

Love Languages

in Healthy Relationships Relationships

Facilitator's Activities and Discussion Guide



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Introduction

In 2023, the Idaho Coalition Against Sexual & Domestic Violence hosted listening sessions with young people. Many young people reported that they received little information from trusted adults about how to be in a healthy relationship or how to recognize and set healthy boundaries. Youth shared that they often received implicit and explicit cues from other young people who were already dating and from older youth. Other influences on relationships came from media, such as TV shows, music, and books. By being uninformed or misinformed about healthy relationships, young people were concerned about ending up in unhealthy relationships.

When asked if the young people believed that teen dating violence was a serious issue in their rural community, all shared that they have either experienced unhealthy or abusive relationships themselves or knew a close friend who has experienced unhealthy or abusive relationships. They understood that there are short term and long-term negative consequences to someone’s wellbeing and development if they experience teen dating violence or sexual violence.

In alignment with the research, when young people were asked what support or resources their friends sought when they experienced violence, most did not seek support from trusted adults. They often retreated or became isolated from their friend groups and sometimes would not reconnect with their friends until they broke up with their partner.

Young people across rural communities are voicing the need for positive messaging about healthy relationships. Love Languages in Healthy Relationships campaign aims to meet that need by uplifting positive messaging and promoting strategies and practices for healthy platonic and romantic relationships.

Getting Started

Target Audience

9th -12th grade students.

Reach Out to Young People in Schools and in the Community

Engage young people in learning about accountability by going to where they are — in schools, faith congregations, youth organizations, and other youth-serving community locations.

Build Relationships with Schools and Young People

Consider contacting a school health teacher, counselor, or someone else in the school that you are connected with to identify opportunities to facilitate the activities in this guide. You can also reach out to student leadership groups or clubs, such as academics, athletics, band, or after school programming, to find young people to participate. Be authentic and creative in how you build relationships with schools and thoughtful in ways to connect with young people who may not otherwise be involved in programs like this.

Acknowledgments

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— Idaho Coalition Against Sexual & Domestic Violence January 2024

Youth-Serving Community Organizations

Identify youth serving organizations that may be interested in the facilitated activities; in particular, youth organizations who work with young people who are Black, Brown or Indigenous, young people with physical or intellectual disabilities, youth who are Deaf or hard of hearing, young people who are LGBTQIA+, and young people who live in low-income households or who are immigrants or have been resettled through the refugee process, so that young people from all communities have access to the information contained in this guide. If you have experience working with youth in juvenile correctional settings, consider facilitating these activities in those spaces.

Mandatory Reporting and Preparing a Safe(r) Space

If you are a mandated reporter, be sure to disclose that information to the young people at the outset of the conversation. Share what types of information trigger your reporting duties, who you would have to report to, and how the report would be made. Encourage participants to seek out a counselor or other trusted adult if they would like to speak with someone after the session.

It is a good idea to have a list of local resources available so that you can connect participants who need it to additional support. Post information for local resources and hotlines at the start and end of the conversation. If you do not have any local resources, you can provide national helpline numbers which are included in an appendix to this document.

Be aware of any recent incidents of abuse, sexual assault, rape, harassment, hate crimes or other violent acts that occurred in the school or community. Ask adults or students at the school or organization if they are aware of any incidents that have affected local youth in case the conversation triggers disclosure and the need for a counselor on sight.

Keep in mind it is likely that some participants have had personal experiences of violence. Pay attention to body language that may indicate that a participant is upset or uncomfortable. Approach that person privately after the activities and ask if they would like to speak to someone at the school or in the community. Even when there are resources available, it's important to move at the pace of the survivor's comfort. Re-establishing agency with the survivor is integral to healing. It may take multiple conversations to build rapport before a young survivor is willing to seek resources.

Inclusive and Accessible Language

Make sure the language you use reflects your community and is inclusive and accessible to the young people participating in the conversation. The language we choose has a lot of power and impact in our dialogue and should be very intentional.

Preparation

Practice each lesson thoroughly; be organized and ready to facilitate the activities and discussion without distractions. Ground yourself with deep and low breathing exercises prior to the conversation. Hydrate and be fully present.

Session Length and Number of Participants

A minimum of 50 minutes is recommended to complete the activities in this guide. Each activity is designed for a group of 10-30 young people. Keep the activities moving at a relaxed pace so people feel free to express themselves. You can also customize the guide by omitting or expanding activities based on time and your group's needs. Be flexible and adapt as needed to the young people in the room!

