TAKE A STAND FOR
HEALTHY RELATIONSHIPS

NCADV MODULE 2 | EDUCATOR GUIDE
<table>
<thead>
<tr>
<th>TABLE OF CONTENTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Introduction</td>
<td>3</td>
</tr>
<tr>
<td>Program Introductory Lesson</td>
<td>4–5</td>
</tr>
<tr>
<td>Introductory Lesson Discussion Resources</td>
<td>6–10</td>
</tr>
<tr>
<td>Introductory Lesson Standards</td>
<td>11</td>
</tr>
<tr>
<td>Module Two Overview</td>
<td>12–13</td>
</tr>
<tr>
<td>Module Two Lesson Standards</td>
<td>14–15</td>
</tr>
<tr>
<td>Module Two: Lesson One</td>
<td>16–18</td>
</tr>
<tr>
<td>Module Two: Lesson Two</td>
<td>19–23</td>
</tr>
<tr>
<td>Module Two: Lesson One Resource A</td>
<td>24</td>
</tr>
<tr>
<td>Module Two: Lesson Two Resource A</td>
<td>25–26</td>
</tr>
<tr>
<td>Module Two: Lesson Two Resource B</td>
<td>27</td>
</tr>
<tr>
<td>Module Two: Lesson Two Resource C</td>
<td>28</td>
</tr>
</tbody>
</table>
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 I can 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.)
INTRODUCTORY LESSON

Discussion Resources, Part 4

Equality Wheel for Teens

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.

TRUST AND SUPPORT
Supporting her goals in life. Respecting her right to her own feelings, friends, activities, and opinions.

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

Adapted from:
202 East Superior Street
Duluth, MN 55802
218-722-2781

Produced and distributed by:
NATIONAL CENTER FOR DOMESTIC AND SEXUAL VIOLENCE
222 Lindsey St, Suite 301
Helena, MT 59601
406-442-4272
www.ncadv.org

NCADV MODULE 2 | EDUCATOR GUIDE

MODULE 2: DEVELOPING EMOTIONAL INTELLIGENCE
Introductory Lesson
Discussion Resources, Part 5

Teen Power and Control Wheel

PEER PRESSURE
Threatening to expose someone’s weakness or spread rumors. Telling malicious lies about an individual to peer group.

ANGER/EMOTIONAL ABUSE:

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

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.

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.

INTIMIDATION

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.

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.

Adapted from:
202 East Superior Street
Duluth, MN 55802
218-722-2781

Produced and distributed by:
202 East Superior Street
Duluth, MN 55802
218-722-2781

NCADV MODULE 2 | EDUCATOR GUIDE
MODULE 2: DEVELOPING EMOTIONAL INTELLIGENCE
### 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.

- 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.

- 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.
Read These First!

Because this is a sensitive topic, we recommend that you take a few minutes to read the following critical resources. These are designed to help you so that you are as prepared as possible to provide safe assistance, support, and help students, whether they are experiencing abuse, witnessing abuse at home, or wanting to help a friend or family member.

- What is Teen Dating Violence?
- Facts About Teen Dating Violence
- Warning Signs of Teen Dating Violence
- Resources for Teens: Where to Get Help
- How to Help: When a Student is Being Abused
- Mandatory Reporting

Module Two Overview

In this interactive online learning module, students are introduced to concepts that help them understand how the media and other outside forces impact their sense of self and how they feel about others. Students examine how those influences may impact their relationships and the choices they make in life.

Over two to three class periods, students engage with Aye and Ria to look at the vast number of external influences in their lives. They discuss the messages media propagates about men and women and analyze whether those portrayals influence their thoughts and opinions of others. Students apply their new learning to investigate what they can do to try to “flip the script” and change the outcome for themselves and others.

The Module Two Educator Guide contains background information on external influencers, definitions and descriptions of key terms, additional resources for further learning, and lesson options for high school students.

