



Our Families, Our Health
A Violence Prevention Curriculum for the Latinx
Community



RAPE RECOVERY
center

Acknowledgments

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Introduction

This curriculum was created in response to a need for sexual violence prevention materials for the Latinx¹ community. Research shows that Latinx populations are at high risk for sexual and domestic violence (Black, et. al., 2011), are less likely to seek services, and more likely to experience barriers when seeking services (Cuevas & Sabina, 2010). This is a tool for teachers, parents, and direct service providers to engage the Latinx community in educational settings; while focusing on empowerment, accessibility and utilizing tested prevention methods.

This curriculum is intended for youth ages 14-18 and their parents and caregivers, for the prevention of emotional, physical, and sexual abuse in adolescent dating relationships. For best results all sessions should build upon each other but can also be combined as time allows. Each session outline has facilitation suggestions, materials needed, and suggested activities. Handouts and assessments are in the third section of the curriculum and can be used at your discretion.

About Our Approach

In creating this curriculum, we emphasize best practices as outlined by *STOP SV: A Technical Package to Prevent Sexual Violence* (CDC, 2016). Our curriculum addresses the promotion of protective social norms, teaching relevant skills, providing empowerment opportunities, creating protective environments, and supporting survivors.

We strongly believe that in order for a community to enact prevention it must occur at all societal levels; starting at individual to family and finally community. Furthermore, in harmony with the values of the Latinx community our curriculum is best utilized when caregivers and children engage in the curriculum in tandem.

We recognize that it is impossible to enact social change in isolation from larger societal factors. The Latinx community often hears deficit-based messages about themselves (Santa Ana, 2002) and is vastly underrepresented in positive ways in the media at large (Smith, Choueiti & Pieper, 2014). Because of the importance of creating communal protective environments for violence prevention (CDC, 2016) we approach our work with an emphasis on the positive values and contributions of its members and a belief that a community holds the knowledge to empower themselves. We envision an educational space that works toward those larger goals by utilizing trauma informed and a popular education model as outlined in the next section.

¹ Throughout this curriculum we utilize the word Latinx to denote people of Latin American origin or descent, used as a gender-neutral or non-binary alternative to Latino or Latina (Oxforddictionaries.com, 2017).

Popular Education

What is Popular Education?: A Framework

Popular education was originally created as a rejection of a western model of education that expects an instructor to hold all the knowledge and power in a classroom, and as a rejection to a societal system that does not center the knowledge or empowerment of oppressed identities (Freire, 1968). The purpose of popular education is to form and utilize a teaching method, that values the knowledge and expertise of all the participants. The facilitator helps participants analyze their stories and experiences and helps them build this knowledge into the lesson.

There is no one way to practice popular education, there are however common tenants practiced. Each facilitator must prepare based on a general knowledge of the material and have a lesson plan, but most importantly allow the participants to take the lesson where it may. For the purposes of this curriculum it is helpful to shape a lesson to the following tenants:

1. Tailoring lessons to the participants.

The individual experiences among a group will be unique. Take that knowledge and use it as a basis for the lesson. This can start with a with an individual experience and can lead to generalization to larger issues (Cultivate Your Food Economy, n.d.). As sexual violence educators it can feel unnerving to allow a room to go beyond the planned lesson but this model encourages this.

2. Empowering learners.

Popular education strives to give back power to individuals. It is important to incorporate tools that will help individuals see themselves as creators of knowledge and as agents of change.

3. Acknowledging power.

It is important to acknowledge that facilitators hold privilege and power within a space and should actively challenge that power. The ability of an individual to question is not very common for those with marginalized identities within traditional learning spaces, and this model is best utilized when that is acknowledged.

“It is about designing education so that the knowledge, values and perspectives of grassroots people is privileged... We should continually remind ourselves how education privileges the interests and knowledge of certain groups of people at the expense of others.”

-Rick Flowers
Defining Popular Education

“It is about designing education so that the knowledge, values and perspectives of should continually remind ourselves how education privileges the interests and knowledge

4. Go beyond analysis and incorporate action.

At its core, violence prevention is about changing societal norms that encourage sexual violence and promoting those that prevent it. Thus, this model should go beyond just a response to people's immediate needs but also provide support for communities to assert their rights; in this instance their right to physical and emotional safety.



Review

Popular Education:

Goes beyond responding to people's needs and helps assert their rights.

Promotes active participation. Fosters robust debate, encourages questioning, embraces conflict, and at times supports confrontation.

Helps people feel more informed, responsible and self-reliant.

Helps people to take action and actively pursue alternative visions for the future.

Helps people feel empowered and strive for further power.

Grounding Yourself In Popular Education Before Facilitation

Be aware that you may find tension between the idea that facilitators have a responsibility to control and give knowledge and the priority of this model where knowledge and agency of the participants is the priority. Our role is to try to disrupt the power dynamics we recreate. In order to show up in a space effectively, facilitators should check in with themselves throughout a dialogue and acknowledge their boundaries and limitations.

Activity

Take the space below or a separate sheet to answer the following questions:

1. How do you plan on reacting to disruptions or challenges?

2. What is your approach to matching the vulnerability of those in the room?

3. What are your strategies in case you have to contend with a personal boundary?

4. What resources or action items can you offer participants?

5. How are you acknowledging and mitigating the power you bring into that space?

Trauma Informed Facilitation

What is trauma?

Trauma is a reaction to experiences or situations that are emotionally painful and distressing, and that overwhelm an individual's ability to cope. Trauma involves deeply distressing experience(s). Often these experiences generate emotional shock that creates significant and sometimes lasting impacts on a person's mental, physical and emotional capacities.

Going through trauma is not rare. [It is estimated] that 50-60% of individuals experience at least one trauma in their lives. Women are more likely to experience sexual assault and child sexual abuse. Men are more likely to experience accidents, physical assaults, combat, disaster, or to witness death or injury.

- National Center for PTSD, 2016

Trauma can be caused by:

Early childhood abuse
Neglect
Physical or Sexual Abuse
Psychological or Emotional Abuse
Domestic Violence
Community Violence
Homelessness Refugee or War Zone Trauma
Multi Generational-or Historical Trauma
Terrorism
Experiences of Chronic Adversity (e.g., discrimination, racism, oppression, poverty)

What do we mean by trauma informed facilitation?

According to the Substance Abuse and Mental Health Network (2015) a trauma informed approach follows the four r's ;

1. Realizes the widespread impact of trauma;
2. Recognizes the signs and symptoms of trauma in any individual;
3. Responds by fully integrating knowledge about trauma into policies, procedures, and practices;
4. Seeks to actively resist re-traumatization.

We recognize that implementing a trauma informed approach may be difficult in educational settings. Whenever possible facilitators should do their best to create an environment in which we recognize that trauma impacts everyone.

Final Preparation

In order to adequately facilitate this curriculum a facilitator must have a basic knowledge of prevention, sexual violence, and domestic violence. The community must also have confidence in the facilitators and agencies they may represent. We recommend that facilitators must be trusted by the community and/or be a member of that community. In order for a community to feel you are invested in long term change, have an intimate knowledge of the community, be a part of that community, and be reflective of the gender, age, class, language, and ethnicity/nationality of that community. This provides a basis for trust and collaboration and also serves a larger purpose of changing societal norms which rarely shows Latinx members in empowering positions.

Practical Steps:

Have you reviewed the materials? Do you have handouts, food, childcare, and other logistical aspects ready? Are you providing an accessible space and acknowledging barriers (i.e. childcare, work commitments, incentives)? Do you have a knowledge of resources participants can access after the session?

Theoretical Steps:

How are you creating space for the knowledge of the community? How are you making space for agency? How are you engaging in vulnerability with the participants and within the lesson? Is there room for feedback from the participants and how will you engage with that feedback? Are you knowledgeable of action that participants can take to engage in larger societal change? What trauma informed steps are you incorporating into your classroom?

Review

You may have noticed that there is some overlap between a trauma informed model and a popular education model. In what ways do the two complement each other? In what ways do they challenge each other?

If you've addressed the above then you are ready to start your sessions!



Session Guides

Goals for the Lesson:

- Introduce the program.
- Ensure that participants are aware of the material that will be covered.
- Create group rules.
- Start creating trust within the group.
- Creating a space where all youth feel supported in the positive things they have shared.

Necessary Materials:

Markers and Pens

Tape

Poster (for rules)

Handouts 1.1 & 1.2

4 Posters

Nametags

Post-It Notes

Introduction:

Ask each participant to share their name. Establish that some of the conversations will be difficult and set the expectation that in order to have such difficult conversations, we'll need to be comfortable with each other and also be able to give each other feedback.

Activity: Pass the Candy

Objective: Introduce the participants to each other.

Have the participants sit in a circle. Have each take three pieces of candy, and let the participants know you will be asking them questions. If a participant answers "yes" to a question, they need to pass one piece of candy to the participant sitting on their right. At the end of the game, the person with the biggest pile of candy wins a small prize. Everyone can eat their candy once the game is over.