Setting Up the Physical Environment and Materials

Create a safe(r), comfortable, and easily accessible place without distractions. If you choose to use the optional video, you will need access to wifi, a computer, a speaker, a projector, and wall/screen.

Community Agreements

Ask participants to agree that personal information shared during the conversation will be confidential and that participants should not disclose any information about other people by using names or other identifying information. Remind them to only share what they are comfortable sharing. Make time to ask the participants what other agreements they feel are needed to create a safe space for themselves and their peers. Ask participants to show agreement by raising their hand. Finally, remember to invite participants to speak to a counselor after the session if they have more they want to say or something they want to share in private. Samples of community agreements are in the appendix.

Love Language in Healthy Relationships Activities + Discussion

(50 - 120 minutes)

Opening

(5-10 minutes)

Supplies: Copy of the Love Languages in Healthy Relationships Facilitator's Activities and Discussion Guide.

Introduce yourself and provide a brief overview of Love Languages in Healthy Relationships and how the activities are an opportunity to identify and/or practice healthy relationship skills.

Relationship skills are the ability to build positive healthy relationships using a variety of approaches such as open communication, active listening and healthy boundaries. These skills also include the ability to respond to and resist pressure.

Healthy relationship practices and skills can include:

- **Open communication** is our love language. We trust each other enough to communicate honestly and clearly.
- **Listening** is our love language. We are attentive and actively listen for understanding.
- **Trust** is our love language. We build trust by freely communicating feelings and needs.
- **Authenticity** is our love language. We openly express our personalities and interests, and are encouraged to be ourselves.
- **Healthy boundaries** are our love language. We are clear on our sense of comfort and feel safer when boundaries are respected.
- **Shared power** is our love language. We share decision-making and value each other's perspectives.
- **Accountability** is our love language. We apologize for mistakes to repair hurt and change our behavior.

Note to facilitator — depending on the time you have available, select the number from the seven activities for the group based on your available time.

Opening — Introduction to Love Languages in Healthy Relationships (5-10 minutes)

Activities

- Open Communication – 1-2-4-All Activity (15 minutes)
- Listening – Paired Active Listening Activity (15 minutes)
- Trust – Mingle/Huddle (15 minutes)
- Authenticity – Common Ground Activity (15 minutes)
- Healthy Boundaries – 30/60/90 Gallery Wall Exploring Boundaries in Relationships (20 minutes)
- Shared Power Four Corners Activity (20 mins)
- Accountability – Journaling (10 minutes)

Open Communication Activity — 1-2-4-All Activity

(20 minutes)

Open communication is our love language. We trust each other enough to communicate honestly and clearly.

Supplies: *Love Languages in Healthy Relationships Facilitator’s Activities and Discussion Guide.*

Introduce Open Communication: Open communication is essential to healthy relationships. It’s about expressing yourself honestly and clearly, listening to your partner when they are doing the same, and really hearing and understanding what the other person has to say.

Activity Instructions: Share the following scenario with all of the participants:

Ariel and Issac have been dating for a couple weeks. Every Friday and Saturday night they were together hanging out at one of their houses or doing something with friends. On Friday, Ariel’s best friends Lacey and Leo asked her to come with them to a movie on Saturday. Ariel wanted to join them. Her friends didn’t say anything about Issac joining too. On Friday night, Issac said she could come over to his house on Saturday night. She didn’t really respond or say anything about going to a movie with her friends.

On Saturday afternoon, Ariel decided to go out with her friends and texted Issac. “Sorry! Can’t hang out tonight. See you tomorrow.” Issac was upset and stopped responding to Ariel’s texts. She texted Issac Saturday night and all day Sunday. By Monday morning, Ariel was hurt and angry that Issac was ghosting her. She asked her friend to text Issac and say she was breaking up.

Sequence of Steps and Time Allocation:

- Ask the group to reflect on the question silently. **How could this situation have been handled differently?** (1 minute)
- Generate ideas in pairs, building on ideas from self-reflection. (2 minutes.)
- Share and develop ideas from your pair in foursomes (notice similarities and differences) (4 minutes).
- Ask, “What is one idea that stood out in your conversation?” Each group shares one idea with the entire larger group. (5 minutes)

**Adjust the time frame as needed*

Listening — Paired Active Listening Activity

(15 minutes)

Listening is our love language. We are attentive and actively listen for understanding.

