



Creating Safety & Justice For Women & Girls

734 A Street · San Rafael, CA 94901
(415) 457-2464 · FAX (415) 457-6457
www.transformcommunities.org

Youth Relationship Violence: Selected Resources

Curriculum Manuals:

Flirting or Hurting? A Teacher's Guide to Student-to-Student Sexual Harassment in Schools (curriculum, grades 6 - 12). Wellesley College Center for Research on Women, 1994.

This easy-to-adapt curriculum offers teachers a rich and engaging set of materials for involving students in discussions and activities designed to help students recognize and confront peer sexual harassment. Lesson plans are suitable for social studies, health, psychology, or English composition classes. Interesting exercises, assignments, and handouts allow teachers to meet the needs of students of varying ages and levels of sophistication. Activities for students include interactive role-plays, surveys, ethnographic research exercises and writing assignments that encourage students to examine their own experience and practice creative, proactive responses to incidents of sexual harassment. The guide is built around compelling stories of students' experiences of harassment. Background notes include summaries of sexual harassment laws and a Supreme Court ruling on harassment, essays, news articles, and tips for teachers on how to trouble-shoot difficult or challenging classroom situations. Lessons can be expanded over several weeks or condensed into two or three sessions. *Available from: Publications Department, Center for Research on Women, Wellesley College, 106 Central Street, Wellesley, MA 02481-8203, phone: (781) 283-2510, web site: www.wcwoonline.org.*

Gender Violence/ Gender Justice (curriculum, grades 7 - 12). Wellesley College Center for Research on Women, 1999.

This guide provides classroom teachers with highly creative and stimulating tools to help students recognize, respond to, and prevent gender-based violence, especially sexual harassment, hazing, and sexual assault. Many of the guide's lessons and activities revolve around recommended reading lists that include classical literary works, modern novels, essays, poems, and historical writings suitable for high school English literature, social studies, health, and psychology classes. Lesson plans encourage students to examine, discuss and write about themes related to relationships, personal boundaries, violence against girls and women, and acts of betrayal, friendship, justice and courage. Chapters provide instructions for interesting and engaging in-class exercises and homework assignments, as well as reading lists. Notes for teachers include recommendations for handling student disclosures of abuse or harassment. Lessons can be adapted flexibly to meet teacher's needs and priorities. *Available from: Publications Department, Center for Research on Women, Wellesley College, 106 Central Street, Wellesley, MA 02481-8203, phone: (781) 283-2510, web site: www.wcwoonline.org (\$25.00 + shipping and handling).*

In Touch with Teens: A Relationship Violence Prevention Curriculum (curriculum, grades 7 - 12). Los Angeles Commission on Assaults Against Women, 1995.

Students are encouraged to broaden and deepen their understandings of relationship violence, sexual assault, sexual harassment and other forms of oppression in this content-rich curriculum with handouts in both English and Spanish. Each chapter provides background reading materials for teachers, detailed lessons plans, and interactive exercises for students. Beginning with a global focus on the various forms of oppression evident in societies around the world--racism, sexism, hate crimes, homophobia and abuse of people with disabilities--the manual focuses in gradually on issues of violence, sexual coercion, and abusive control that can arise in dating relationships among teens. Eight, well-organized units offer students information about the cycle of violence, facts on teen dating violence, sexual harassment, and sexual assault, as well as exercises designed to help them recognize the elements of healthy relationships and explore the links between media portrayals of violence and actual violence in real life relationships. *Available from: Los Angeles Commission on Assaults Against Women (LACA AW), at 605 Olympic Boulevard, Suite 400, Los Angeles, CA 90015, phone: (213) 955-9090, web site: www.lacaaw.org (\$30 + shipping & handling).*

Off Limits: A Sexual Harassment Prevention Training Manual (curriculum, grades 7 - 12). The Los Angeles Commission on Assaults Against Women, 1996.