Possible questions:

- Do you have a pet?
- Do you have a secret talent?
- Do you ever binge Netflix instead of doing chores/homework?
- Do you have a nickname?
- Do you have a guilty pleasure?

As you see people passing, or not passing, candy, try to get them to dive a little deeper into their answers (and maybe share a few of your own answers to get them talking).

Education & Dialogue:

Activity: Setting Our Rules

Objective: Help the participants create the rules in the space.

Have each participant take three post-it notes. Each participant must write three things on their post-it notes. They can be something that helps them feel comfortable in a space, things that they need to feel comfortable, or specific asks (i.e. we want snacks each session, I don't like being interrupted, etc.). Once they are done, have them pass their post-it notes to the front. Read some of them out loud and as they are talking about the suggestions start writing some finalized rules on the poster. Once they have come up with their own, pass out the suggested group rules (Handout 1.1). Have the participants each read one out loud and clarify anything that causes confusion. If there are differences between the suggested list and the rules the group comes up with, ask if they'd like the rules to match. Why or why not? Once everyone has agreed on the rules, set expectations for how those rules will be enforced. Make sure that if you make any changes to group rules there is consensus and that they are in a visible place throughout the run of the curriculum. Refer back to the rules as needed and make time for review every couple of sessions.

Activity: Tying It Together

Objective: Ensure that all of the participants are clear on what will be taught, and address questions or concerns.

Go over the sections of the curriculum in detail with curriculum flier (Handout 1.2). Ensure that you go over mandatory reporting, confidentiality, and how to check in with facilitators before, during or after a session.

Checkout:

What is the topic you are most looking forward to? The least?

Homework:

Go over flier with parents and get signature.

Normas

Norms

Comunicación / Communication

Confidencialidad / Confidentiality

Respeto/Escuchar/Conciencia / Respect/ Listen/

Comenzando con las declaraciones de “Yo”... / Start with I statements

No humillaciones/ No Put Downs

Identificar sus dificultades y necesidades/ Identify Your Needs and Challenges

Derecho de arriesgar/Derecho de pasar/ Right to Risk and Right to Pass

Abrirse al cambio / Be Open to Change

Todos cometemos errores / We all make mistakes

Tomemos responsabilidad / Take Responsibility

Honrar la intención; enfrentar el impacto/ Honor the Intention; Address the Impact



Welcome!

On behalf of the Our Families, Our Health we invite you to participate in an 8 week program. Through our talks and activities we can discuss the ways that you can actively prevent violence in your lives, families and communities. Please read through the sections below to get a better understanding of what we will cover each week and our expectations of confidentiality and mandatory reporting.

Week 1	Introduction
Week 2	Defining Relationships
Week 3	Defining Unhealthy Relationships
Week 4	Communication
Week 5	How to Help
Week 6	Stereotypes
Week 7	Stereotypes II
Week 8	Coping
Week 9	Sexual Violence
Week 10	Consent and Boundaries
Week 11	How to Support Each Other

Confidentiality and Mandatory Reporting

Any information you share is strictly confidential to staff and facilitators. However, by law we are required to report to Utah State Department of Child and Family Services and/or law enforcement of any real or suspected child neglect, abuse, elder neglect or abuse and neglect or abuse of a vulnerable adult, when there is enough information to make a report.

We hope that through this time together we can help you make your community a better and safer place. We look forward to supporting you and please let us know if you have any questions.



Goals for the Lesson:

- Start defining relationships,
- Set the stage for identifying healthy relationship characteristics and personal boundaries.
- Identify any tensions that may exist between the participants' goals and their culture(s).
- Start to guide the participants and how they think about boundaries, and start setting the stage for better communication.

Necessary Materials:

Markers and Pens
Paper (for household rules)
Handout 2.1

Introduction:

Introduce the idea of relationships. Acknowledge that we don't always talk about what this term really means, and we essentially expect teens to just know what to do. Have the students define the following terms for themselves; "relationships" and "dating."

Education and Dialogue:

Activity: Relationship Bingo

Objective: The importance of knowing how you want to be treated in a relationship, and knowing when to compromise or set stricter boundaries.

Pass out Relationship Bingo (Handout 2.1), have each participant pick and circle five things that are most important to them in a partner. Once everyone has done so, they have to find another person that also has that characteristic circled. Once they have five signatures the first person to yell "bingo" gets a prize. Have the participants discuss some of the characteristics they picked and why they picked those characteristics (i.e. deal breaker characteristics or where there is room for compromise).

Activity: What is important to you?

Objective: Starting to explore boundaries for relationships.

Break up the participants into four groups. Set up four posters around the room with the titles: "Family," "School," "Relationships," and "Future." Have the participants go into one group and draw or write one thing that is important to them that pertains to that area. For example, if a student is in the group "School" something important may be playing sports, having time with friends, etc. Give enough time for all the groups to switch to a new poster. Once all the participants have gone to each group, have them share what's on each poster.

Activity: Dating and My Culture

Objective: Explore tensions created due to different rules or boundaries that exist the participant's culture in the local community and the more traditional parts of their culture.

Have the participants break into small groups. On a large piece of paper have them write out rules they have in their household about dating and/or relationships. These roles can be something they agree with or something they feel is unfair. Have each group share those roles. List them on the board.

Checkout:

What is something you learned today?

Homework:

Ask their parents: what do you think makes a healthy relationship?



Bingo/ Loteria

1. Think of someone you have or would like to have a relationship with. /Piensa en alguien con que tienes o con que te gustaría tener una relación.
2. Circle the four things that would be important for them to have. / Marca cuatro cosas que serían importante para ti que tengan.
3. Find four different people in the room who have the same things. / Encuentra cuatro personas diferentes en la clase que marcaron las mismas cosas.
4. Have them sign in the box. / Pídeles que ellos firmen en la caja.
5. The first person to have all four boxes signed by a different person shout “BINGO!”. / La primera persona que tiene las cuatro cajas firmadas por una persona diferente grite "BINGO”.

Funny Chistoso 	Unique Unico	Cocina Cooks 	popular
Independent Independiente	 smart inteligente	honest honesto	Family Oriented Familiar
	A Good Listener Atento	Romantic Romantico 	Hot Guap@
Athletic Atlético 	Supportive Me Apoya	Nice Agradable	 Dances Baila



Family

Familia

School

Educación

Relationship Relaciones

Future
Futuro



Goals for the Lesson:

- Differentiate between a healthy relationship and an unhealthy relationship.
- Draw from culturally relevant examples.
- Build off of the previous lesson to establish that boundaries and context can help define healthy or unhealthy behavior.
- Establish the idea that people of all identities can be aggressors or victims.

Necessary Materials:

Markers

Handout 3.1

Large poster paper (if preferred instead of whiteboard)

Introduction:

Ask the participants to share what their parents thought made a healthy relationship.

Education and Dialogue:

Activity: What makes a healthy/unhealthy relationship?

Objective: Helping participants define for themselves what they see as healthy and unhealthy characteristics.

Using a whiteboard or large poster-paper, have the participants list characteristics of healthy and unhealthy relationships. Throughout this activity, give definitions of sexual, physical, psychological, and emotional abuse. Spend equal time on each definition and push for specific examples from the participants.

Activity: Healthy Relationship Continuum

Objective: Establishing that it is not easy to spot unhealthy relationships and that many things can be lost in context or if we don't have clear boundaries.

Draw a line across the board. On one end of the board you have "Healthy," in the middle you have "Unhealthy" and, on the other end you have "Abusive." Give the participants one of the laminated cards describing a specific behavior or scenario. Have the participants map where they think that behavior falls. End the activity with the healthy and unhealthy power and control wheels to provide possible examples or guidelines for the participants, also provide and go over resources for dating/domestic violence (Handout 3.1).

Take this opportunity to gauge where the gaps may be in understanding and also to reiterate statistics of dating abuse.

Checkout:

Why is it important that we talk about this?

Homework:

As a family watch a movie or show that shows a relationship and decide if it's an unhealthy or abusive relationship.

**Constantly checking up on where
your partner is at.**

**Constantemente comprobando
donde está su pareja.**

**Calling your partner names in
front of their friends.**

**Llamando a su pareja nombres
enfrente de sus amigos**

**Telling your partner when you
are upset with them and why.**

**Contándole a su pareja cuando
están molestos con ellos y
porque**

**Your partner has access to your
Instagram, twitter,
or Facebook.**

**Su pareja tiene acceso a su
Instagram, twitter, o Facebook.**

**Your partner won't spend time
with your family, but expects you
to spend time with theirs.**

**Su pareja no pasara tiempo con
tu familia, pero espera que pases
tiempo con la suya.**

**Your partner says they don't
want you to dance with a member
of the opposite sex.**

**Su pareja dice que no quiere que
baile con un miembro del sexo
opuesto.**

**Encouraging your partner to
volunteer.**

**Animar tu pareja a hacer servicio
voluntario.**

**Getting jealous when you do
better on a test or assignment.**

**Ponerse celoso cuando tú haces
mejor en una tarea o un examen.**

Making decisions together.