Supplies: *Love Languages in Healthy Relationships Facilitator’s Activities and Discussion Guide.*

Introduce Active Listening: Share importance of active listening with young people. Active listening helps you better understand another person’s point of view and respond with empathy. This is important in all types of relationships. Being an active listener in your relationships involves recognizing that the conversation is more about the other person than about you. Your ability to listen actively to someone is a valuable communication skill. It’s not enough to say “I’m hearing you.” Whether we are sharing a story, a concern, a need, a want, or even a desire, nothing makes us feel more deeply connected than when we are engaged in a healthy balance of thoughtful speaking and active listening.

Active listening helps keep you from offering opinions and solutions when the other person really just wants to be heard.

Share Practices of active listening (write on a large piece of paper if you can):

- Listen for understanding.
- Avoid making judgments, focusing on being right, interrupting, or thinking about your response.
- Pay attention to your body language; look into the person’s eyes when they are speaking.
- Indicate active listening by nodding. Don’t interrupt, but you can ask questions like - “what happened next?”
- Listen for understanding. At the end of someone sharing, try to reflect back on what you heard - I heard...did I get that right?
- Validate what was shared. Thank them for sharing their story. “That makes sense.” “I get why you felt that way.”

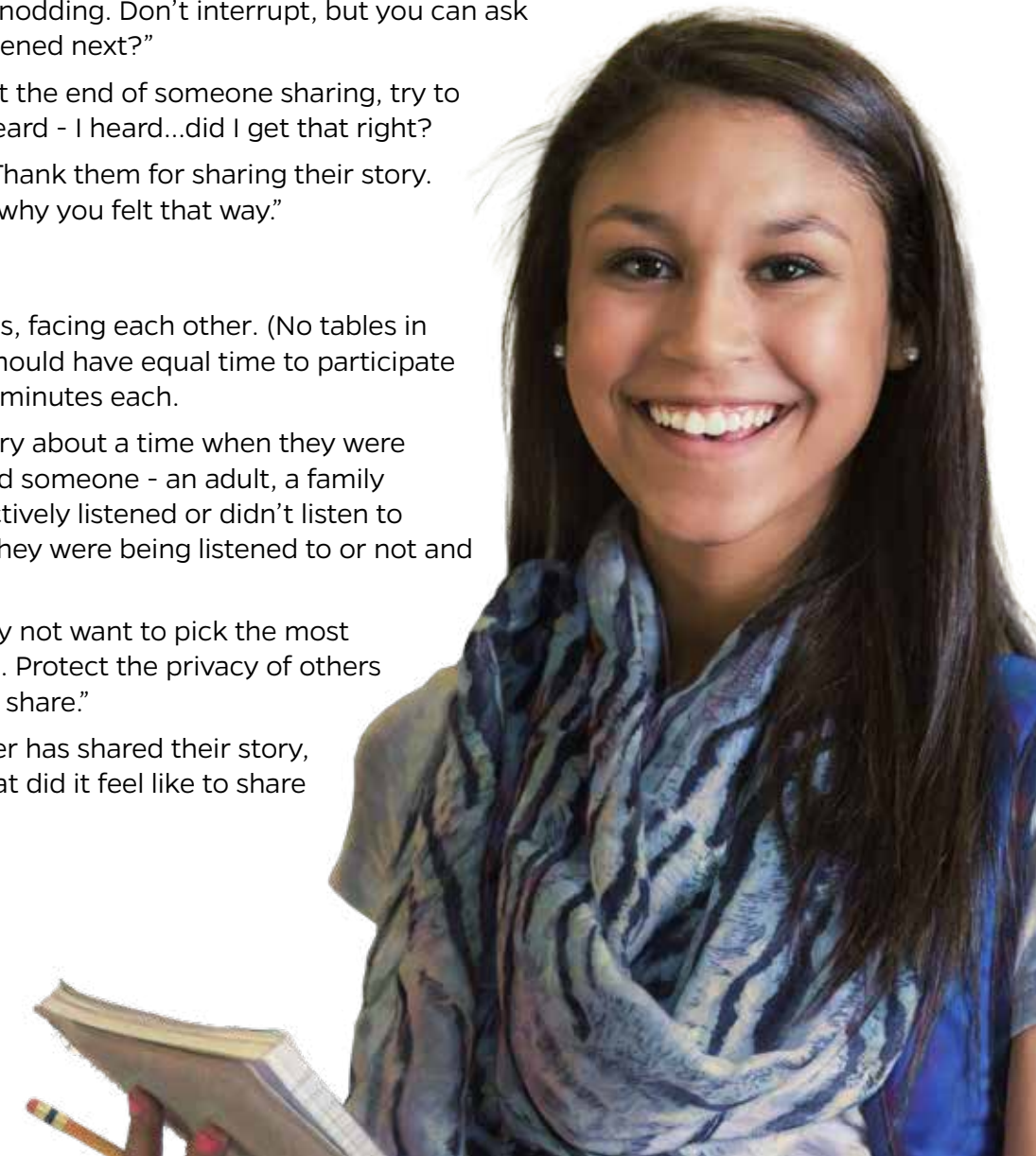
Activity Instructions:

Break into pairs. Each partner sits, facing each other. (No tables in between is best!) Each person should have equal time to participate as a storyteller and a listener - 2 minutes each.

Invite each person to share a story about a time when they were sharing something important and someone - an adult, a family member, a friend, a teacher - actively listened or didn’t listen to them. Describe how they knew they were being listened to or not and their feelings at the moment.

Make it safer by saying: “You may not want to pick the most painful story that comes to mind. Protect the privacy of others not here. Consider what you can share.”

Pair Debrief — After each partner has shared their story, invite each person to share: What did it feel like to share your story? To be the listener?



Trust — Mingle/Huddle Activity

(15 minutes)

Trust is our love language. We build trust by freely communicating feelings and needs.

Supplies: Love Languages in Healthy Relationships Facilitator’s Activities and Discussion Guide. Ability to play music in the room for all to hear.

Introduce Trust: To trust someone means that you believe they are reliable, truthful, and a safe person to engage with. Trust and relationships go hand in hand — having one without the other is hard. If you’re wondering how much you and your partner trust each other, or you’re struggling to communicate with each other, doing exercises to rebuild trust in one another is one way to see if your relationship is made to last.

Activity Instructions: Set up music if possible(phone/speaker).

Play music and ask young people to move randomly around the room and greet one another. Make needed accommodations to remove any physical barriers to the activity, such as having a circle of chairs.

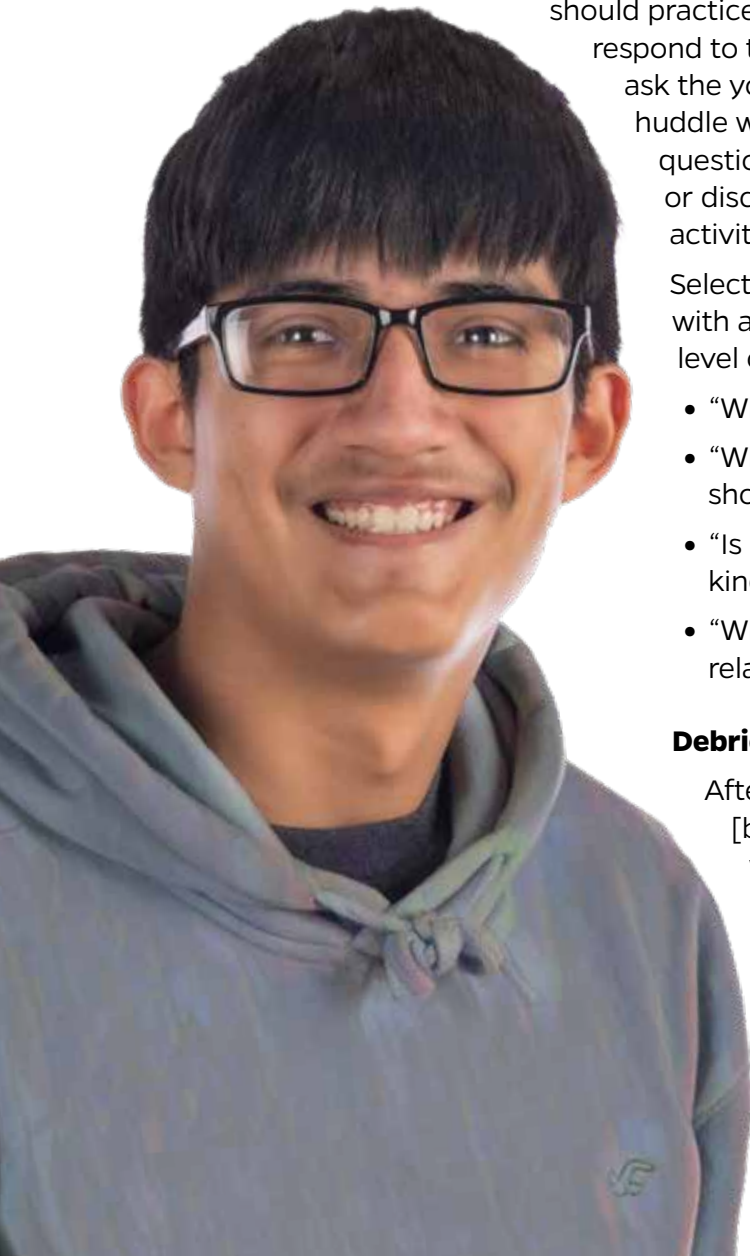
Pause the music, ask the young people to huddle in groups of three to four, and then ask one question (it can be helpful to have the questions on a slide for ease and visibility). Give the young people a minute to reflect on the question, then ask them to begin sharing their thoughts in small groups. Each person should give a 30-second or less response in their huddle. The other participants should practice active, deep listening – remind them not to interrupt or respond to their peers, just listen. After each conversation dies down, ask the young people to move around again to the music, then huddle with a new group of people — each time asking the next question. Let participants know they are not obligated to share or disclose anything they feel uncomfortable sharing during the activity.

