
Lesson Plan and Script: One Class Period (40 minutes)

Time	Description
5 Minutes	Introduction
15 Minutes	Scenario Activity Healthy Relationship Scenario (Group 1) Unhealthy Relationship Scenario (Group 2) Abusive Relationship Scenario (Group 3) <i>*Repeat group assignments as necessary depending on your class size</i> Healthy Relationship Scenario (Group 4) Unhealthy Relationship Scenario (Group 5) Abusive Relationship Scenario (Group 6)
15 Minutes	Large Group Discussion of Relationship Scenarios
3 Minutes	Direct students to where they may find: Campus & Community Resources Title IX Definitions & Reporting Step In Stand Up Campaign Prevention Programs: Green Dot and STAND Up

Instructions:

- Text in regular font is talking points and should be read out loud to students.
- Text in *italics* are notes for the instructor and should NOT be read out loud to students.
- Text in **bold** are questions for debrief or reflection and should be read out loud to students to encourage group discussion or sharing of ideas.
- Peer Leaders should be prepared to:
 - Work technology for the instructor during the entire lesson.
 - Walk around between groups during the scenario activity, listening as students read along and taking note of their comments & reactions.
 - Help facilitate the large group discussion after students complete their scenarios. This is particularly helpful if your peer leader happens to be knowledgeable of this content, volunteers with local organizations (Helpline, the Sexual Assault Resource Center, Phoebe's Home), or wants to gain pedagogical skill for a future career in teaching, facilitation, public speaking, etc.

Teaching Procedure:

Time	Method & Objective	Facilitator Instructions & Script
NA	Prior to Class	<i>Review all content provided in the lesson plan and on the Healthy Relationships Curriculum Website</i> <i>Read the summary for each relationship scenario so you know what happens. We also recommend walking through each scenario yourself, so you are more familiar with the activity.</i> <i>Have print or digital copies of the relationship scenario choice charts available to you for this lesson.</i> <i>Review the evidence-based behaviors highlighted in each scenario and their definitions. In this lesson plan, we provide bulleted examples of where these behaviors present in each scenario.</i> <i>If you are using digital materials or teaching in an online environment, make sure your students have a personal device and internet access to view the Healthy Relationships Curriculum Website. If you foresee any problems with technology, please print the scenario cards (one or two sets for each relationship type, depending on the size of your class).</i>

Time	Method & Objective	Facilitator Instructions & Script
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5 min	Introduction	The purpose of this week’s lesson is to understand the behaviors and actions that define healthy, unhealthy, and abusive relationships. Part of this will be a discussion and part of it will involve you working through scenarios in small groups. We also will become familiar with campus and community resources that are designed to support those who are impacted by power-based personal violence. This can be a difficult topic to address, especially for those in the room who might have been directly impacted by relationship violence. As we engage with this important topic today, please be respectful in your dialogue and interactions with each other. Should you need to disconnect from the lesson for a few minutes, you may do so in any way you feel comfortable without asking permission or sharing with your group. ----- Instructor Note: Launch and display the <i>Healthy Relationships Curriculum Website</i>. Instruct students to also open the website on their devices if able. tx.ag/healthyrelationships ----- For this lesson, it is helpful to have foundational knowledge of the evidence-based characteristics of healthy, unhealthy, and abusive relationships. We know that these relationships exist on a spectrum, with healthy relationships being our goal when we interact with others. ● The way one person thinks about a healthy relationship will vary depending on their personal values, community values, cultural background, identity, and individual goals. Even with all these influences, healthy relationships are universally defined by open communication, clear personal boundaries, and trust. ● Healthy relationships are not perfect. Unhealthy behaviors can and do happen. What makes the relationship healthy, is how the unhealthy behavior is addressed. Unhealthy would be ignoring the problem. Healthy would be talking about how that problem made each person feel, how they want to work together to resolve it, and move forward in a way that they do not experience that behavior again. ● Unhealthy and abusive relationships are not the same thing. People may enter a relationship that includes more unhealthy coping skills, communication styles, or attachment issues. While breakups can be dramatic and uncomfortable, nobody in the relationship is fearful to leave. With an abusive relationship, one person enters it with the intent to cause harm to the other. Their goal is to have complete power and control over the other person, viewing them as property rather than a
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		human. The person who is being abused encounters an increased threat of harm if they attempt to leave the relationship. Keep these definitions in mind as we work through the rest of this lesson. Does anyone have any questions before we transition to the activity?
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Time	Method & Objective	Facilitator Instructions & Script
15 min	Scenario Activity	The scenarios you are about to read are adapted from real-life experiences of students' healthy, unhealthy, and abusive relationships. You will have the opportunity to walk in the shoes of these students for a short time.