Lesson One Overview

Students follow Aye and Ria as they walk down the street and notice how much goes on around us at all times. Aye gets overwhelmed by all the external influencers and shuts down. Students then explore external influencers as a class before diving into the larger lesson. During the lesson, students work together to decode societal messages we receive from the media, family, our culture, and our peers.

Teacher Note: Begin this lesson by launching Module Two: External Influencers. Choose a student to read the part of Aye and a student to read the part of Ria. Begin Module Two, Lesson One after Aye short circuits and students see the tense situation occur between the teen’s parents.

Lesson Two Overview

In the second lesson, students broaden their understanding of external influencers by diving deeper into messages of the media. In groups they begin to dissect specific examples and are challenged to decide for themselves how much these messages impact who they are.

Teacher Note: This lesson is delivered after students have completed the animated portion of Module Two.
Module Two Objectives

Students will:

• Identify and reflect on external influences of society
• Participate in "Man in a Box, Woman in a Box" discussion
• Analyze the impact of their personal external influencers on their self-concept
• Identify positive and negative external influencers
• Analyze external influencers for message, impact, and reach
• Create a rewrite of a negative influencer

Module Two Key Vocabulary

External Influencers: External influencers are the outside stimuli that teach and contribute to our understanding of the world and our place within it. External influencers include family, culture, social media, television, movies, and our peers.

Social Norms: Social norms are unwritten rules about how individuals are to behave within society. They provide us with an expected idea of how to behave in a particular social group or culture.1

Gender: Gender stereotypes are overgeneralizations about the characteristics of a group based on gender. Gender stereotypes have the potential to cause harm by inviting assumptions about adults and children that might negatively restrict how they see themselves and how others see them. These assumptions can lead to unequal gender outcomes in public and private aspects of people's lives; outcomes, which are increasingly acknowledged to be detrimental to individuals, the economy and society in general.2

Additional Resources

• The Representation Project provides a look at media stereotypes and ways to challenge them: http://therepresentationproject.org/
• This article could help you frame some of your discussion points for your students: https://www.huffingtonpost.com/allison-lantagne/gender-roles-media_b_5326199.html
• This site is a resource for teachers and students looking for examples and explanations of both positive and negative views of males and females in the media: http://mediamatters.ca/digital-media-literacy/media-issues/external-influencers
• This site includes resources for educators to use while teaching about how the media depicts men and women: http://www.criticalmediaproject.org/cml/topicbackground/gender
• If your students need help coming up with terms and ideas for their boxes, this site lists some typical male and female stereotypes: http://www.healthguidance.org/entry/15910/1/List-of-Gender-Stereotypes.html
• This article works to define how identity is formed in adolescence. It includes a definition of identity, dimensions of identity and stages of identity development: http://www.actforyouth.net/adolescence/identity/
• This article specifically looks at the media's impact on identity development in youth: http://www.personal.psu.edu/bfr3/blogs/applied-social-psychology/2011/11/media-influences-on-social-norms-and-identity-development-of-youth.html
• How much does family influence who we are as individuals? https://www.barna.com/research/what-most-influences-the-self-identity-of-americans/
• This article looks at how today's teens are influenced specifically by the pressures and pervasiveness of social media: https://www.deseretnews.com/article/865613981/Growing-up-digital-How-the-Internet-affects-teen-identity.html

---

### National Health Education Standards

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

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

#### English Language Arts Standards:

<table>
<thead>
<tr>
<th>College and Career Readiness Anchor Standards for Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>• CCSS.ELA-LITERACY.CCRA.R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</td>
</tr>
<tr>
<td>• CCSS.ELA-LITERACY.CCRA.R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College and Career Readiness Anchor Standards for Speaking and Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 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.</td>
</tr>
<tr>
<td>• CCSS.ELA-LITERACY.CCRA.SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</td>
</tr>
<tr>
<td>• CCSS.ELA-LITERACY.CCRA.SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</td>
</tr>
<tr>
<td>• 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College and Career Readiness Anchor Standards for Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>• CCSS.ELA-LITERACY.CCRA.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College and Career Readiness Anchor Standards for Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>• CCSS.ELA-LITERACY.CCRA.W.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</td>
</tr>
<tr>
<td>English Language Arts Standards: Reading: Informational Text</td>
</tr>
<tr>
<td>------------------------------------------------------------</td>
</tr>
<tr>
<td>CCSS.ELA-LITERACY.RI.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English Language Arts Standards: Speaking &amp; Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS.ELA-LITERACY.SL.7.1.C: Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>CCSS.ELA-LITERACY.SL.9-10.1.C: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</td>
</tr>
</tbody>
</table>
Lesson Details