Select 3 or 4 questions depending on the time available. Start with a light question and choose the questions that reflect the level of trust in the group.

- “What does trust mean to you?”
- “Who is someone you trust and why? What do they do to show you that they are trustworthy?”
- “Is it acceptable to keep secrets from someone? If so, what kinds of secrets are okay/not okay?”
- “What kinds of expectations would you have for a relationship? Time shared together, friendships with others?”

Debrief

After this group activity, ask for people to raise their hand [be aware of the need for an accommodation] to share what they noticed about trust?



Authenticity — Common Ground Activity

(25-30 minutes)

Supplies: Love Languages in Healthy Relationships Facilitator’s Activities and Discussion Guide.

Introduce Authenticity: The need to feel connected is fundamental to being human. Authenticity comes through deeply sharing our varied emotional and psychological aspects of ourselves,” revealing our own inner experience and seeing the same in our partner.

When we are genuine in our relationship interactions, we reveal our authentic selves through sharing emotions, thoughts, fears, hopes, and dreams. Sharing one’s self also means taking a risk: revealing our true thoughts and feelings can be scary. Fear of loss, misunderstanding, and non-acceptance can lead partners to fall quiet about what they’re really experiencing.

Activity Instructions:

Have the statements below for the activity to read out loud. Ask the participants to stand in a circle (consider accessibility adaptations if needed). Let people know they can leave at any time to take care of themselves without judgment from the group. Read the following statements one at a time, and ask participants to move into the center of the circle if the statement is true for them. Once an inner circle is formed, invite participants to share what they were thinking about when they moved into the circle. Then, invite the entire circle to move to the outer circle. Explain that there are no correct or incorrect answers, just an opportunity to reflect on their own experiences and opinions.

Emphasize that participating in this activity is completely voluntary – so even if the statement is true for them, they don’t have to move in if they don’t want to. Everyone gets to decide if and when they move into the circle. Ask participants to pay attention to their thoughts and feelings about moving or not moving into the center of the circle for each statement.

Statements – Move into the center of the circle if...

- You shared a dream you have for yourself with someone you care about.
- You get nervous thinking about sharing your thoughts out loud.
- Sharing your thoughts out loud comes naturally to you and feels easy.
- Sharing your authentic thoughts is easier with some people than with others.
- You laughed at something someone did when you were actually really uncomfortable about it.
- You covered up your real feelings - like putting on a fake smile to please someone.
- You shared something vulnerable about yourself with someone you care about, and their response was hurtful or unsupportive.
- You shared something vulnerable about yourself with someone you care about, and their response felt supportive or affirming.
- You shared your real feelings with someone, even if you were afraid of their response.

Debrief

Ask the young people to remain in the circle for discussion. All of the questions reflect how hard it can be to be authentic! Discuss some of these questions:

- Which statements were hardest to answer?
- How did it feel when you chose to move into the circle?
- How did it feel when you chose to stay out?
- What were thoughts you shared or heard that were surprising to you?

Healthy Boundaries — 30/60/90 Gallery Wall on Exploring Boundaries in Relationships Activity

(15 minutes)

Supplies: *Love Languages in Healthy Relationships Facilitator’s Activities and Discussion Guide*. Tape 6 large sheets of paper around the room on the wall with the written statements below. Range of colored markers at each station.