I am going to break you into groups, and each group will get a scenario. You and your group members will switch off reading the cards, or you and your group can assign individuals to be one of the main characters. You will all have to work together to make choices when these are presented in the scenario.

As you go through the scenario, I want you to think about behaviors that characterize the relationship as healthy, unhealthy, or abusive.

Instructor Note: Split your class into at least 3 groups. It is recommended that each group be between 3 and 5 students. Create additional groups as needed, based on your class size. Make sure your groups are as diverse as possible, given the characteristics of your class. It is recommended that you assign a few of your emotionally mature students to the abusive relationship scenario, as that particular narrative understandably may be more difficult to read through. Students should be reading the scenarios with their assigned group members and should have choice in if they want to read aloud or not. ***It is inappropriate to ask or require students to read scenarios aloud at the front of the classroom, or outside of their small groups, as it has a very likely potential to induce trauma or triggering of students who are survivors.*** Make sure the students can see their scenario on the Curriculum Website.

Assign Group 1 the Healthy Relationship scenario (3-5 students)

Assign Group 2 the Unhealthy Relationship scenario (3-5 students)

Assign Group 3 the Abusive Relationship scenario (3-5 students)

**Repeat group formation and assignment as necessary, based on the size of your class.*

Remember:

- Your first card will provide background of the relationship and at the bottom it will tell you where to go next. You will either have one choice or two. If you have two choices, you will quickly work together to select one option. Read the entirety of each card.

		• When the scenario ends, it will say “End of Scenario” on the bottom. This card will also define 3 evidence-based behaviors that were illustrated in your scenario. Your job as a group is to go back and identify where they occurred. • Assign one of your group members to be a spokesperson for the large group discussion. This spokesperson will share your three evidence-based behaviors and give an example of where each happened in the scenario. You will have 15 minutes to do this activity. We will then discuss as a larger group. ----- <i>Instructor Note:</i> Give 15 minutes for the activity. Walk around the room and make sure students are following the activity. Answer questions they might have as they work together. About 10 minutes in, ask if any groups are still working. If they are, tell them they have 5 minutes to finish the scenario.
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Time	Method & Objective	Facilitator Instructions & Script
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15 min	Large Group Discussion	Instructor Note: This discussion is a critical part of this activity because it allows for participants to learn why certain behaviors are healthy vs. unhealthy vs. abusive. It also gives them a space to unpack misconceptions about these relationship types that they may have learned from popular culture, social media, friends, etc. Instructor Note: During the large group debrief, some students may make statements that either directly or indirectly place blame on the victim or the person in the relationship who is being targeted by unhealthy or abusive behaviors. This reaction is common and is sometimes a defense mechanism to distance themselves from the experience. Do not argue with or correct students who present dissenting opinions. Instead, redirect with follow-up questions such as “tell me more about your perspective” to help get at the underlying issue. Remember that this may be new knowledge for some students, and for others it may be relatable. ---- Now that you have all completed your scenarios, let’s dive into a larger group discussion about this topic. Let’s start with our healthy relationship scenario. ---- Instructor Note: On the Healthy Relationships Curriculum Website, click on the Scenario Activity tab and expand the Healthy Relationship Scenario Summary. ---- ● You can all see the summary of the healthy relationship scenario on the screen. The individuals were family, father and daughter, and the stressor that caused conflict was the daughter’s receipt of an internship in a major/professional area that her father believes to be a waste of time. ● Group 1, share with us the three evidence-based characteristics of a healthy relationship that were in your scenario. ----- Instructor Note: The spokesperson for the group should read each characteristic and the definition. These are the evidence-based characteristics and what the student spokesperson should be presenting to the class: ----- 1. Healthy Conflict- Openly, respectfully, and non-judgmentally discussing issues and disagreements. Conflict is a normal and expected part of any relationship. Healthy conflict is recognizing the root issue and addressing it respectfully before it escalates into
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something bigger. No one should belittle or yell during an argument.