Haciendo las decisiones juntos.

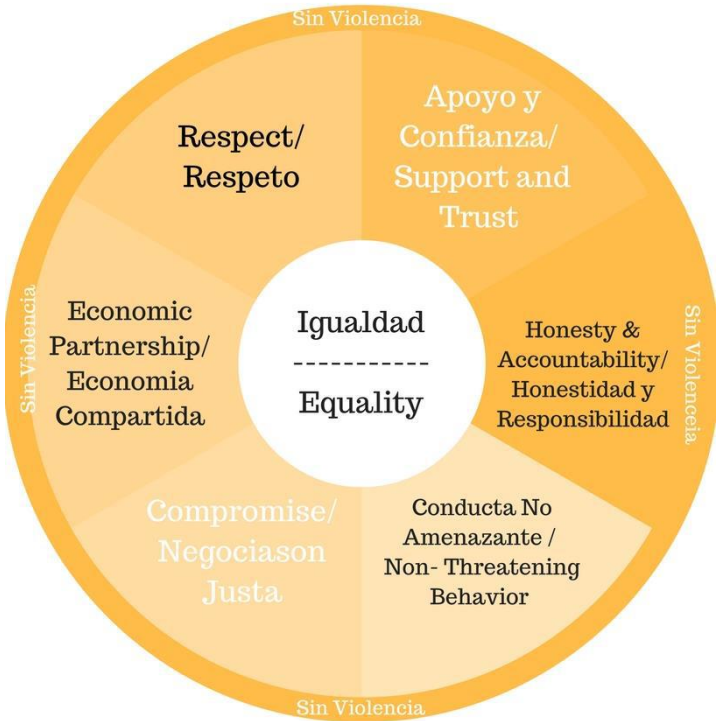
**Pressuring your partner to send
you intimate photos.**
**Presionando su pareja para que le
envíe fotos íntimas.**

**Pressuring your partner to do
something they do not want to do.**
**Presionando su pareja para que
hagan algo que ellos no quieren
hacer.**

**Expecting your partner to cook
and clean for you.**
**Esperar que tu pareja va a limpiar
y cocinar por ti.**

Healthy Relationships

Relaciones Saludables



Cuáles son las cualidades que debe tener en una relación? What are the qualities you must have in a relationship?

Goals for the Lesson:

- Talk about the power of communication, and how to respond in healthier ways.

Necessary Materials:

Handouts 4.1

Introduction:

This can be an extension of the self-care coping techniques. Utilize one of the self-care handouts to facilitate a relevant icebreaker.

Education and dialogue:

Activity: Communication

Objective: To practice different communication styles and check into where growth is needed.

Have each person break into pairs. Have them answer some basic questions. They can be about topics that are relevant in the news or can be more basic about their personal preferences or likes. For the first question, each pair stays completely and silent and also does not give any physical feedback (i.e. head nodding, etc.). For the next question, they each have two minutes to answer each question but this time they can give physical feedback but no verbal. For the third and last question, they answer together so it is a conversation.

Have each group reflect on what it was like to not be able to communicate. To have to listen without interrupting. What part was harder? Easier? As a facilitator you want to pull out some themes that produce healthy communication such as: listening without an intention to answer, seeking to understand, reflecting, taking breaks if things get heated, etc. Help the participants reflect on what parts of mutual communication they need to work on. End the activity with the handout “Good Communication Skills.”

Checkout:

Pass out the “SAFE” communication plan (Handout 4.1). Give participants three to five minutes to fill this out as an individual, and then have them share one thing they have written. During dinner have each member of the family share their communication plans.

Homework:

Present your communication plans to each other and come up with a family communication goal. Be prepared to share this at the next session.

Our Family Communication Plan

As a family it is important to us to improve our communication.

Parents/Caregivers:

I am going to do these things:

1. _____
2. _____
3. _____

Kids/Youth:

I am going to do these things:

1. _____
2. _____
3. _____

We are going to do this activity together once a week:

Goals for the Lesson:

- Talk about the ways that we can help our loved ones in relationships that are abusive and unhealthy, as well as understand how to support our loved ones in those situations.
- Talk about options for a support system.
- Practice self-care and boundary setting while helping others.
- Discuss possible barriers to offering help (i.e. what might make someone afraid to help).
- Practice asking for help when it is needed.

Necessary Materials:

Handouts 5.1 & 5.2

Flags

Introduction:

Ask the participants to share a safe space or person they can go to when they are struggling with something.

Education and Dialogue:

Activity: Helping Others

Objective: Exploring options for helping others.

You will read a story to the participants. Beforehand, post signs around the room that say “I agree,” “I disagree,” and “I’m not sure.” Ask everyone to stand up as they will be moving around the room. Read the story from Handout 4.1, and ask them to move to where their designated spot is every time they hear it. Walk through examples of possible options for the participants, as helping others can feel overwhelming or impossible depending on the context.

Activity: Red Flags

Objective: To understand or recognize when someone needs help.

Read the story attached (Handout 5.2). During the story, the participants will take their red flags and tape, or just place, the flags on the white board during any point in the story in which they feel they hear a “red flag.” At the end point out any other red flags that they might have missed.

Checkout:

One-word answer on how you felt about this conversation.

Homework:

Create a go to list of resources you can look to for help.

Goals for the Lesson:

- Learn about stereotypes and how they impact all of us.
- Tie in depictions of stereotypes to relationships and what we know about healthy vs. unhealthy relationships.

Necessary Materials:

Media Examples (provide your own)

Introduction:

Explain to participants that it is normal to have certain expectations of ourselves and of others in relationships. But certain expectations may seem unfair. Unfair expectations can upset you, anger you, or frustrate you. Take one or two minutes to reflect and write down in your notebook the last time someone had a certain expectation of you and how it made you feel. Share that expectation with the group.

Education and Dialogue:

Activity: Stereotypes I

Objective: Introduce culture and media that influence stereotypes.

Define stereotypes as, “Generalizations, mental pictures, and beliefs about groups of people or situations.” This can be based on gender. Utilize popular media stereotypes. It is important that media examples are culturally relevant and prescient. It is also important to draw on multi-generational examples. For example you may want to utilize a primarily Spanish media clip and a primarily English Media clip, etc.

Have participants reflect on the following questions:

1. Where, when, why, and how are Latinx Men, Women and trans folks represented in media?
2. What impact do certain kinds of representation of Latinx individuals have on us?
3. What impact do certain kinds of representation of Latinx individuals have on the relationships of Latinx individuals?
4. Who is missing when we discuss Latinx community issues? Why? How can Latinx communities hold themselves accountable and accessible?

Checkout:

Why is it important to talk about this?

Homework:

Watch a show with your parents and discuss stereotypes you see with them.

Goals for the Lesson:

- Continue the conversation on gender stereotypes and to further analyze how stereotypes and gender roles impact abuse.
- Discuss the ways in which those with different identities are impacted by stereotypes.

Necessary Materials:

Gender Unicorn Handout (TSER, 2018)

Introduction:

Ask the participants to get together with a partner and reflect for two minutes on what comes to their mind when hearing the following words: man, boy, boyfriend, father, woman, girl, mother, and girlfriend (this should be done quickly, the first thing that comes to mind).

Education and Dialogue:

Activity: Stereotypes II

Objective: Exploring expectations that are placed on us and that we place on others.

Read the following scenarios out loud and have groups of two-three discuss the scenarios in small groups. Explore expectations we have of relationships and how they can also impact the safety and resources available outside of those relationships. The fact that someone does conform to these expectations is not wrong, but the way in which violence is inflicted when someone doesn't conform to these expectations is.

Scenario 1: Alex and Maria like each other but they are both too shy to ask each other out. What should Alex do? What should Maria do?

Scenario 2: Alex and Maria have been talking for a couple of months. Alex finds out Maria is talking to someone else. What should they do? Maria finds out Alex is talking to someone else. What should Alex do?

Scenario 3: Alex and Maria go to the movies. Who pays for the movies? Why?

Scenario 4: Alex is allowed to sleep over at their friend's house. Alex's sister Stacey is not. Is that fair? Why or why not?

Take this time to define the types of gender; male, female, transgender, cisgender. The Gender Unicorn Handout can be helpful in defining this.

Checkout: What is one way we can change gender expectations or violence?

Homework: Ask your parents one way they feel being their gender impacted their life.

Goals for the Lesson:

- Talk about how to express emotions in various ways which are healthy, as well as non-violent responses to situations.
- Consider how to communicate during conflict.

Necessary Materials:

Handouts 8.1 & 8.2

Introduction:

Ask participants to name feelings that one has in all relationships. Write on the board, take another minute to explain that everyone goes through certain situations or has certain conversations that make them mad or irritate them.

Education and Dialogue:

Activity: Hot Buttons

Objective: Being aware of feelings during conflict; specifically, issues that you know are triggering or cause a strong emotional reaction.