Introduce Healthy Boundaries:

Boundaries are important for the success of a relationship as they lay a foundation of respect and trust from the beginning. Boundaries are measures or limits that people put in place to establish what is acceptable behavior in a relationship. Setting emotional or physical boundaries ensures everyone in the relationship feels comfortable, safe, and respected. Boundaries are a way of being clear about what you do or don’t desire in your relationship and expressing how you will be responsible for your behaviors. The importance of relationship boundaries shouldn’t be underplayed. Choosing to set healthy boundaries ensures both people feel validated and understood in a relationship. Feeling validated can make you feel safe and secure and help to build a stronger foundation and connection.

Types of Relationship Boundaries

- **Emotional boundaries** – Being clear about what is and isn’t yours to feel, and what you need in a relationship (how much time together or alone, etc.). Preserve your sense of self in a relationship!
- **Physical boundaries** – Setting limits on your personal space, privacy, and body — and any physical touch.
- **Sexual/Intimate boundaries** – Respecting each other’s sexual boundaries and never pushing anyone to do something they are not comfortable with. Coercion is a major red flag in a relationship and is never okay!

Setting boundaries should be a collaborative process — with both parties always feeling respected. Here are some tips! (Consider writing on the wall)

- **Identify your deal breakers.** Know what you like and dislike, what you’re comfortable with versus what scares you, and how you want to be treated in certain situations.
 - **Commit to putting your emotional needs first.** Begin with “I need” statements — a good way to clearly state your needs!
 - **Avoid absolutes.** Boundaries that include words such as “you must always” or “you can never” rarely work as they’re usually unrealistic and therefore won’t last.
 - **Be specific and direct.** The more specific you are the better. For example, “I’m comfortable holding hands, but not in public.”
- Own your boundary.** If you have trouble standing up for yourself, state what’s important to you and why. Being true to yourself and your boundaries does not mean you are being difficult or stubborn. Someone who respects you will also respect your boundaries.

Activity Instructions: Post 6 large sheets of paper with markers around the room with one of the statements below on each piece of paper. Break out groups into six teams and have them move to one of the sheets of paper. For this activity, a time-keeping device with a second hand or a stopwatch. Repeat the 30/60/90 rotation so each team writes on each of the six sheets of paper.

Invite the participants to consider what your emotional and physical boundaries are in a relationship. For example, how much alone time, friend time, family time do you need outside of your relationship? Are you comfortable with being physically affectionate? What about in public? Does this include hand

holding only? What are boundaries with sharing social media passwords? Deciding on our boundaries and communicating our boundaries is an on-going process. You are always allowed to change your mind about your boundaries.

Boundaries Prompts to Write on the Six Sheets of Paper

- Healthy Boundaries looks like (draw symbols or examples of what you think healthy boundaries looks like in a relationship)
- Healthy boundaries in a relationship sound like (write statements you would hear)
- Healthy Boundaries in a relationship feels like (write the emotions you would feel)
- Lack of healthy boundaries looks like (draw)
- Lack of healthy boundaries sounds like (write statements you would hear)
- Lack of healthy boundaries feels like (write the motions you would feel)

Before they write, ask the participants to read what the groups before them wrote and to avoid writing what has already been written. If they agree with a previous comment, they can add a +1, heart, or check mark to comments they agree with. Encourage them to write down something for each piece of paper, even if they are unsure of the right answer. This activity is about the participant’s perceptions. There is no “right answer.”

During the first rotations, give each group 30 seconds to write or draw all the ideas they can come up with to finish the sentence at the top of their paper. At the end of the 30 seconds, ask groups to rotate to the next flip chart paper. During the second rotation, give each group 60 seconds to do the same thing (repeat this step, giving the students 90 seconds for the final question).

Group Debrief

After the 30/60/90 activity, engage the group in conversation and reflection about what you all experienced. You may choose to host this with the entire group, or you may vary the method of engagement depending on what they may be ready for. For example, you may invite the participants to spend a few minutes free writing their thoughts and feelings about the activity before speaking out loud. They may then choose to share this with a partner before sharing it with the larger group. Whatever method you choose, remember that you’re guiding participants through an experience that may be triggering some reactions they were not expecting or that may be overwhelming for them in some way. In addition, your conversation should be guided by clear intentions.

Below are some questions you may want to include in your dialogue. Again, feel free to shape these to your group’s needs.

- What makes setting healthy boundaries in relationships easier? Hard?
- What can be done if there is a lack of healthy boundaries in my relationship?
- How might you talk to or support a friend if they’re in a relationship that lacks healthy boundaries? (Write the Teen Dating Violence Helpline on the board and encourage them to put it into their phone contacts).