This sexual harassment training manual for high school settings aims to create “sexual harassment-free zones in schools” by teaching students, school personnel, and parents how to respond to incidents and complaints in ways that will help end the harassment. The manual consists of four separate curricula packaged as one. A “Basics” section gives general facts, definitions and background information about sexual harassment. A two-hour “Curriculum for Students” educates students through discussion and role-play exercises. The “Curriculum to Train Teachers” presents information on how to handle student-to-student sexual harassment in hallways and classrooms. The “Curriculum to Train Complaint Managers/Administrators” defines administrators’ roles and responsibilities and offers suggestions for resolving sexual harassment complaints. The “Curriculum To Train Parents” contains supportive information for parents’ whose children are either being harassed or doing the harassing at school or in workplace settings. Each curriculum comes with a presentation outline and supplemental handouts (in English and Spanish). The appendix section also includes a sample school sexual harassment policy, a student pledge, a resource bibliography and sample evaluation forms. *Available from: Los Angeles Commission on Assaults Against Women (LACA AW), 605 Olympic Boulevard, Suite 400, Los Angeles, CA 90015, phone: (213) 955-9090, web site: www.lacaaw.org (\$30 + shipping & handling).*

Teen Dating Violence Resource Manual (curriculum). National Coalition Against Domestic Violence, 1997.

A National Advisory Committee comprised of domestic violence advocates, educators, service providers, and teens contributed to the development of this resource manual designed to facilitate the sharing and exchange of ideas among agencies and programs working with teens to stop dating violence. Chapter 1 describes the National Advisory Committee’s attempt to assess the scope of the problem nationwide, through surveys of domestic violence coalitions and state health, education, and justice departments. Chapter 2 summarizes results of the National Advisory Committee’s own survey and focus group studies of teen dating violence. Chapter 3 includes descriptions of teen abuse prevention programs throughout the U.S., bibliographies of recommended readings, and brief descriptive reviews of videos. Chapter 4 provides a selection of practical tools such as sample safety plans and relationship assessment checklists for teens, tips on helping a friend who is in an abusive relationship, and strategies for gaining access to schools. *Available from: National Coalition Against Domestic Violence (NCADV), P.O. Box 18749, Denver, CO 80218, phone: (303) 839-1852, web site: www.webmerchants.com/ncadv (\$45 plus shipping and handling).*

***Young Men's Work* (curriculum and video package). Hazelden, 1995.**

Developed and pilot-tested extensively with groups of teenage males by staff of the Oakland Men's Project (Oakland, California), the *Young Men's Work* curriculum package gives youth group facilitators a carefully-crafted set of teaching modules and exercises for challenging stereotypes and belief systems that condone or contribute to men's violence. Suitable for young men in the 14 to 19 years age range, the complete package includes a facilitator's guide, a set of student workbooks, a 27 minute video and three posters. Each component can be purchased separately. Individual modules focus on ways that boys and men are both rewarded and restricted by conforming to "Act Like a Man" messages and stereotypes. Exercises designed to help young men break out of the "Act Like a Man" box and develop more expressive and supportive relationships with peers and partners are included. *Available from: Hazelden Information and Educational Services, 15251 Pleasant Valley Road, P.O. Box 176, Center City, MN 55012-0127, phone: (800) 328-9000, fax: (651) 213-4590, web site: www.hazeldenbookplace.org (use the search button to locate this title).*

***Young Women's Lives* (curriculum and video package). Hazelden, 1998.**

This curriculum package provides facilitators with lessons, exercises and activities designed to help young women develop self-respect, along with a repertoire of skills for creating healthy relationships with friends, allies and dating partners. Issues of power and control in relationships, stereotypes of how women ought to act, ways that women have learned to restrain or stifle expressions of anger, and strategies for resisting others' acts of aggression are a few of the many topics covered in the series. The package was created by Todos Institute staff, in partnership with the Oakland Men's Project. Instructions and exercises for 21 sessions are provided, along with recommendations for reducing the series to 10-12 sessions. The package includes a facilitator's guide with student handouts, workbooks for group participants, a 28 minute video, wallet cards, and set of three posters. Each component can be purchased separately. *Available from: Hazelden Information and Educational Services, 15251 Pleasant Valley Road, P.O. Box 176, Center City, MN 55012-0127, phone (800) 328-9000, fax: (651) 213-4590, web site: www.hazeldenbookplace.org (use the search button to locate this title).*