2. **Independence-** Having space to be yourself outside the relationship. The other person should be supportive of your hobbies and your relationships with other friends, family and coworkers. The other person does not need to know or be involved in every part of your life.
3. **Taking Responsibility-** Owning your actions and words. You avoid placing blame and can admit when you make a mistake. You genuinely apologize when you've done something wrong and continually try to make positive changes to better the relationship.

Instructor Note: The spokesperson should share one example of each behavior. Note that the examples your group(s) provide will depend on the path they took through the scenario. Regardless of the path, they will have interacted with at least one instance of each behavior. You do not need to go through all these examples, just the ones your students identify & present. Most groups will correctly identify where these happen in the scenario. However, you and your peer mentor should be prepared to correct course if they confuse a few of the behaviors within the example. Here is what the student spokesperson should be presenting:

- Healthy Conflict
 - Example 1 is on Family Card #3, and includes most of the dialogue between Brittney and her mother, Karen. This exchange demonstrates how to avoid argument through a few different healthy communication strategies, including clarifying misunderstandings, asking for more information, actively listening, and taking responsibility.
 - Example 2 is on Family Card #6, where Karen fully listens to Brittney and reinforces that she and Bill would never do anything to undermine Brittney's independence or choices. She also offers allyship in bridging the conversation with Bill.
- Independence
 - Example 1 is on the Starter Card, within Brittney's introduction. Brittney has chosen a college major that her father disagrees with and while this causes her stress, Brittney never feels unsafe or threatened by the idea of talking to him or her mother about

it. Chloe (Brittney's friend) also encourages Brittney to pursue her passions and interests. There is also a declared sense of self-love and empowerment Brittney has for herself in this narrative, and healthy relationships start with ourselves and our own self-esteem.

- Example 2 is on Family Card #5, where in their dialogue Bill and Karen recognize the importance of Brittney's independence, with Karen emphasizing the unhealthy outcome of them putting too much pressure on Brittney.
- Example 3 is on Family Card #6, where Brittney is able to freely express to her mother how she sees dance as empowering and influential, and her mother accepts that she and Bill don't need to be involved in every aspect of Brittney's life in order to show their care for her.
- Example 4 is on Family Card #7, where Brittney makes it clear to her parents that she has worked hard and created her own path, developing professional relationships with experts in the field who are committed to her success. Bill and Karen do not object to Brittney working with these experts nor do they indicate that she should not or cannot partake in the internship.
- Taking Responsibility
 - Example 1 is on Family Card #2, at the end of the dialogue between Brittney and Bill. Brittney has enough self-awareness to realize that she handled the disagreement in an unhealthy way, and wants to take steps to remedy her behavior and the outcome. She also acknowledges that her father, while practicing his own boundaries with the conversation, needs to find a way to take accountability for the way he infantilizes her major.
 - Example 2 is on Friend Card #1, where Chloe recommends that Brittney speak with her mother about how to reapproach the conversation with her dad.
 - Example 3 is on Family Card #3, where Brittney takes responsibility for accusing her mother of taking sides and her mom, Karen, takes responsibility for the fact that she and Bill have been resistant to Brittney's major without having sufficient information to make an assessment.
 - Example 4 is on Family Card #5, where Bill takes responsibility by looking at the information Brittney left him about her major and acknowledging that he has been hard on her with very little information about what dance science entails.
 - Example 5 is on Family Card #7, where Bill takes responsibility for his unhealthy patterns to communicate his disagreement with Brittney's choices, including doubting her abilities and putting pressure on her to be just like him. He also