Grade Level: 6–8
(Option for High School students is included at end of lesson)

Lesson Duration
55 minutes

Essential Questions

• What messages about self do we receive from the outside world and from where do they originate?
• How is the development of identity and self-worth impacted by these messages?
• What level of choice do we have in how these outside influencers impact us?
• What do these messages teach us about how we value men and women as a society?

Module Two | Lesson One

Man in A Box, Woman in a Box

Lesson Overview:

Media and culture impact the way we think about ourselves and others. Being able to identify and analyze the messages media and our culture send eventually allows a person to choose some of what influences them. Students will take a class period to explore what messages the media perpetuates about men and women, and reflect on the impact those messages may have on a person’s ability to maintain healthy relationships.

Learning Objectives:

Students will:

• Identify and reflect on external influences of society
• Contribute meaningfully to "Man in a box, Woman in a Box” discussion

Power Skills:

• Empathy
• Communication
• Collaboration

Materials:

• Healthy Relationship Journal (or loose leaf paper) (one per student)
• Man in a Box, Woman in a Box Set Up (Teacher Only) (M2 | L1 | A)
• Chart or poster paper
• Markers
• Computer
• Internet access
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. After selecting a type of external influencer to explore with Aye and Ria, have students focus their attention on the messages about men and women the media propagates to them and their peers.

2. Draw a large box with the word “MAN” above it. Next to the man box, draw a large box with the word “WOMAN” above it. Make sure to leave space between the two boxes, so you can write a number of words between the two.

3. Ask students to brainstorm in their journals the attributes that music, advertising, social media, and family desire men to have, and the attributes they desire women to have. Remind them to think of the messages they get from television, music, social media, movies etc. After a few minutes, ask them to further their list by adding the messages they receive about men and women from their own communities and cultures.

   *Disclaimer: Students will most likely use colorful language when explaining what men and women “should” be according to their cultures. Inform them that this is a safe space to be real about these terms and they are welcome to use them in a mature and academic way. If you are in a school where this language may be frowned upon, then come up with healthy parameters as a class of language that IS appropriate to use.

Part 2 (20 minutes)

1. Once students have had a chance to brainstorm ideas individually, open up to a whole class discussion and ask, “According to the media, what are men supposed to be like?” As students share the attributes they brainstormed, write down the words they are saying inside the box labeled “MAN.” When students think they are finished with their list, push them to go further and think of a few more. Add your own ideas and terms if you feel like important attributes are missing from the class list.

2. Repeat the same process with the box labeled “WOMAN.”

3. Once the insides of both boxes have been filled out, have students brainstorm in their journals what society calls men who do not fit into the “MAN” box and women who do not fit into the “WOMAN” box.

4. In the same way students shared out their responses for what the media says men should be, have them share what happens if men don’t fit into the box society tries to place them in. As they share out, write the words they say outside of each box.

5. Follow the same steps with the woman box placing the words they say about women who don’t fit into the box around the outside of the box.

Part 3 (30 minutes)

1. Once both the “MAN” box and “WOMAN” box are filled out on the inside and outside, ask these questions and have the students answer them in their journals:
Extension Activity

Grade Level: 9–12

Have students reflect on how the messages society and the media send in regard to men and women differ from the messages they receive in their own family, community, or culture. Do they consider themselves to be a first-generation Hispanic female, black male refugee, white male Christian, Arab female Muslim, etc.? Have them create a similar project for their personal identity as that of the “Man in a Box, Woman in a Box” activity. After Lesson Two, ask students to return to their Extension projects and explain how they will “flip the script” on negative external influencers related to their personal identity.