Begin the activity by reviewing healthy relationships and asking, “What was the common thing we noticed about healthy vs. unhealthy relationships?” Utilizing the hot buttons/feelings handout (8.1), discuss the participants’ various reactions to the examples. The discussion can be based on, for example, how soon participants noticed their emotions, how quickly they reacted, how reactions differed for everybody, and how to communicate a trigger or the need for space. Spend about five minutes on each example.

***Checkout:**

Have each individual fill out a coping plan (Handout 8.2).

Homework:

Pick one coping technique and do this as a family.

*This is or the next workshop is a good time to bring in an outside presenter or facilitator to possibly teach a self-care technique such as zumba, yoga, breathing, etc. This is also a way to get them connected to members of the community.



ASUNTOS
PRENDIDOS
HOT
BUTTONS

Todos tenemos asuntos prendidos. Asuntos prendidos son temas que nos hacen enojar o nos molestan cuando los ves, escuchas o sientes.

Everyone has hot buttons. Hot buttons are those things that make you angry whenever you feel, see or hear them.

Identifica tus asuntos prendidos abajo/ Identify your hot buttons below:

Asuntos Prendidos/ Hot Button:	Como Respondes?/How do you respond?

Resistencia

Resilience

As families and individuals we can build up and regain resiliency. What are some things that fit into each category for you? / Como familias e individuos podemos acumular y recuperar la resiliencia. ¿Cuáles son algunas de las cosas que caben en cada categoría para ti ?

_____’s Resiliency Plan! / Plan de resiliencia!

Mind/Mental

Body/ Físico

Cosas que podemos
hacer como familia. /
Things we can do as a
family.

Spirit / Espiritual

Yo tengo...
/ I have...



Goals for the Lesson:

- Talk about sexual abuse. Acknowledge that this is a difficult subject and that we invite individuals to engage in self-care. We will also stay after and provide any support that anybody needs.
- Establish that sexual assault is never the victim's fault, and that it can happen to anyone.
- Establish that the more we talk about this issue the easier it becomes to support each other and counteract rape myths.

Necessary Materials:

Handout 9.1

Introduction:

This is a great section to enact a self-care activity to lessen tension and provide a comfortable space. Utilize attached self-care/coping activities to facilitate. Refer back to the coping plan they created in their homework and tie it to the importance of having skills to refer back to when engaging in difficult things.

Education and Dialogue:

Activity: Discussing Sexual Assault

Objective: Talking about and defining sexual assault in a trauma informed manner.

Handout the youth sexual assault scenarios (Handout 9.1). Have participants break up into groups of three to four and have them take a specific scenario. Have each group decide what they should do in each scenario and why. Once everyone decides their course of action, come back as a larger group. Start the conversation with the fact that no one can fully prevent sexual assault. Have each group read their scenario and then share their course of action. Give each group feedback and make sure to reiterate that sexual assault is never the victim's fault and that when we are not sure what to do it is okay to ask for help or resources.

Provide the participants with local resources for survivors and allies.

Checkout:

What is one thing you can do to support a survivor?

Homework:

Do something fun as a family. This can be watching a movie together, going to the park, etc. Utilize this time to check in with each other.

Scenarios

For each scenario you can work in large groups or divide into small groups. Give participants a scenario and have them answer the following questions:

- 1) What would each behavior be defined as? Is this sexual violence? Harassment? Rape? Or none of the above?
- 2) What would they do or recommend the person in the scenario do?
- 3) What if the genders were reversed?
- 4) What other things might make it harder to get help or act?
- 5) What things might make it easier?

Scenario 1:

Alicia was walking home from school. The weather had just gotten very cold and it was starting to snow. A car pulls up next to her and she sees that the boys in the car are three friends of her older brother. She has met them many times before at her home. The three boys tell her that they are on their way to her house, and that they can give her a ride. She accepts and gets into the car. They do not immediately take her home, but rather drive to a secluded spot where the three boys take turns attacking and raping Alicia. As they drive her home they tell her not to tell anybody because her family will think that she is a whore and will kick her out of her home.

Scenario 2:

Pablo is ten years old. He lives with his family in Salt Lake City. His father works a lot of hours and his mom doesn't always understand the culture and language. A nice man at his school has offered to teach an after-school football league with free uniforms and no registration fee. One day Pablo tells his parents he doesn't want to go anymore. They don't understand why. Later on, you find out that this man has been abusing some kids in the neighborhood.

Scenario 3:

Mary is 16 when she gets her first job as a cashier at a store in the mall. From the beginning, her co-worker Tom makes sex-based jokes, comments about her body and frequently teases her about only dating certain types of boys. All of Mary's co-workers, except Jane, start to tease her openly. Also, several customers begin to make comments, and some ask her to go out with them. One customer in particular has been very persistent and continually asks her out on dates, until finally Mary snaps at him to "get away from this counter and leave me alone!" Her manager overhears the encounter and reprimands her for "scaring off business." He suggests, "Couldn't you be nicer to these guys? Maybe the customers would buy more stuff if you'd just be friendlier." The manager warns her that if she doesn't "shape up" that he will take disciplinary action against Mary.

Scenario 4:

Brian and Joe, both in the same English class, sometimes make comments about what type of girls they like. One day Brian says to Joe, "I like `em with little round butts" in front of Jill, a girl

who sits in the next row. Brian laughed as usual. Jill told them that she found such comments disgusting and asked them to stop. Both Brian and Joe apologized to Jill. The next day, Jill once again overheard Brian in a loud voice tell Joe a similar comment. Brian and Joe continued to ignore Jill's confrontations. Jill began to feel helpless and upset. She found it very difficult to concentrate in school.

Scenario 5:

A group of four girls frequently whistle "wolf calls" at Jamal. Jamal thought it was kind of neat and enjoyed the special attention. After a while, when the girls didn't stop, Jamal strangely began to feel embarrassed and uncomfortable. He no longer considered the attention special and began to also feel upset. He told them to quit it although they would laugh and continue. Jamal didn't really know what to do. Jamal just wanted to be left alone.

Scenario 6:

You're at a party or out drinking. You notice a girl in your class has had a lot to drink and a stranger at the party is paying a lot of attention to them. At one point they both go upstairs. The next day you hear that the girl in your class is upset and people are spreading rumors about what happened at the party.

Goals for the Lesson:

- Introduce the topic of recognizing our own boundaries and respecting others. Tie this to the earlier conversations on sexual abuse by ending with consent.
- Help participants define what their “comfort zone” or personal boundaries are, and explore ways in which boundaries can be communicated verbally and non-verbally.
- Define consent, explore the exceptions to consent, and establish that consent can be taken away at any time, must be continuous, and that there is no such thing as blanket consent.

Necessary Materials:

Handout 10.1

Introduction:

Make sure that the participants are in a space where they can move freely. Ask everyone to find a partner and to indicate once they have done so, either by raising their hands or linking their arms together. Explain that you will be calling out different positions for them to form with their partner, such as “elbow to elbow” which means that the partners should touch their elbows together. Ask everyone to show you “elbow to elbow.” Tell them that there is one other action that they should be aware of and that is “partner to partner.” When you call this out they must find a new partner as quickly as they can. They cannot partner with the same person more than once. Begin calling out positions at a somewhat rapid speed. Examples of positions are “elbow to elbow,” “finger to finger,” “knee to toe,” “palm to palm,” etc. After calling out three to five positions call out “partner to partner.” You may need to remind them that means they should switch partners, and quickly! Wait until they’ve switched partners several times before calling out “face to face, neck to neck, or nose to nose.” It is best to end on “nose to nose,” because they usually have strong reactions to that position and likely need a break at this point. Be prepared for shouting, laughing, and comments indicating that they were not comfortable or happy about “nose to nose.” Do not force them to do any of the positions that they are uncomfortable with.

Education and Dialogue:

Activity: Boundaries and Pen Skit

Objective: Defining consent and its exceptions.

Pass out the handout on boundaries (Handout 10.1). Go over exact definitions and have them tie it back to the activity. Have a volunteer come up and do the pen skit (in which the facilitator hands a volunteer a pen, asks for it back, though the volunteer knows to say no every time, and tries to get the pen back through verbal coercion, i.e. black mail or bribery). Have the group discuss what they saw happening in the pen skit.

Checkout:

Ask them to share one boundary they didn't realize they had.

Homework:

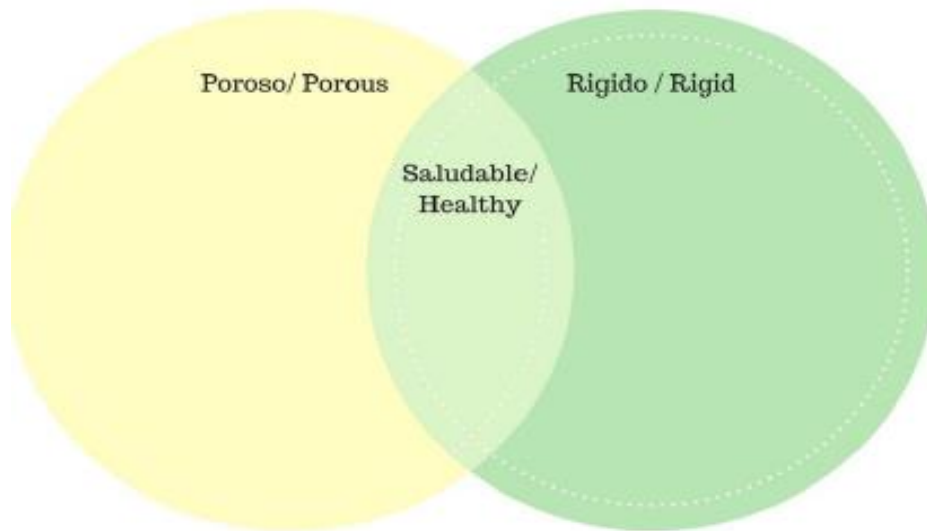
Share one boundary with your parents.