acknowledges that his values are disempowering to Brittney. Brittney also takes responsibility for the impact of her words on her father, and commits to practicing better strategies in the future to get her point across.

Great, thank you for sharing! These are 3 examples of healthy relationship behaviors, but it is important to know that research and advocacy organizations identify 10 characteristics of healthy relationships. A wonderful resource, the One Love Foundation, is linked into the Curriculum Website and gives in-depth definitions and examples of each.

Let's take a look at our unhealthy relationship scenario.

Instructor Note: On the Healthy Relationships Curriculum Website, click on the Scenario Activity tab and expand the Unhealthy Relationship Scenario Summary.

- You can see the summary of the unhealthy relationship scenario on the screen. The individuals were friends and the stressor that caused conflict was the one's receipt of an internship, and how that would impact previously discussed plans for the summer. Group 2, share with us three evidence-based behaviors of an unhealthy relationship that were present within your scenario.

Instructor Note: The spokesperson for the group should read each characteristic and the definition. These are the evidence-based characteristics and what the student spokesperson should be presenting to the class:

- 1. Belittling**- When someone does and says things to make you feel bad about yourself. This includes name-calling, making rude remarks about people you're close with, or criticizing you.
 - 2. Guilting** - When someone makes you feel responsible for their actions or makes you feel like it's your job to keep them happy.
 - 3. Deflecting Responsibility** - When someone repeatedly makes excuses for their unhealthy behavior. They may blame you or other people for their own actions.
- These are three common behaviors you would notice in an unhealthy relationship, which is why they were highlighted in this lesson. Group 2, give us one example of where each of these is presented in the scenario.

Instructor Note: The spokesperson should share one example of each behavior. Note that the examples your group(s) provide will depend on the path they took through the scenario. Regardless of the path, they will have interacted with at least one instance of each behavior. You do not need to go through all these examples, just the ones your students identify & present. Most groups will correctly identify where these happen in the scenario. However, you and your peer mentor should be prepared to correct course if they confuse a few of the behaviors within the example. Here is what the student spokesperson should be presenting:

- Belittling

- Example 1 is on Together Card 1 within the dialogue between Liz and Bianca. **Bianca suggests that Liz is indeed a terrible friend for even bringing up the possibility of summer plans changing. Bianca's willingness to interrupt Liz shows a lack of respect for Liz's perspective, despite the fact that Bianca openly asked "what are you thinking?"**
- Example 2 is on Communication Card 1, in the dialogue between Liz and Bianca. **Bianca's initial response and entire dialogue belittles Liz as a person as well as a candidate for the internship. The language Bianca uses to express her disagreement is verbally abusive and accusatory.**
- Example 3 is on Friend Card 4, within the dialogue between Liz and Bianca. **Liz acknowledges her respect for Bianca's boundaries, she also belittles Bianca with ending her comment with "is it really that deep?", which suggests that their friendship is not important.**

- Guilt

- Example 1 is on Together Card 1 within the dialogue between Liz and Bianca. **Guilt plays a primary role in Bianca's approach, when she makes Liz feel like a bad friend or person for "throwing away tradition".**
- Example 2 is on Communication Card 1, in the dialogue between Liz and Bianca. **Bianca's initial response uses guilt to frame Liz as inconsiderate of her feelings. Bianca also makes the situation entirely about her, without considering the motivations and benefits for Liz to pursue the internship. There is no equitable compromise.**
- Example 3 is on Friend Card 3, during the in-person communication between Liz and Bianca. **Liz attempts to take accountability for her actions, but Bianca does not meet Liz with the same level of reflection. Instead, Bianca immediately defends herself as being right and Liz as being wrong.**
- Example 4 is on Friend Card 4, within the in-person dialogue between Liz and Bianca. **Bianca reaches out to Liz, but does so under the unhealthy pretense of making Liz feel bad about herself and her commitment to their friendship.**