***The Youth Relationships Manual* (curriculum). Sage, 1996.**

Developed by a team of researchers and educators at Western Ontario University in Canada, this training manual provides step-by-step instructions for conducting relationship violence prevention trainings and action planning sessions with youth groups. Field-tested with a group of adolescents at risk of relationship abuse, this 18-session series was designed to be used with after-school groups of teens but can also be adapted for use within a school setting. Each chapter builds on the previous lesson and takes teens through a series of exercises aimed at helping them learn basic facts and definitions related to date rape and dating violence, understand the links between gender-based violence and other forms of oppression, develop new relationship skills, and organize a community outreach event together. Team-building exercises are provided, along with detailed instructions for conducting each recommended activity in the series. Recommended readings and descriptions of videos that can be used with the series are included. *Available from: Sage Publications, 245 Teller Road, Thousand Oaks, CA 91320, e-mail: order@sagepub.com.*

Videos:

***abuse-NO WAY!* (video). Transforming Communities/Marin Abused Women's Services, 1998.**

This 20-minute video created by and for teens depicts instances of different types of relationship abuse, alternating with footage of teen activists working to prevent dating violence in their community. A series of dramatic vignettes offer examples of emotional, physical and sexual abuse among youth. Each scene depicts opportunities for friends to intervene and confront their peers' abusive behavior and violence. A study guide

includes classroom discussion exercises, handouts, and resource lists. The video and guide are suitable for classroom presentations on youth relationship abuse, for community youth groups and youth advocates, for training teen activists and for parents looking for ways to talk with their teenage children about dating violence. *Available from: Transforming Communities, 734 A Street, San Rafael, CA 94901, phone (415) 457-2464 ext. 29, web site: www.transformcommunities.org (click on "Market Place" to order online).*

Beyond Killing Us Softly: The Strength to Resist (video). Cambridge Documentary Films, Inc., 2000.

"What happens to adolescent girls that challenges and undermines the strength, resiliency, and self-esteem they show as young girls?" Gloria Steinem, Carol Gilligan and other renowned feminist writers, psychologists and media scholars take up this question in a 33-minute documentary about the advertising industry's "cult of thinness" and its destructive impact on teenage girls' self-image and health. Video clips and magazine ads depicting ultra-thin female models dressed in skimpy clothing and arranged in poses reflecting child-like vulnerability are used to illustrate the commentary. The unhealthy messages implicit in contemporary advertising and media images of women and girls are exposed through critical analysis. Featured speakers point out ways that degrading and distorted ad images of women's bodies are linked with acts of violence against women and girls, as well as adolescent girls' problems with eating disorders, depression, and self-esteem. Practical suggestions for inoculating girls against the toxic effects of advertising are proposed, along with recommendations for challenging restrictive gender stereotypes and promoting healthier images of women's roles in society. *Available from: Cambridge Documentary Films, Inc., P.O Box 390385, Cambridge, MA 02139-0004, phone: (617) 484-3993, web site: www.cambridgedocumentaryfilms.org.*

It Ain't Love (video and study guide). Olmos Productions, 1998.

This video examines teen dating violence through the eyes of a group of young actors involved in an improvisational theater company in New York. Given three months to create a show about abusive relationships, troupe members start by exploring their own lives, reenacting scenes of violence they have experienced, witnessed, or inflicted on others. Part-drama, part-documentary, the video captures the intensive process of probing, listening, confronting and sharing the young actors go through in creating their improv scenes. Under the guidance of the social worker directing the project, the young men and women struggle with one another and their own feelings as they attempt to portray how acts of abusive control and violence get misconstrued as signs of "love" in teen dating relationships. By courageously staying with the truth of their experience, troupe members build up a complex portrait of how violence surfaces in teen relationships—and how it can be eliminated. Includes a facilitator's guide, activities, and handouts. ***Strong language advisory.*** *Available from: Olmos Productions, 500 S. Buena Vista Street, Old Animation Building 3A-6, MC 1803, Burbank, CA 91521, phone: (818) 560-8631 (\$29.95).*

Tough Guise: Violence, Media & the Crisis in Masculinity (video). Media Education Foundation, 1999.