Alternative — Emotional and Physical Boundaries Triad Conversation Activity

(15 minutes)

Activity Instructions: Break the group into triads. Invite them to explore emotional and physical boundaries in relationships. If there is time, have them join with another pair to share highlights of their conversation.

In triads, explore and have conversations on their vision of a healthy relationship. What would be their emotional and physical boundaries?

- What would be your emotional boundaries?
 - How would you know if you were prioritizing your emotional well-being?
 - How much time would you need alone?
 - With much time would you want with friends/family or activities you love?
 - How much time would you ideally like to spend with your partner?
 - What nicknames would you like to be called? Can your partner use them in front of others?
 - Can they share your relationship on social media or follow you on social media?
 - What would be your physical boundaries?
 - Holding hands in school?
 - How would you like to be shown affection? Receive affection?

Examples of emotional boundaries:

- How much time do I need alone or with my friends?
- Who or what do I need to be able to process things that I am unsure about?
- Am I prioritizing my emotions and feelings?
 - Do I feel connected to the people who love and care for me, like my family and friends?

Examples of physical boundaries

- Can I hold your hand in school? Or what levels of physical intimacy am I comfortable with, and have we discussed them ahead of time before they happen?
- Am I able to spend uninterrupted quality time with my friends and family?
- Are we both comfortable saying no to each other without consequences?

Group Debrief – Invite anyone to share a deal breaker. Share examples of I need statements. Did anyone use absolutes — “you must”? How difficult was it to be specific and direct?

Shared Power Four Corners Activity

(20 minutes)

Shared power is our love language. We share decision making and value each other’s perspectives.

Supplies: *Love Languages in Healthy Relationships Facilitator’s Activities and Discussion Guide*. Tape 4 signs in 4 different corners of the room with the written statements below:

Shared Power, Somewhat Shared Power, Undecided, Not Shared Power.

Introduce Shared Power: In a healthy relationship, each person preserves their individuality, shares in making decisions, feels free to express themselves knowing that even if there is disagreement, their perspective or opinion is respected and valued. (It may be helpful to write this definition down on the board so that everyone can see it throughout the activity).

Activity Instructions: After you’ve introduced participants to the concept of shared power in relationships, introduce them to the four corners of the room: Shared power, somewhat shared power, unsure, or not shared power. Inform participants that you will be reading a series of scenarios and they will need to decide what the scenario is an example of by moving to the corresponding corner of the room. Please note any accessibility needs and consider adapting the activity by allowing folks to respond from their seats. Once participants have moved to their corner, go around the room and ask each of the 4 groups to share why they chose that corner. There is not necessarily a right or wrong answer to most of these statements. Statements are vague enough and controversial enough to spark thoughtful dialogue about how to navigate shared power in relationships. Facilitators can also add complexity to the scenarios during the discussion by adding additional hypothetical scenarios to the statements. For example, what if the couple in the scenario discussed who pays before their date? Does this change participants’ minds about which corner they would stand in?

Four Corners Statements/Scenarios:

- I don’t really like PDA (public displays of affection), but I know my partner does. They love kissing me in the hallways in front of my friends between classes.
- My partner and I have had discussions about being in an open relationship. I’m more comfortable with it than they are. For now, our relationship is monogamous.
- My partner hates my glitter lipstick because it gets all over them when we kiss. I wear it for special occasions and wipe it off before we kiss.
- My partner and I share our IG passwords with each other.
- My partner surprised me with a movie night date. Unfortunately, it was a scary movie, and I hate scary movies.
- My partner and I don’t have jobs, but they get a weekly allowance. It’s only right that they pay for our dates.
- I love to post pictures of me and my partner being affectionate on social media. They don’t post about me, and say they wish I wouldn’t post about them.



Closing — Accountability Journaling

(10 minutes)

Accountability is our love language. We apologize for our mistakes to repair the hurt and change our behavior.

Supplies: *Love Languages in Healthy Relationships Facilitator's Activities and Discussion Guide*.

Introduce Accountability: Accountability is about repairing small harms, mistakes or hurts in a relationship. There are **four parts to accountability (write on board)**

- 1. Self-Reflection** is needed to understand your actions and the impact they had on yourself and the people you care about, so that you can get to a place where you are willing to make things right.
- 2. Apologizing** demonstrates that you understand what you did and what the impact was. Apologizing is a fundamental part of the rebuilding of trust.
- 3. Repair** means making amends and rebuilding trust.
- 4. Behavior** Change to make sure you do not repeat your mistake or harm.