• What do you notice about the words society calls men when they don’t fit into the box?
• What do you notice about the words society calls women when they don’t fit into the box?
• How do your personal experiences and culture impact what YOU think it means to be a man or a woman?
  • Are they different from what you saw in the “Man in the Box” or “Woman in the Box” activity?

2. End class with a discussion of the final journal questions. Encourage students who have not spoken up much of the day to answer what they noticed. Their active observation of the class often proves profound.

3. In preparation for the next lesson have students answer the following prompt:
  • Considering the external influences Aye noticed and the “Man in a Box, Woman in a Box” activity, how might these impact men’s and women’s ability to be in healthy, long-lasting relationships?

High School Option:

**Teacher Note:** For this lesson, the steps are the same until Part 4. After answering Part 3 questions in their Healthy Relationships Journals, students will participate in a Socratic seminar in order to process the Man in the Box, Woman in the Box Activity. This causes the high school option to be 30 minutes longer than the middle school option.

**Part 4 (30 minutes)**

1. Split students into two equal groups and create an inner and outer circle from those groups in the middle of the classroom.

2. Explain the roles of each group as follows:
   a. The inner circle represents the speakers. These are the students who discuss the questions.
   b. The outer circle students are the recorders. These people silently record notes on the inner circle speakers.
   c. After 15 minutes, both circles switch so that all students have had a chance to participate in each circle.

3. Remind students that Socratic seminar is built so that they, rather than the teacher, are in control. Encourage them to participate in a rich dialog while in the inner circle and keep their peers accountable while in the outer circle.

4. Assign a discussion leader and have them begin posing the journal questions to the class. If the discussion takes you slightly away from the original questions, embrace the change and learn from the students’ understanding of external influencers.
External Influencers and the Power of Choice

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.

Teacher Note: This lesson is to be delivered after completing Module One.

Learning Objectives:
Students will:
- Identify two examples of external influencers: one positive, one negative
- Analyze the external influencers for their message, impact, and reach in the creation of self-identity
- Create a rewrite of a negative external influencer
- 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:
- Judgement
- Decision Making
- Collaboration

Materials:
- Internet access
- External Influencers organizer (M2 | L2 | A)
- Flipping the Script organizer (M2 | L2 | B)
- Flipping the Script organizer (optional) (M2 | L2 | C)
- Chart paper, overhead projector, or whiteboard (High school option)
- Magazines, newspapers, catalogs (High school option)
**Extension Activity**

If students show particular interest in “flipping the script,” have them create a positive ad of their own that shows men and women as dynamic beings as opposed to a series of stereotypes. Display these positive ads around the classroom or school. If you have a class blog, you can post them there, too!

---

**Procedure:**

**Part 1 (30 minutes)**

1. Remind students that in the previous lesson, they were asked to consider the messages sent about the attributes of the “ideal” man and woman through the “Man in the Box, Woman in the Box” activity. The lesson ended with them being asked to answer the following prompt:
   - Considering the external influences Aye encountered and the “Man in a Box, Woman in a Box” activity, how might these impact men and women’s ability to be in healthy, long-lasting relationships?

2. Have students share out the responses to this question as a class.

3. After discussing the prompt from the previous lesson, explain that the messages we receive about the “ideal” man and woman come from external influencers like family, our culture, movies, television, music, and social media. To prevent us from being controlled by these forces, it is important for us to analyze these messages and evaluate their impact on how we see the world. Today the class will be asked to do this work in groups.

4. Count off students by six and have all of the ones become a group, all the twos become a group and so on. Each group will turn their attention to one of six external influencers: family, culture, movies, television, music, and social media. You can have each group pick one of the influencers based on interest or assign the influencers yourself.

5. Hand out the External Influencers organizer and read the directions as a class. Depending on your access to technology, you can have students share a computer, use their smartphones, or work in a computer lab.