Limites

Boundaries

Que es un limite?

Las expectativas que tenemos para distinguirnos a nosotros mismos del mundo exterior y para mantenernos sanos y saludables. Pueden ser físicos, psicológicos, emocionales, o sexuales./ The expectations we have to distinguish ourselves from the outside world and to keep us safe and healthy. These can be physical, psychological, emotional, or sexual.



Consentimiento

Consent

Que es el consentimiento?/ What is consent?

- Permiso o estar activamente de acuerdo con algo./ Permission or actively agreeing with something.
- Se da libremente. Consentir es una opción que tomas sin presión, sin manipulación, o sin influencia de las drogas o el alcohol./ It is given freely. Consent should be given without pressure, manipulation, or the influence of drugs or alcohol.
- Es entusiasta. Debes hacer las cosas que DESEAS hacer, no lo que se espera que hagas./ It is enthusiastic. You should do things you WANT to do, not what is expected of you.
- Es específico. Decir que si a algo (como ir a besarse al dormitorio) no significa que aceptes hacer otras cosas./ It is specific. Saying yes to one thing (like going up to kiss in your dorm) doesn't mean you have consented to anything else.
- Se Brinda estando informado. Solo puedes consentir a algo si tienes toda la información al respecto.
- Es reversible. Todos pueden cambiar de parecer sobre lo que desean hacer, en cualquier momento./ It is reversible. Everyone can change their minds at any point.



Goals for the Lesson:

- On our last day of session, we will talk about the program as a whole.

Necessary Materials:

Pens
Paper
Certificates

Introduction:

The participants will write a letter of hope to their future self, entailing the hopes they have for their future including relationships, careers, and family. Once they've written the letter to themselves, seal it up and have them write their address on it. Have them write a similar letter to their family. Let them know they will be giving this letter to each other.

Ask the participants to share how it was to write a letter to themselves. They can reflect on the following questions;

- What would this letter look like 12 weeks ago?
- How did you feel writing the letter to your family?
- How will you interact with your family after this?

Education and Dialogue:

Activity: Review

Go over each session quickly. Tie this review back to previous discussions had throughout the course. Let participants share what they learned.

Activity: Letter Exchange

During dinner and after the certificates of completion, have all the members give each other the letters.

Get the group back together and present certificates of completion. Have each person share one thing they have learned and how they will implement it in their life.

Goals for the Lesson:

- Introduce the program.
- Ensure that participants are aware of the material that will be covered.
- Introduce group norms.
- Start to create a space where all families feel supported in working towards their futures.
- Start creating trust within the group.

Necessary Materials:

Markers and Pens

Handouts 1.1, 1.2 & 1.3

Introduction:

Ask each participant to share their name and the names and ages of their child(ren). Begin the dialogue by explaining that we live in a time that is complicated. We receive information that sometimes isn't healthy within relationships and friendships, and negotiating those things within a family can also be difficult. Pass out suggested group norms (Handout 1.1.), have all the participants read one out-loud, and explain what they think it means. Ask the participants to share any alternative or additional norms if they are comfortable. Once they have all agreed on norms, set expectations for how those norms will be enforced (you can start the conversation or it may come up naturally). Set up finalized norms in a visible place in the room so you can refer back to the list as needed. Make time to review these norms throughout the curriculum.

Education & Dialogue:

Activity: What is important to you?

Objective: Showing the importance of modeling behaviors and expectations in the home. Break up the participants into small groups and have them share with each other what is important to them in their families, schools, relationships, and future. Give five minutes and then regroup. Facilitate a larger conversation that pulls on larger themes such as; communication, cultural tensions, racism, economic or social stress, etc.

End with each family creating a Family Plan (Handout 1.3). Help each family as needed fill their plan.

Activity: Curriculum Overview

Objective: Ensure that each section is described thoroughly and any questions are answered. Each participant should have the opportunity to consent and prepare mentally and emotionally.

Pass-out the curriculum overview (Handout 1.2). Go over each section in detail.

Checkout:

What is the topic you are most looking forward to? The least?

Homework:

Go over the flier with their families.

Comunicación / Communication

Confidencialidad / Confidentiality

Respeto/Escuchar/Conciencia / Respect/ Listen/

Comenzando con las declaraciones de “Yo”... / Start with I statements

No humillaciones/ No Put Downs

Identificar sus dificultades y necesidades/ Identify Your Needs and Challenges

Derecho de arriesgar/Derecho de pasar/ Right to Risk and Right to Pass

Abrirse al cambio / Be Open to Change

Todos cometemos errores / We all make mistakes

Tomemos responsabilidad / Take Responsibility

Honrar la intención; enfrentar el impacto/ Honor the Intention; Address the Impact



Welcome!

On behalf of the Our Families, Our Health we invite you to participate in an 8 week program. Through our talks and activities we can discuss the ways that you can actively prevent violence in your lives, families and communities. Please read through the sections below to get a better understanding of what we will cover each week and our expectations of confidentiality and mandatory reporting.

Week 1	Introduction
Week 2	Defining Relationships
Week 3	Defining Unhealthy Relationships
Week 4	Communication
Week 5	How to Help
Week 6	Trauma and Resiliency
Week 7	Stereotypes
Week 8	Stereotypes II
Week 9	Coping
Week 10	Sexual Violence
Week 11	Consent and Boundaries
Week 12	How to Support Each Other

Confidentiality and Mandatory Reporting

Any information you share is strictly confidential to staff and facilitators. However, by law we are required to report to Utah State Department of Child and Family Services and/or law enforcement of any real or suspected child neglect or abuse disclosed elder neglect or abuse and neglect or abuse of a vulnerable adult, when there is enough information to make a report.

We hope that through this time together we can help you make your community a better and safer place. We look forward to supporting you and please let us know if you have any questions.

As a family...

Como una familia...



Handout 1.2© Nuestras Familias, Nuestra Salud, 2017

Vamos a aprender sobre los límites de cada uno y mantenerlos para crear un hogar más saludable. / We agree to learn about each other's boundaries and uphold those to create a healthier home.

Tomen el tiempo para aprender acerca de un límite o una expectativa que es importante para cada miembro de su familia. Escriba el nombre de la persona, el límite, y cualquier otra información que la persona crea importante para ellos acerca de ese límite en su círculo designado. Después de que cada miembro de la familia ha tomado turnos llenando su círculo cada persona firme al último de esta página. Si un niño es demasiado joven para escribir, ayúdelos a escribir o dibujar en su círculo. / Take the time to learn about a boundary or expectation that is important to each member of your family. Write their name, the boundary, and any other information that person finds important about that boundary as a symbol on this page (for example, if school is important, you can draw a school). After every member of the family has taken turns helping to fill out the page, have each member sign at the bottom. For added fun, young children can draw themselves.

Firma: _____



Goals for the Lesson:

- Start defining relationships,
- Set the stage for identifying healthy relationship characteristics (i.e. what each person would want in their families, and any tensions that may exist with helping their kids attain healthy relationships).
- Highlight the importance of having dialogue not just about rules and boundaries but the reasoning behind them.
- Highlight the importance of knowing when to compromise and when to set stricter boundaries.
- Identify conflicts that may have come up in their definitions of “dating” and “relationship” and their children’s definitions.

Necessary Materials:

Markers and Pens
Handout 2.2

Introduction:

Begin the dialogue by explaining that we live in a time that is complicated and it can be hard for anyone to talk about these issues. We receive information that sometimes isn’t healthy and which can be conflicting. Have the families define what “relationship” and “dating” mean for them.

Education and Dialogue:

Activity: What is important to us?

Objective: Having each family identify the healthy dynamics they want to reproduce. Pass out Handout 2.2 that helps each family identify what is important to them under each general topic and what is important for them to give to a relationship. Have each family come up with at least five things that are important to them. Bring the group back and map out the areas in a visual on the board. Once they have answered the first questions and reflected on general themes (for example, areas in which they were willing to compromise or areas which were non-negotiable, etc.), have them reflect on the second set of questions.

Activity 2: Communicating Values

Objective: Exploring the importance of talking about relationships with children early on. Have each family group map out how each value is enforced in their home or family. For example, if a family identified respect as important have them list how that is shown (i.e.

greeting everyone when you get home, not staying out past curfew, etc.). Push them to reflect on the reasoning behind the rule (i.e. it's too late to stay out past midnight, or I said so vs. well I hear a lot about dangers and want to protect my kids, or I fear that if they stay out late they will think they can do anything and drop out of school etc.).