- o Example 5 is on Communication Card 2, within the dialogue between Liz and Bianca. **Most of the dialogue includes Bianca using guilt as a way to make Liz feel entirely responsible for the fact that their friendship might be coming to a close. Liz attempts to use healthy communication strategies here, but also mirrors a few of Bianca’s unhealthy communication strategies when put on the defense: trying to shut down the conversation, and leaving without any type of affirmation or next step.**
- Deflecting Responsibility
 - o Example 1 is on Friend Card 3, during the in-person communication between Liz and Bianca. **There is an undertone to Bianca’s defensive remark that she doesn’t wish to find equitable compromise, but just make Liz feel bad about herself, which is emotionally abusive.**
 - o Example 2 is on Friend Card 4, within the in-person dialogue between Liz and Bianca. **Liz partially deflects responsibility for her actions in this dialogue, while Bianca completely deflects responsibility for what she has said to Liz, how she has made Liz feel about herself, and for how their unhealthy communication patterns are impacting the friendship.**
 - o Example 3 is on Communication Card 2, within the dialogue between Liz and Bianca. **Bianca refuses to acknowledge that in previous parts of this disagreement or conflict, she has suggested that Liz is a terrible person and explicitly referred to her as “stupid”.**

- Thank you to Group 2 for sharing. These are 3 examples of unhealthy relationship behaviors, but it is important to know that research and advocacy organizations identify 10 characteristics of unhealthy relationships. The One Love Foundation also gives in-depth definitions and examples of each, which you can link to and learn more about through the Curriculum website we are using for this lesson.

Hopefully now, you are starting to see the difference between what healthy conflict looks and sounds like compared to unhealthy communication, attachment, and coping mechanisms. Unhealthy relationships may contain elements of emotional abuse, especially jealousy, possessiveness, and name-calling. Remember though, unhealthy relationships might be emotionally uncomfortable to leave, but nobody’s safety is threatened in the process.

Instructor Note: *There might be some confusion among the groups between an “unhealthy” versus “abusive” relationship. If this happens, revisit the definitions of the relationship types from the beginning of the lesson:*

- *Unhealthy relationships are based on unintentional or intentional attempts to control the other person. Decisions about the relationship are made without regard for each other. Pressure is used as a tactic to get what they want out of the relationship, and there is a failure to see how this can cause harm. There are feelings of guilt when spending time apart.*
- *Abusive relationships are based on one person's intentional and misplaced need to have complete power and control over their partner. One person in the relationship makes all the decisions. Their partner is not able to provide their opinion, and when they do it is met with criticism, insults, jealousy, and physical violence. An abusive person also isolates their partner from friends and family, and makes them fearful about leaving the relationship and/or communicating with others about what is going on (e.g. threatening escalated harm or death; threatening self-harm). Over time, abusers can manipulate their partner into complete social and financial dependence - making it difficult if not impossible to leave the relationship permanently.*

Instructor Note: *Relationships can be unhealthy, but while one or both people in that relationship are struggling to find common ground, neither of them are operating with the intent to completely take away independence from the other.*

Let's look at the abusive relationship scenario.

Instructor Note: *On the Healthy Relationships Curriculum Website, click on the Scenario Activity tab and expand the Abusive Relationship Scenario Summary.*

- You can all see the summary of the abusive relationship scenario on the screen. The individuals were in a romantic relationship with each other. The stressor is a internship, but it is clear from behaviors leading up to and following that offer that one partner in this relationship is consistently manipulative and hurtful in their words and actions. Group 3, share with us three evidence-based behaviors of an abusive relationship that were present within your scenario.