For more activities on accountability, go to the *Accountability in Healthy Relationships Guide*. <https://idahocoalition.org/wp-content/uploads/2023/01/ICA-22.041-Accountability-Guide-Pgs.pdf>

Activity Instructions: Journaling Activity (10 minutes) Preparation: Ask everyone to have a sheet of paper and a writing tool.

Encourage the young people to think about who they need to apologize to, rather than who needs to apologize to them. Normalize that we all have people we need to apologize and make amends to. We all have work to do and we can all be part of helping to build a culture of accountability in our relationships and communities. What if we spent more time practicing accountability, not just talking about it? So often, we want other people to be accountable, but what if we practiced our own accountability more? What if we started with the small things and built up our skills for the big things? What if we remembered that addressing the small things between us helps to prevent the big things?

Journal (3 minutes): Write for 3 minutes in response to this prompt. Explain that they will not share what they wrote, but they will share how this activity made them feel. Practice writing an apology to someone you care about and that you hurt in the past with an insensitive statement, a small lie, etc. Share how you reflected on why you did what you did, what emotions might be underlying your actions – fear, guilt, shame, greed, etc. What was the impact of your hurtful behavior? What do you need to do to make it right? Be genuine.

Paired Conversations (5 minutes) Organize the young people into pairs and share the experience of writing a letter of apology using the four steps of accountability. They do not need to share what they had done or the person they did it to; they only need to share what feelings came up for them.

Call to Action: We are all imperfect and make mistakes. Consider reaching out to someone you hurt in the past and practice the four parts to accountability!

Order FREE materials for your organization or school on the prevention and response to teen dating violence. **Idaho Coalition Against Sexual & Domestic Violence** – www.idahocoalition.org

National Hotline Numbers

(write these on the board and encourage young people to add them to their phone contacts to help support friends)

National Dating Abuse Helpline 1-866-331-9474 or www.loveisrespect.org to chat online

National Suicide Hotline 1-800-273-TALK (8255)

National Sexual Assault Hotline 1-833-656-HOPE (4673)

Trevor Project (LGBTQIA Youth) 1-866-488-7386

APPENDIX

Sample Community Agreements

When discussing matters of healthy and unhealthy relationships ground rules must be established to ensure a safe and comfortable group environment. Below are examples of Community agreements for the activities and discussion. If there is time, it is always helpful to have the group generate the community agreements.

One Person, One Mic. No interrupting. One person will speak at a time. Respecting our peers. Agreeing as a group to be respectful of each other's feelings and our own. Respect all cultures, races, sexual orientations, gender identities, religions, conversation backgrounds, abilities, and perspectives. Speaking in "I" statements. Don't tell others what to do or think as if it is a command. Instead, describe your own experience.

Creating a safer space. It is important that the youths are committed to creating a safer space for open and honest discussion with each other. To keep the conversation open, the youths will need to commit to a level of confidentiality and should not repeat personal information outside of the discussion.

Put-down statements are not acceptable. We need to respect one another. Remember that a negative comment is a form of verbal violence and your conversation experience should never be traumatic

Using gender-inclusive language in conversation. For example, partner instead of boyfriends or girlfriends etc. This language is meant to be inclusive and sets a respectful tone regardless of their sexual orientation.

No Direct Questions. Youths should be free to speak as much or as little about themselves as they choose and should not be put on the spot by other conversation mates asking direct personal questions. A question like "Did you experience abuse?" is inappropriate. Youths and facilitators should not direct personal questions to youths or facilitators.

Assume Good Intention. Believe that youths and facilitators have each other's best interest at heart. Most people do not come to school or conversation with the intention of harming another person or saying mean things to one another. So assume that everyone comes to the room with good intentions.

Move Up. In the conversation room, we would like everyone to feel comfortable participating in the conversation. This creates a better learning environment for both youths and facilitators. Everyone's voice is valuable and would like to encourage those who do not normally speak out a lot to speak more and those who speak a lot to help others speak up more.

Self-care and group care. Be aware of the content of the discussion because it may trigger some youths who have a history of trauma or relationship abuse. Youths can also be triggered not from just their own memories but memories of friends, family or significant others. Please allow the youths to take care of themselves first. As a conversation, don't judge anyone who needs to step out either for a few minutes or for the remainder of the conversation.