Checkout:

What is something you learned today?

Homework:

Share with their children what they think makes a healthy relationship, and as their children what they think.

Family

School

Relationship

Future



Goals for the Lesson:

- Differentiating between a healthy relationship and an unhealthy relationship
- Help participants identify resources.
- Draw from culturally relevant examples (i.e. using tradition as a form of power and control or immigration status).
- Establish that people of all identities can be aggressors and victims.
- Establish that while jealousy is common, it is not desired.
- Establish that abusive relationships will not start off as abusive (grooming).
- Establish that abuse can happen in teenage relationships, as well as the fact that abuse happens in every community.

Necessary Materials:

Markers
Scenarios

Introduction:

Ask the participants to answer following question: “Who talked to you about abusive and healthy relationships while you were growing up?”

Education and Dialogue:

Activity: Healthy Relationship Continuum

Objective: Establishing that it is not easy to spot unhealthy relationships and that many things can be lost in context or if we don't have clear boundaries.

Draw a line across the board. On one end of the board you have “Healthy,” in the middle you have “Unhealthy,” and on the other end you have “Abusive.” Give the participants one of the laminated cards describing a specific behavior or scenario. Have the participants map where they think that behavior falls. Throughout this activity, go over definitions of sexual, physical, psychological, and emotional abuse. Spend equal time on each definition and push for specific examples from the participants.

Checkout:

Why is it important that we talk about this? Take this opportunity to gauge where the gaps may be in understanding and also to reiterate statistics of dating abuse and resources.

Homework:

As a family, watch a movie or show that shows a relationship and figure out if it's a healthy, unhealthy, or an abusive relationship.

**Constantly checking up on where
your partner is at.**

**Constantemente comprobando
donde está su pareja.**

**Calling your partner names in
front of their friends.**

**Llamando a su pareja nombres
enfrente de sus amigos**

**Telling your partner when you
are upset with them and why.**

**Contándole a su pareja cuando
están molestos con ellos y
porque**

**Your partner has access to your
Instagram, twitter,
or Facebook.**

**Su pareja tiene acceso a su
Instagram, twitter, o Facebook.**

**Your partner won't spend time
with your family, but expects you
to spend time with theirs.**

**Su pareja no pasara tiempo con
tu familia, pero espera que pases
tiempo con la suya.**

**Your partner says they don't
want you to dance with a member
of the opposite sex.**

**Su pareja dice que no quiere que
baile con un miembro del sexo
opuesto.**

**Encouraging your partner to
volunteer.**

**Animar tu pareja a hacer servicio
voluntario.**

**Getting jealous when you do
better on a test or assignment.**

**Ponerse celoso cuando tú haces
mejor en una tarea o un examen.**

Making decisions together.

Haciendo las decisiones juntos.

**Pressuring your partner to send
you intimate photos.**
**Presionando su pareja para que le
envíe fotos íntimas.**

**Pressuring your partner to do
something they do not want to do.**
**Presionando su pareja para que
hagan algo que ellos no quieren
hacer.**

**Expecting your partner to cook
and clean for you.**
**Esperar que tu pareja va a limpiar
y cocinar por ti.**



Goals for the Lesson:

- Talk about the power of communication, and how to respond in healthier ways.

Necessary Materials:

Straws
Tape
Blindfolds
Handout 4.2

Introduction:

This can be an extension of the self-care coping techniques. Utilize one of the self-care handouts to facilitate a relevant icebreaker.

Education and dialogue:

Activity: Communication

Objective: To practice different styles

Have each person break into pairs. Have one partner put on a blindfold and the other partner dispense tape and give instructions on how to build their tower. The goal of the game is to build the highest most sturdy straw tower in the time allotted. About half way through have the partner take off the blind fold but the first person can only provide spoken instructions. They cannot guide or do any of the building themselves. What part was harder? Easier? As a facilitator you want to pull out some themes that produce healthy communication such as: listening without an intention to answer, seeking to understand, reflecting, taking breaks if things get heated, etc. Help the participants reflect on what parts of mutual communication they need to work on.

Checkout:

Pass out the Family Communication Plan (Handout 4.2). Give participants three to five minutes to fill this out as an individual, and then have them share one thing they have written. During dinner have each member of the family share their communication plans.

Homework:

Present your communication plans to each other and come up with a family communication goal. Be prepared to share this at the next session.

Our Family Communication Plan

As a family it is important to us to improve our communication.

Parents/Caregivers:

I am going to do these things:

4. _____
5. _____
6. _____

Kids/Youth:

I am going to do these things:

4. _____
5. _____
6. _____

We are going to do this activity together once a week:



Goals for the Lesson:

- Talk about the ways that we can help our loved ones in relationships that are abusive and unhealthy, as well as understand how to support our loved ones in those situations.
- Practice self-care and boundary setting while helping others.
- Discuss possible barriers to offering help (i.e. what might make someone afraid or hesitant).
- Practice asking for help when it is needed.

Necessary Materials:

Flags

Introduction:

Ask the participants to share a safe space or person they can go to when they are struggling with something.

Education and Dialogue:

Activity: Helping Others

Objective: Exploring options for helping others.

You will be reading a story to the participants. Set up signs around the room that say “I agree,” “I disagree,” and “I’m not sure.” Ask the participants to stand up as you read a story and every time the person hears where they’re designate spot should be, they move to that part of the room. Discuss possible barriers to helping others.

Activity: Red Flags

Objective: To understand or recognize when someone needs help.

Read the story below during the story (modified from Safe Dates, 2nd Edition), the participants will take their red flags and tape, or just place, the flags on the white board during any point in the story in which they feel they hear a “red flag.” At the end point out any other red flags that they might have missed.

Story 1: I started dating Maria a year ago. She’s three years younger than me. We met at a family party. I was sixteen and she was thirteen. Maria is different from other girls I have dated. She’s very ambitious and her parents encourage her to think about college. Maria’s parents don’t want her to date until she is fifteen but I’ve had to help her get

around this so we can see each other. I'm Maria's first serious boyfriend and as a result I've had to teach her a lot about dating. Sometimes I notice that she can't text me a lot throughout the day and I get really mad or sad.

Story 2: I started dating Carlos about a year ago. My parents really like him although he is older. I can't really date until I'm 15 but they let me talk to him at family parties. They don't know that we are already dating. He was so romantic. He was the first guy that was serious about dating right away. We became official after only a couple of weeks. Carlos really helps me to see how much I have to learn. Sometimes I'm not so mature about dating and he has to tell me what I'm doing wrong or right. Carlos does have a temper. He'll sometimes get mad and start yelling but nothing too serious. One time he even hit the wall. But that's unlike him. Sometimes, because my parents don't know we're dating I have to hide that I'm texting him or not text him at all. He gets really mad. But I get mad too when he doesn't text me right away.

Checkout:

How easy or hard was this conversation?

Homework: Find one resources you can look to for help.

Goals for the Lesson:

- Talk about common responses to trauma and how this can impact family dynamics.
- Reassure participants that there is no one/right way to respond to trauma.
- Come up with a resiliency plan.

Necessary Materials:

Handout 6.1 & 6.2

Introduction:

Start by setting boundaries. Remind participants that this is not a space for therapy or processing all of our traumas. In our limited time we have to start and complete this difficult conversation. Also remind participants that if they think they may need more resources for their families in regards to this topic, you will be available to speak after the class.

Education and Dialogue:

Activity: Trauma and Resiliency

Objective: Learning about the impacts of trauma.

During your discussion make sure to bring up that learning about trauma can be overwhelming but it is important to recognize it to be able to heal, as well as accepting that we are all survivors of some trauma and that we are not perfect.

Remind participants that we all have skills that we can use and learn to help ourselves and our families. We are all survivors. What we have done in our lives to help ourselves to survive up until this moment! But we can always try to improve.

Activity: Resiliency

Objective: Coming up with a feasible plan for each participant.

Break into small groups and go over handout on resilience and healing (6.1). Provide examples of coping techniques for the participants (for example: taking a walk, having a few minutes to yourself, or listening to calming music).

Checkout:

Raffle a small prize off to the group.

Homework:

What would you like for graduation?

What is trauma?

A traumatic event is an experience that causes distress or physical, emotional, or psychological damage. It is an event (s) that is perceived and experienced as a threat to the security or stability of our world.

Event	Experience	Effect
<ul style="list-style-type: none"> • The traumatic event can be a solitary event that has immediate implications. • The event can be a series of events that happened over a long period of time. 	<ul style="list-style-type: none"> • The event can be traumatic for a person and not for another person. • The perception of trauma can be impacted by the age, culture, and life experience of each individual. 	<ul style="list-style-type: none"> • The effects can occur immediately or over a long period of time. • The individual may not recognize that their reactions or behavior are related to the traumatic event. • Effects can be physical, emotional, cognitive, or spiritual.