Instructor Note: *The spokesperson for the group should read each characteristic and the definition. These are the evidence-based characteristics and what the student spokesperson should be presenting to the class:*

1. **Love bombing-** excessive attention, admiration, and affection with the goal of making the recipient feel dependent on and obligated to

that person.

2. **Escalation-** unhealthy behaviors elevate from emotionally abusive to threats and/or use of physical or sexual violence.

3. **Power and Control-** A pattern of actions that an individual uses to intentionally dominate and cause harm to another person, group, or community.

***Instructor Note:** The spokesperson should share one example of each behavior. Note that the examples your group(s) provide will depend on the path they took through the scenario. Regardless of the path, they will have interacted with at least one instance of each behavior. You do not need to go through all these examples, just the ones your students identify & present. Most groups will correctly identify where these happen in the scenario. However, you and your peer mentor should be prepared to correct course if they confuse a few of the behaviors within the example. Here is what the student spokesperson should be presenting:*

- **Love Bombing**

- o Example 1 is on the Starter Card within Elena's narrative. It includes how Elena fell in love with Ian and all the things he has done to "show his care" and "protect" her. **What appears on the surface to be romantic gestures from Ian are actually tactics to manipulate Elena's emotions and isolate her from her own resources & social networks.**
- o Example 2 is on Together Card 2. It includes when Ian attempts to enter Elena's apartment, the dialogue that follows, and Ian's apology. **Ian uses gifts and apologies to make Elena feel like he will change, when the true intent of his behavior is to keep her feeling obligated to the relationship and to him.**
- o Example 3 is on Together Card 3, where Elena feels like she and Ian have been inseparable. **To make Elena minimize and excuse his behaviors, Ian uses the same tactics from the start of their relationship to woo Elena.**

- **Escalation:**

- o Example 1 is on Together Card 1. It includes the dialogue between Elena and Ian as well as the physical assault. **After months of engaging in emotionally, psychologically, and verbally abusive behaviors, Ian escalates to using physical violence against Elena when she expresses her independence and attempts to honor her own boundaries during a disagreement.**
- o Example 2 is on Together Card 3. It includes when Ian progresses from telling Elena what to do, to grabbing her arm. **Ian's behavior**

escalates from confrontation to physical putting himself between Elena and her friends and grabbing her arm.

- o Example 3 is on Together Card 4 and includes Ian's quick progression from an apology to banging on the door and yelling at/threatening Elena. **Within seconds, Ian escalates from a veiled apology to beating on her door and threatening his and her wellbeing.**

- **Power and Control:**

- o Example 1 is on the Starter Card within Ian's narrative: *Lately though, Ian feels like he is losing control when it comes to Elena and their relationship. He does not want to fail in another relationship, so he will do & say what he needs to avoid rejection.* **Elena's emotions are used by Ian to bolster his own ego and sense of entitlement to the relationship. When Elena expresses a desire for independence by applying for the internship, Ian mocks her qualifications and chances of receiving it, which is emotionally abusive.**
- o Example 2 is on Friend Card 1, where Elena receives multiple texts from Ian demanding she come over to his apartment. **Ian's texts have an undertone of abusive expectation to them: that Elena reply immediately and come over to his apartment.**
- o Example 3 is on Friend Card 2, and includes the dialogue between Elena and her friends, where her friends identify problematic trends in the relationship between Elena and Ian. **The entire situation demonstrates an outward display of power and control, through the way Ian verbally and physically threatened Elena in a public setting.**
- o Example 4 is on Together Card 3, where Elena feels like she and Ian have been inseparable and are repairing the relationship. **Ian makes Elena feel like she has independence because she is reattending classes, all the while he is monitoring where she is at and who she is with.**
- o Example 5 is also on Together Card 3, where Ian attempts to assert his authority over Elena while simultaneously escalating from confrontation to physically grabbing her. **The threat that Ian makes is a power and control tactic, since Elena is emotionally terrorized by the ambiguity of it while also fearing for her safety.**

