwhelming to deal with, but as a challenge, something to impact.

Today, Jake had a call from Matthew's aunt, who Matthew lived with. Matthew had been sick for the past few months, always tired and slow to get up. He always said that he was tired because it was the end of senior year, and he would sleep after they graduated. Matthew's aunt told Jake that he had passed away in the night. He had been sicker in the past week than he had been during the semester, and that morning, he simply didn't wake up.

Being chased by the police
Grade Level: High

Heather and Sarah love being on the dance team at school. You have to be really good at dancing to join the team, but once you were on the team, your teammates were like family. The dance team practiced from 6 p.m.- 8 p.m. every night, and usually hung out in the parking lot for a while afterward.

Tonight had been one of the best practices of the year. Everyone had stayed in the parking lot for hours, laughing and talking. Before long, Heather and Sarah were the only ones left in the parking lot. They started talking about how funny it would be to go into the school and move everything out of their favorite teacher's room, as a prank. Heather knew how to get into the school through a side door, so they went in and began to move things around.

Without knowing it, they had tripped a security sensor, which had alerted the police that there was someone in the school. Soon, Sarah and Heather could see police lights from the classroom window. As soon they saw the lights, they ran from the room and out the doors of the school. The police followed them, but they ran into the park and hid in the bushes.

Running a marathon
Grade Level: Middle or High

Six months ago, Malik decided he should run a marathon. He had never run in his life before this decision, but for some reason he just felt like he should challenge himself to do something difficult. So, he signed up for a local marathon that was being held in the area and began training.

Training wasn't easy. He dealt with rolled ankles and shin splints. He had to take a week off because of the flu, but today was the day. Malik was currently standing at the starting line with thousands of people around him. It was early and cold, and the sun hadn't quite popped up. His family had come to support him but with the crowd, he couldn't find them. This was it. He was about to run 26.2 miles.
Beating a video game

Grade Level: Middle

Alex waited for hours outside of the store to get a new video game. All of his friends had been talking about its release for weeks, but he was the only one whose parents would let him camp out in front of the store. When they finally opened the doors, Alex was the third person to check out with the game even though everyone had pushed and shoved to get in.

Alex and his best friend had met at his house immediately after he was able to buy it and set up for the long haul. Because Alex bought the game, his best friend brought all the snacks for the three-day gaming session they planned.

They played for hours, only stopping to use the restroom and shove a piece of pizza in their faces. It was the best time Alex had in what felt like forever. Every minute playing the game was a challenge. Every level had something new for him to figure out.

It was 3 a.m. on the second night when it happened: Alex and his friend had gotten to the final level. It was so difficult that it took them till 6 a.m. to finally beat the last level.

Sneaking out and getting caught

Grade Level: Middle or High

Vanessa was always a good girl. She had a 4.0 GPA, ran cross country for the school's team, and had a fun part-time job at the local ice cream shop. All of her friends were the same way: responsible, caring, and respectful to each other's parents. Well, all of her friends except Stephanie.

Stephanie and Vanessa had been friends since elementary school. They had lived on the same block for as long as they could each remember. In middle school, they stopped hanging out as much. Vanessa had become really involved with school and Stephanie had begun hanging out with a rougher crowd.

The past few weeks had been different though. They started walking home from school together and texting again. Tonight Stephanie texted and asked if Vanessa would go to a party with her because there was a boy she liked there, and she didn't want to go alone.

Vanessa knew her parents wouldn't let her go to a party on a school night, but she wanted to be there for her friend, so she decided to sneak out after her parents went to bed. As she planned how to sneak out she couldn't help think of how much trouble she would get in if she got caught.

At 10 p.m. she saw Stephanie's car pull up in front of the house without its lights on. Vanessa walked slowly through the house toward the back door. Every squeak of the floor boards sounded like an orchestra. When she got to the back door she slowly opened it and slipped through, shutting it behind her. She felt her heart beating as she rounded the side of the house and made a run for the car.

Just as she got to the front of the house she saw the front lights flip on and watched as Stephanie's car rolled quickly away. Her parents were looking furiously at her from the front steps.
## Parent losing a job

_Trey and his father rented a two-bedroom house near his father’s work. They had lived there for the past five years, and while it was a little more expensive than they would have liked, they made it work. Trey’s father had a good job and Trey helped out any way that he could._

Tonight when Trey got home, his dad was already there. Normally, Trey got home hours before his dad who worked late, but tonight something was different. Trey’s dad sat in the living room with his head in his hands.

As Trey sat down, his dad told him that he had been laid off. He said they didn’t have much savings and that he wasn’t sure how they were going to make it work until he found another job.

## Getting bullied at school

_Maria had never been popular, but she had also been able to fly under the radar of the more obvious bullies at school. She had a small group of friends, and they all tried to stick together at school._

Until today. As Maria was walking down the stairs near the band room, she felt a shove and missed the last step. A girl that she knew, but not well, looked down at her and said, “Stay out of my way, loser.”

Maria saw the girl two more times during the day. Each time, she felt some sort of kick or shove and heard some sort of rude comment. As she left for the day, she heard the girl yell, “Hey Maria! See you tomorrow,” in a tone that let Maria know that there was more to come from the girl.

## Divorce

_Luke always hated when his parents fought, which they did a lot. Whenever they were yelling at each other, Luke would take his younger siblings to play outside. Even though his parents fought a lot, there were other times where his family seemed to work: they would all be hanging out and laughing together, or would be on vacation, adventuring. Ups and downs were all that Luke knew, it was just how his family worked._

Tonight though, Luke’s parents had made a big meal together and sat down all four of the kids to talk. They shared that they had been trying to work through their issues and knew how hard it was for the siblings to watch them fight. They shared that they both thought it would be best if they divorced and made life calmer for everyone.
Coming Out to Family

Carlos had known for years that he was gay. It was just something that was a part of him. Most of his friends at school knew, and even though he hadn't had any official conversations with his teachers, they seemed to know too. The only people he really hadn't told were his parents and grandma.

Carlos wasn't sure what he was waiting for. It just never felt like the right time. But today was the day. His parents deserved to know everything about their son, and he deserved to be known. Carlos thought about how he could tell them and decided to write them a letter. He was a good writer and thought that it was the best way to do it. He would give it to them at breakfast this morning and they would have the day to discuss what he had told them.

Being Accepted into Your Top College Choice

Morgan had spent hours in the college center filling out applications for schools all over, from California to Washington, DC. Morgan couldn't think of anything she wanted more than to go to college, and not just any college—Columbia University. There was something about the idea of being in a top school in New York that made Morgan feel like it was all she wanted.

The truth is that the school was a stretch. After all, it was Columbia! But either way, Morgan was going to find out today. While at school, Morgan's mom called and said an envelope had arrived from Columbia, and that she was on the way to give it to Morgan in person.

When her mom got to the school Morgan was called to the office. When she got there her mom and guidance counselor were sitting in a room together. When Morgan walked in they both stood up and her mom handed her the envelope. It was a larger envelope, but not as large as some of the other acceptances she had received. Without thinking Morgan ripped open the envelope and scanned the letter. She had been accepted to Columbia University.
Scenario Focus Group

Explain the basics of your scenario in your own words:

Primary emotions felt by scenario character:

Secondary emotions felt by scenario character:

How would you feel in this situation? If it were you, what would you do next? Explain your answer.