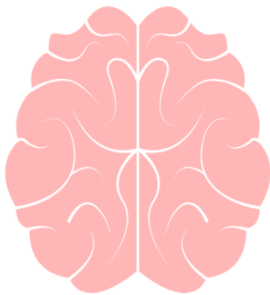
What is the impact of Trauma?

Immediate Response

Flight

Fight

Freeze



Symptoms

These are some of the symptoms that people may experience after a traumatic experience:

Physical: fatigue, depression, insomnia, nightmares, teeth grinding, unease, nausea.

Cognitive: problems concentrating, difficulty making decisions, incredulity, confusion, worry.

Emotional: shock, anger, depression, sadness, grief, sleepiness, fear, blame, indifference.

Spiritual: questioning of basic beliefs, loss of sense and purpose, unusual religiosity, loss of faith

Behavioral: alienation, social isolation, aggression, inability to sleep, erratic movements.

What is resilience or resistance?

It is the positive capacity to be able to face, prosper, and heal from trauma. We all have abilities that help us to heal. These abilities can also be cultivated and recaptured after a loss.

Resistencia

Resilience

As families and individuals we can build up and regain resiliency. What are some things that fit into each category for you? / Como familias e individuos podemos acumular y recuperar la resiliencia. ¿Cuáles son algunas de las cosas que caben en cada categoría para ti ?

_____’s **Resiliency Plan! / Plan de resiliencia!**

Mind/Mental

Body/ Físico

Cosas que podemos
hacer como familia. /
Things we can do as a
family.

Spirit / Espiritual

Yo tengo...
/ I have...



Goals for the Lesson:

- Learn about stereotypes and how they impact all of us.
- Tie in depictions of stereotypes to relationships and what we know about healthy vs. unhealthy relationships.

Necessary Materials:

Media Examples (provide your own)
Markers or Crayons
Handout 7.1

Introduction:

Explain to participants that it is normal to have certain expectations of ourselves and of others in relationships. But certain expectations seem unfair. Unfair expectations can upset you, anger you, or frustrate you. Take one or two minutes to reflect and write down in your notebook the last time someone had a certain expectation of you and how it made you feel. Share that expectation with the group.

Education and Dialogue:

Activity: Stereotypes I

Objective: Introduce culture and media that influence stereotypes.

Define stereotypes as, “Generalizations, mental pictures, and beliefs about groups of people or situations.” This can be based on gender. Take this time to define the types of gender: male, female, transgender, cisgender. They can also be based on ideas or concepts; such as what we think relationships should be like vs. what they are like. Pass out relationship stereotype handout (7.1). Have each participant draw or write on each member of the relationship what they thought (growing up) that person’s role should be. On the second set of people have them draw or write what the reality is for them.

Checkout:

Why is it important to talk about this?

Homework:

Watch a show with your family and discuss stereotypes you see with them.

Goals for the Lesson:

- Continue with our conversation on gender stereotypes and to further analyze how stereotypes and gender roles impact abuse.
- Discuss the ways in which those with different identities are impacted by stereotypes.

Necessary Materials:

Handout 8.1

Introduction:

Ask the participants to get together with a/their partner and reflect for two minutes on what comes to their mind when hearing the following words: man, boy, boyfriend, father, woman, girl, mother, and girlfriend (this should be done quickly, the first thing that comes to mind).

Education and Dialogue:

Activity: Stereotypes II

Objective: Exploring expectations that are placed on us and that we place on each other.

Read the gender stereotypes scenarios to each group (each family forms a group). Have each group read and answer the attached questions. The expectations we have of relationships are often based on gender AND they can also impact the safety and resources available outside of those relationships. The fact that someone does conform to these expectations is not wrong, but the way in which violence is inflicted when someone doesn't conform to these expectations is.

Scenario 1: Alex and Maria like each other but they are both too shy to ask each other out. What should Alex do? What should Maria do?

Scenario 2: Alex and Maria have been talking for a couple of months. Alex finds out Maria is talking to someone else. What should they do? Maria finds out Alex is talking to someone else. What should Alex do?

Scenario 3: Alex and Maria go to the movies. Who pays for the movies? Why?

Scenario 4: Alex is allowed to sleep over at their friend's house. Alex's sister Stacey is not. Is that fair? Why or why not?

Checkout:

What is one way we can support our children when it comes to gender expectations?

Homework: Ask your child(ren) one way that they feel being their gender has impacted them.

Goals for the Lesson:

- Talk about how to express our emotions in various ways which are healthy, as well as non-violent responses to situations.
- Consider how to communicate during conflict.

Necessary Materials:

Handouts 9.1

Introduction:

Ask participants to name feelings that one has in all relationships. Write on the board, take another minute to explain that everyone goes through certain situations or has certain conversations that make them mad or irritate them.

Education and Dialogue:

Activity: Hot Buttons

Objective: Recognizing the importance of being aware of feelings during conflict; specifically issues that you know are triggering or cause a strong emotional reaction.

Begin the activity by reviewing healthy relationships and asking, “What was the common thing we noticed about healthy vs. unhealthy relationships?” Utilizing the hot buttons/feelings handout (9.1), discuss the participants’ various reactions to the examples. The discussion can be based on, for example, how soon participants noticed their emotions, how quickly they reacted, how reactions differed for everybody, and how to communicate a trigger or the need for space. Spend about five minutes on each example.

***Checkout:**

What is one coping technique you can do on your own?

Homework:

Pick one coping technique and do this as a family.

*This is or the next workshop is a good time to bring in an outside presenter or facilitator to possibly teach a self-care technique such as zumba, yoga, breathing, etc. This is also a way to get them connected to members of the community.



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Todos tenemos asuntos prendidos. Asuntos prendidos son temas que nos hacen enojar o nos molestan cuando los ves, escuchas o sientes.

Everyone has hot buttons. Hot buttons are those things that make you angry whenever you feel, see or hear them.

Identifica tus asuntos prendidos abajo/ Identify your hot buttons below:

Asuntos Prendidos/ Hot Button:	Como Respondes?/How do you respond?

Goals for the Lesson:

- Talk about sexual abuse. Acknowledge that this is a difficult subject and that we invite individuals to engage in self-care. We will also stay after and provide any support that anybody needs.
- Establish that sexual assault is never the victim's fault, and that it can happen to anyone.
- Establish that the more we talk about this issue the easier it becomes to support each other and counteract rape myths.

Necessary Materials:

Handout 10.2 & 10.3

Introduction:

This is a great section to enact a self-care activity to lessen tension and provide a comfortable space. Utilize attached self-care/coping activities to facilitate.

Education and Dialogue:

Activity: Discussing Sexual Assault

Objective: Talking about and defining sexual assault in a trauma informed manner.

Handout the adult sexual assault scenarios (Handout 10.2). Have participants break up into groups of three to four and take a specific scenario. Have each group decide what they should do in each scenario and why. Once everyone decides their course of action, come back as a larger group. Start the conversation with the fact that no one can fully prevent sexual assault. Have each group read their scenario and then share their course of action. Give each group feedback and make sure to reiterate that sexual assault is never the victim's fault and that when we are not sure what to do it is okay to ask for help or resources.

Provide the participants with resources (Handout 10.3) for survivors and allies.

Checkout:

What is one thing you can do to support a survivor?

Homework:

Do something fun as a family this can be watching a movie together, going to the park, etc. Utilize this time to check in with each other.

For each scenario you can work in large groups or divide into small groups. Give participants a scenario and have them answer the following questions:

Processing Questions

1. What would each behavior be defined as? Is this sexual violence? Harassment? Rape? Or none of the above?
2. What would they do or recommend the person in the scenario do?
3. What if the genders were reversed?
4. What other things might make it harder to get help or act?
5. What things might make it easier?

A group of four women in a company whistle a lot towards a man named Jamal. Jamal thought it was a type of flirting and enjoyed the special attention. After a while, after the women didn't stop, Jamal started to feel embarrassed and uncomfortable. He didn't find the attention special and started to feel bad. He told them to leave him alone but they laughed and kept on with the behavior. Jamal doesn't know what to do. Jamal just wants them to leave him alone.

You are at a party. You start to notice that another party goer has drunk too much and a stranger at the party is paying a lot of attention to them. They both leave to another room on the second floor. The next day you hear the first person who drank too much is upset and other people who attended the party are spreading rumors about what happened at the party.

Alex and Sam have been married for five years. When they first got married everything was good in their marriage. With time Alex started to isolate Sam from their friends and family. Sam was sad about it, but wanted to make Alex happy. One day Sam's sister called them and Alex got really mad when they found out. They threw their phone and locked them in their room. Later on Alex entered their room and tried to kiss them. They were sad and didn't want to. Alex got madder and madder and kept trying to kiss Sam and told them that if they didn't have sex with them they would know they didn't love them.

Elena is ten years old. She lives with her family in Salt Lake City. Her parents work long hours and sometimes they depend on the help of the other parents at the school to pick up Elena. One of the parents from the school has offered to help many of the local children with creating a soccer team, where the kids can go and get help. Eventually, he starts to give them gifts, buying them clothes and sometimes sending food for their families. One day Elena tells her parents that she doesn't want his help anymore. Her parents don't understand why. After a while that parent is arrested for abusing the children.