6. Allow 15–20 minutes for groups to research examples of their external influencers before they begin answering the questions provided.

7. Once students have completed External Influencers, have a general discussion posing the following questions:
   - How often do you watch television? Listen to music? Have conversations with family? Use social media? Watch movies?
   - Considering how much time you spend doing these activities, how much do you feel like you are influenced by them?
   - How can you tell?
   - Do you feel like you have a choice in how much you are influenced?
     - If yes, how do you know?
     - If not, why not?

**Part 2 (30 minutes)**

1. Once students have shared their personal opinions of how much external forces influence them, share the following statistics with them:
   - American teenagers spend more than 10 hours a day consuming media, most of it filled with content that objectifies women and distorts their bodies.³

---

• 53% of 12-year-old girls feel unhappy with their bodies; 78% of 17-year-old girls feel unhappy with their bodies, and 65% of women and girls have an eating disorder.4
• Girls are learning to see themselves as objects. The American Psychological Association calls self-objectification a national epidemic: Women and girls who self-objectify are more likely to be depressed, have lower confidence, lower ambition and lower GPAs.5
• 18 percent of boys are highly concerned about their weight and physique. They are also at increased risk for a variety of negative outcomes: Boys in the study who were extremely concerned about weight were more likely to be depressed, and more likely to engage in high-risk behaviors such as binge drinking and drug use.6
• Nearly 18 percent of adolescent boys are concerned about their bodies and their weight. Among those boys, half wanted to gain more muscle and a third wanted to gain muscle and get thinner.7

2. In light of this potentially new information, have students regroup and consider what it would look like for them to have more control over the external influencers they are exposed to by rewriting their negative example into a positive one by participating in the “Flip the Script” exercise.

3. Distribute Flipping the Script organizer and review the directions together. Ask students to collaborate with their groups to reframe the negative influencer and turn it into a positive influencer.

4. At the end of class, have students share their ideas for “flipping the script” on negative influencers.

---

Extension Activity

Grade Level: 9–12
Student groups can create a school-wide ad campaign showcasing students in their school in a variety of positive situations (e.g., helping others, learning new skills, meeting challenges, overcoming obstacles, acting as examples for others). Encourage students to select from a diverse group of students and to obtain permission from the subjects of the campaigns before proceeding.

High School Option:
Two class periods (Depending on students' contributions and interest, additional time may be needed for this activity.)

Teacher Note: Prior to this lesson, ask students, parents, and/or colleagues to donate old magazines and newspapers appropriate for a high school audience.

Procedure: Day One

Part 1 (30 minutes)

1. Remind students that in the previous lesson they were asked to consider the messages sent about the attributes of the "ideal" man and woman though the "Man in the Box, Woman in the Box" activity. The lesson ended with them being asked to answer the following prompt:
   • Considering the external influences Aye encountered and the "Man in a Box, Woman in a Box" activity, how might these impact men and women's ability to be in healthy long lasting relationships?
2. Have students share out the responses to this question as a class.
3. Using the same groups as in Lesson 1, ask students to look for examples in the media that show positive and negative examples of men and women. Use the following suggestions to help you organize and implement this activity:
   • Students may research online or use the magazines and newspapers contributed to the class.
   • Have half of the groups research females and half research males.
   • Each group should look for a variety of examples, such as television or movie characters, depictions in song lyrics, social media posts, news stories, and so on.
   • Have the groups copy or print the examples they find.
   • Give groups 15–20 minutes for research.
   • Consider assigning this portion of the activity as homework.

Teacher Note: Students are likely to find a wide range of examples in their research, but to keep the conversation focused on the influencers and their impact, limit the research portion to 15–20 minutes. Encourage students to continue their observations in their daily lives.