This educational video, hosted by Jackson Katz, depicts how images of masculinity in U.S. culture have become increasingly inflated, unrealistic and violent over the past 30 years and how this emphasis on toughness impacts young men. The video is divided into two parts. In Part One, "Understanding Violent Masculinity," Katz provides historical context for his claim that U.S. media and culture are experiencing what he terms a "crisis in masculinity." This crisis revolves around the exaggerated, hyper-inflated image of masculinity (the "tough guise") that is being promoted increasingly in toys and video games for boys and media imagery designed to appeal to men. Scores of images from media and popular culture are used to illustrate Katz' theme that messages equating masculinity with dominance, power and control are pervasive in U.S. society. These include images of violent, muscle-bound men presented as heroes and celebrities in action movies, video games, television series, and professional wrestling shows, interspersed with endless scenes of men threatening, beating, kicking, and shooting one another. In Part Two of the video, "Violent Masculinity in Action," Katz claims that the recent rash of school shootings and other forms of violence perpetrated by males are the tragic

consequence of this crisis in masculine identify. Alternate examples of non-violent role models for men are also shown. *Available from: Media Education Foundation, 26 Center Street, Northampton, MA 01060, phone: (800) 897-0089, web site: www.mediaed.org.*

Violence Against Women: Beyond the Statistics (video & guide). Human Relations Media, 1995.

This is an engaging and thought-provoking documentary designed to open up dialogue about men's roles in perpetuating and ending violence towards women and girls. As the camera shifts from scenes of a women's rally in Washington D.C., to a classroom of young men exchanging ideas about what prompts men to abuse their girlfriends, and on to scenes from a women's self-defense class, a series of speakers offer incisive comments on the extent and personal impact of gender-based violence. Commentators include young rape victims, men participating in a program for batterers, a college professor, a U.S. senator, women's advocates, and male mentors. Participants in a male mentoring violence prevention workshop discuss fighting with girlfriends, how men are indoctrinated to accept and perpetuate violence, and why men are reluctant to step in and intervene when a friend is being abusive to his partner. The consistent message conveyed throughout the documentary is that men cannot afford to dismiss domestic violence, rape, and dating violence as "just women's issues." Because men are involved with women—as brothers, sons, husbands, sons, fathers, and (unfortunately) perpetrators of violence—men need to take on these issues as "men's issues," per film narrators, and take responsibility for helping friends and peers stop their violence. Includes teacher's guide, student activities, handouts, and bibliography. *Available from, Human Relations Media, 175 Tompkins Avenue, Pleasantville, NY 10570, phone: (914) 244-0486, fax: (914) 244-0485, web site: www.hrmvideo.com.*

young asianz rising! (video). Nihonmachi Legal Outreach and Narika, 1999.

This documentary offers a fresh, innovative take on how teens today make sense of the many forms of violence they encounter in relationships with friends, family and dating partners. In creating the film, nine young men and women, all of Asian or Pacific Islander descent, took on the roles of both filmmaker and subject—working in front of and behind the cameras—to explore and document their perspectives on domestic violence, dating violence, sexual harassment and sexual assault, particularly within their own Asian and Pacific Islander communities. The video project grew out of the group's commitment to take action to challenge the attitudes, beliefs and behaviors that contribute to violence against women and girls. The crew's documentary footage includes moving accounts of teens' experience of violence: the terror and helplessness of growing up in a family in which parents' arguments explode into physical assaults and beatings, the shock and betrayal of gay and lesbian teens subjected to abuse by dating partners. Young women explain how incidents of harassment contribute to girls' fears of being sexually assaulted. Roving, hand-held camera shots of teens on the streets, in their homes, and in the studio capture the sense of exposed vulnerability expressed in interview segments and give the film a spontaneous, up-to-the minute feel. The video suggests that the young film crew's search for answers may itself be a part of the solution to the epidemic of violence erupting in communities across the country. *Available from: the Asian Domestic Violence Prevention Collaborative (a collaborative project of Narika and Nihonmachi Legal Outreach). Contact: Nihonmachi Legal Outreach, 1188 Franklin Street, #202, San Francisco, CA 94109, phone: (415) 567-6255, web site: <http://www.youngaznlife.org>.*

General Youth Violence Prevention Resources:

Days of Respect: Organizing School-Wide Violence Prevention Program (curriculum). Hunter House, 1997.

The Hating Pot (video & guide). Connecticut Public Television, 1996.

Helping Teens Stop Violence: A Practical Guide for Counselors, Educators, and Parents (curriculum guide). Hunter House, 1992.



Keeping Youth Safe: The Critical After-School Hours (action guide). Resources For Youth and The California Wellness Foundation, 1999.

Making the Peace (curriculum). Hunter House, 1997.