Lourdes came to the United States many years ago. One night when Lourdes was crossing the border some men violated her. Although she now lives in the United States and a lot of time has passed, she still has nightmares and is afraid to go out at night. Recently, Lourdes met a man in her apartment complex. They have gotten closer romantically and are talking about the

possibility of getting married. Lourdes is embarrassed to tell him what happened and doesn't know what will happen if she tells him.

Aisha was walking home from her school. The weather was getting really cold and it had started to snow. A car pulls up next to her and she is pleasantly surprised to find that it is a friend of her families. She has met them many times at her home. After a week Aisha tells her mother that the family friend raped her. Her family is very surprised and doesn't know what to do.

Goals for the Lesson:

- Recognize and understanding different types of boundaries.
- Be able to explain consent and model it in the home (i.e. recognizing conflicting boundaries and how consent plays into this tension).
- Validate that our cultures impact boundaries and values and acknowledge that there is nothing inherently wrong with our culture, it is just a difference.
- Touch on the importance of being able to change boundaries with context including cultural context.

Necessary Materials:

Marker
Poster Boards
Post-It Notes
Pens
Scenarios

Education and Dialogue:

Activity: Recognizing Boundaries

Objective: Finding and naming personal boundaries.

Put up a poster board or draw three circles on the board. Each circle will be titled (“Rigid,” “Porous,” and “Healthy”). Give each participant a post-it note and yell out a boundary. For example, “kissing” or “talking about my personal life with my co-workers.” Have them place their post-it note where they think their boundary lies. During the larger discussion (among the whole group), make sure to touch on the following: how boundaries change over time or context, how boundaries can be respected, and how and when to communicating boundaries with family members,

Activity: Boundaries and Culture

Objective: Engaging with boundaries and conflict (within each family).

Read three scenarios involving Latinx culture and boundaries (Handout 11.2). Have participants discuss as a large group what each boundary means and how they can support/enact important boundaries. During this conversation, discuss the various pressures that exist in our culture (for example, differing boundaries with children or with other cultures).

Checkout:

Have each group identify a boundary they are willing to explore in their family.

Homework:

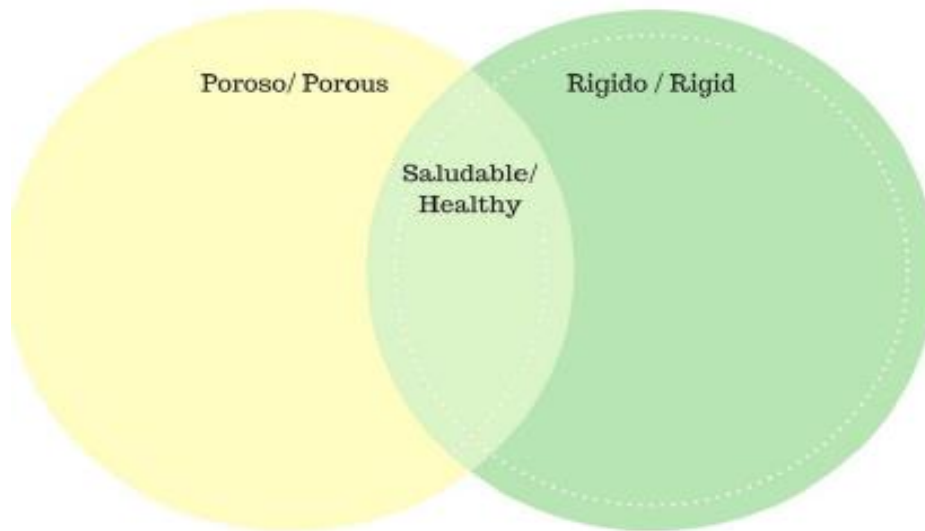
Talk to your families and share the reasoning behind each boundary, be willing to listen to what others think of those boundaries.

Limites

Boundaries

Que es un limite?

Las expectativas que tenemos para distinguirnos a nosotros mismos del mundo exterior y para mantenernos sanos y saludables. Pueden ser físicos, psicológicos, emocionales, o sexuales./ The expectations we have to distinguish ourselves from the outside world and to keep us safe and healthy. These can be physical, psychological, emotional, or sexual.



Consentimiento

Consent

Que es el consentimiento?/ What is consent?

- Permiso o estar activamente de acuerdo con algo./ Permission or actively agreeing with something.
- Se da libremente. Consentir es una opción que tomas sin presión, sin manipulación, o sin influencia de las drogas o el alcohol./ It is given freely. Consent should be given without pressure, manipulation, or the influence of drugs or alcohol.
- Es entusiasta. Debes hacer las cosas que DESEAS hacer, no lo que se espera que hagas./ It is enthusiastic. You should do things you WANT to do, not what is expected of you.
- Es específico. Decir que si a algo (como ir a besarse al dormitorio) no significa que aceptes hacer otras cosas./ It is specific. Saying yes to one thing (like going up to kiss in your dorm) doesn't mean you have consented to anything else.
- Se Brinda estando informado. Solo puedes consentir a algo si tienes toda la información al respecto.
- Es reversible. Todos pueden cambiar de parecer sobre lo que desean hacer, en cualquier momento./ It is reversible. Everyone can change their minds at any point.



Goals for the Lesson:

- On our last day of session, we will talk about the program as a whole.

Necessary Materials:

Pens

Paper

Certificates

Introduction:

The participants will write a letter of hope to their future self, entailing the hopes they have for their future including relationships, careers, and family. Once they've written the letter to themselves, seal it up and have them write their address on it. Have them write a similar letter to their family. Let them know they will be giving this letter to each other.

Ask the participants to share how it was to write a letter to themselves. They can reflect on the following questions:

- What would this letter look like 12 weeks ago?
- How did you feel writing the card?
- How will you interact with your family after this?

Education and Dialogue:

Activity: Review

Go over each session quickly. Tie this review back to previous discussions had throughout the course. Let participants share what they learned.

Activity: Letter Exchange

During dinner and after the certificates of completion, have all the members give each other the letters.

Get the group back together and present certificates of completion. Have each person share one thing they have learned and how they will implement it in their life.

Assessment Templates

I felt sad.

Very Often

Often

Sometimes

Never

1. How strongly do you agree or disagree with the following statements? (Circle one answer for each.)

Anyone can be a victim of sexual and domestic violence.

Strongly Agree

Agree

Disagree

Strongly Disagree

Emotional abuse can be just as serious as physical abuse or sexual abuse.

Strongly Agree

Agree

Disagree

Strongly Disagree

If me or someone I know is experiencing a problem like; domestic violence, sexual violence or bullying I know of at least one person I can trust and go to for help.

Strongly Agree

Agree

Disagree

Strongly Disagree

If me or someone I know is experiencing violence I will go to someone like a teacher, counselor or caseworker for help.

Strongly Agree

Agree

Disagree

Strongly Disagree

Girls are always trying to manipulate boys.

Strongly Agree

Agree

Disagree

Strongly Disagree

You should always do what your teachers or other adults tell you to do.

Strongly Agree

Agree

Disagree

Strongly Disagree

It is okay for a girl to ask a boy out on a date.

Strongly Agree

Agree

Disagree

Strongly Disagree

A boy should start the relationship.

Strongly Agree

Agree

Disagree

Strongly Disagree

It is ok for a boy to say no to physical contact.

Strongly Agree

Agree

Disagree

Strongly Disagree

It is okay to disagree with an adult.

Strongly Agree

Agree

Disagree

Strongly Disagree

Let them know what was important to me.

Very Often

Often

Sometimes

Never

I felt sad.

Very Often

Often

Sometimes

Never

2. How strongly do you agree or disagree with the following statements? (Circle one answer for each)

Anyone can be a victim of sexual and domestic violence.

Strongly Agree

Agree

Disagree

Strongly Disagree

Emotional abuse can be just as serious as physical abuse or sexual abuse.

Strongly Agree

Agree

Disagree

Strongly Disagree

If me or someone I know is experiencing a problem like; domestic violence, sexual violence or bullying I know of at least one person I can trust and go to for help.

Strongly Agree

Agree

Disagree

Strongly Disagree

If me or someone I know is experiencing violence I will go to someone like a counselor, police officer or member of the community.

Strongly Agree

Agree

Disagree

Strongly Disagree

Girls are always trying to manipulate boys.

Strongly Agree

Agree

Disagree

Strongly Disagree

Children should always do what your teachers or other adults tell you to do.

Strongly Agree

Agree

Disagree

Strongly Disagree

It is okay for a girl/woman to ask a boy/man out on a date.

Strongly Agree

Agree

Disagree

Strongly Disagree

A boy should start the relationship.

Strongly Agree

Agree

Disagree

Strongly Disagree

It is ok for a man to say no to physical contact.

Strongly Agree

Agree

Disagree

Strongly Disagree

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