Part 2 (30 minutes)

1. Display the questions below on chart paper or an overhead projector/whiteboard. Ask students to analyze and discuss in their small groups what they are finding in their research and discuss their thoughts within their groups.
   • What messages are you seeing once, repeatedly?
   • Are the messages overwhelmingly positive or negative or neither?
   • Who is the intended audience for those messages?
   • How might women be affected by media messages about women? About men?
   • How might men be affected by media messages about men? About women?
   • What do you think is the intended goal of these influential messages? Who is sending them and why?
2. Ask students to share their thoughts and ideas with the whole group.
NCADV MODULE 2 | EDUCATOR GUIDE

Procedure: Day Two

Part 3 (60 minutes)

1. Share the following statistics with students:
   - American teenagers spend more than 10 hours a day consuming media, most of it filled with content that objectifies women and distorts their bodies.  
   - 53% of 12-year-old girls feel unhappy with their bodies; 78% of 17-year-old girls feel unhappy with their bodies, and 65% of women and girls have an eating disorder.  
   - Girls are learning to see themselves as objects. The American Psychological Association calls self-objectification a national epidemic: Women and girls who self-objectify are more likely to be depressed, have lower confidence, lower ambition and lower GPAs.  
   - 18 percent of boys are highly concerned about their weight and physique. They are also at increased risk for a variety of negative outcomes: Boys in the study who were extremely concerned about weight were more likely to be depressed, and more likely to engage in high-risk behaviors such as binge drinking and drug use.  
   - Nearly 18 percent of adolescent boys are concerned about their bodies and their weight. Among those boys, half wanted to gain more muscle and a third wanted to gain muscle and get thinner.

2. Discuss the following questions with the class:
   - How often do you watch television? Listen to music? Have conversations with family? Use social media? Watch movies?
   - Considering how much time you spend doing these activities, how much do you feel like you are influenced by them?
   - How can you tell?
   - Do you feel like you have a choice in how much you are influenced?
     - If yes, how do you know?

3. Distribute the Flipping the Script organizer. Have each of the groups choose one of their negative examples to “flip the script” and reconstruct into a positive model. They can do this by creating a poster or computer presentation that shows the original example with the analysis students completed next to a revised depiction showing a positive example with a description of how and why they changed the original. (Note: There is an optional graphic organizer at the end of this lesson.)

4. Groups should share their reconstructions with the class explaining the original example, its message, how they changed it, and what the new example does to “flip the script.”

5. To close the lesson, ask students, “How will you use what you learned in this module in your personal life? Consider what you learned about influencers in society and how we might reframe them.”

---

Model of Man in a Box, Woman in a Box Set Up (Teacher Only)
Module Two | Lesson Two | A

External Influencers

External Influencer Group ______________________________________________________________

Part 1

Directions: As a group you will be asked to find two examples of your assigned external influencer group (i.e., family, movies, television, music, or social media), one that offers a positive representation of men and/ or women and one that offers a negative representation of men and/ or women. For each of the examples you will answer a number of questions that will help you analyze the message and impact of your overall group.

Three sentence explanation of POSITIVE EXAMPLE:

Where you found it:

Message of example:

How it ties into how external influencers impact how we view ourselves and those around us:
NCADV MODULE 2 | EDUCATOR GUIDE

External Influencer Group

Three sentence explanation of POSITIVE EXAMPLE:

Where you found it:

Message of example:

How it ties into how external influencers impact how we view ourselves and those around us:
Flipping the Script

External Influencer Group

**Directions:** As a group, discuss your negative example and consider what you would change to transform it from a negative example to a positive example. Together, rewrite your negative example into a positive and be ready to share with the class. Space is included for illustration, if needed.
Flipping the Script: As a teenager, you have plenty of experience with the negative impact of external influencers. Choose an example from any of the external influencer groups that you want: family, culture, movies, television, music, and social media and create a counter to that message on your own. Be sure to answer all of the questions along with creating your own advertisement. Don't be afraid to be bold in your creation.

Explanation of original external influencer example:

Why does this seem like a negative external influencer to you?

How does your example help shape the identity of youth?

Feel free to sketch it out on the back of this paper.

How is your example a counter to the original?

How could your example help shape the identity of youth?