- Great, thank you again for sharing! These behaviors always indicate a relationship is abusive. The power and control wheel on the curriculum website is a helpful graphic to understand abusive relationship warning signs. One person will manipulate the relationship so they can cause harm, causing the other person to become confused, defensive, and

		fearful for their safety or the safety of others. Abuse usually begins as actions that are emotionally manipulative, verbally threatening or humiliating, and isolating and then escalate to physical and sexual violence. An abusive person will typically use apologies or excuses to justify their behaviors, as a way of convincing someone to stay with them or not report what is happening. They may also threaten to harm themselves or others if the relationship ends, which is a primary reason why many individuals who are abused stay in the relationship instead of just packing up and leaving. The likelihood that an abusive person will act upon threats of harm increased 3-fold during the first week that someone leaves them. It is important when we understand the dynamics of relationship health that we do not underestimate the importance of knowing about resources and active bystander intervention, so we can help someone should they ever be in an abusive relationship. We all deserve to have healthy relationships. Sometimes we need a good reference point to start to build those relationships. The scenarios you read through are case studies, so they may not reflect your past or current relationship dynamics, but the important thing today is that we acknowledge the differences between these relationship types and empower ourselves to advocate for relationship health. It is unfortunately common for young people to have experienced or witnessed unhealthy or abusive relationships before they even get to college or reach the age of 18. There are a few key things you can do to help address this problem. This includes learning how to be an active bystander, learning how to respond to someone who has experienced interpersonal violence, and knowing campus & community resources.
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Time	Method & Objective	Facilitator Instructions & Script
3 min	Resources	If you are looking for ways to directly support survivors, you can find of list of confidential and non-confidential resources on this website that are specific to your campus and regional community. -----

		<i>Instructor Note:</i> Display the confidential and non-confidential resources part of the Healthy Relationships Curriculum Website. Expand the tabs of your campus/school so students can see what these look like. Encourage them to become familiar with these during their time at Texas A&M and to go to this website first if they need information (looking for resources online can become frustrating for students, especially if they are during a crisis - we keep this website updated so students can think of it as a one-stop to get information they need quickly). ----- Confidential resources are not mandated or required to report disclosures of power-based personal violence to the university or the police. The only exceptions would be for disclosures of child abuse or elder abuse, if someone threatened to harm themselves, or if they threatened to harm others. Non-confidential resources provide advocacy services, but they do result in a formal complaint made to the police and/or the university.
	Step In Stand Up Campaign Prevention Programs: Green Dot and STAND Up	<i>Instructor Note:</i> Display the Step In Stand Up Campaign tab on the Healthy Relationships Curriculum Website ----- The Step In Stand Up campaign brings awareness to all forms of interpersonal violence and empower students to take action against it. The Green Dot and STAND Up programs are offered to students for free every semester and they can also be requested through the Health Promotion office. I encourage all of you to attend one of these trainings - the skills they teach you can be used toward interpersonal violence but are also transferrable to stopping other forms of harassment, violence, and discrimination. ----- <i>Instructor Note:</i> Display the Green Dot and STAND Up part of the Healthy Relationships Curriculum Website. Expand these tabs so students can see the program descriptions. ----- The Healthy Relationships Curriculum Website will always be available to you. If you have questions about this lesson, want to schedule a 1:1 to learn more about healthy relationships, or want to become more involved in prevention on campus, the Health Promotion office would love to hear from you. Please feel free to reach out to them. ----- <i>Instructor Note:</i> Display the Health Promotion tab on the Healthy Relationships Curriculum Website. Wrap-up your class as usual, providing any reminders you have about the next class meeting.

Time	Method & Objective	Facilitator Instructions & Script
NA	Appendix	<i>No time used during class period. This is for instructor and peer mentor reference. This lesson is conducted between weeks 6-9 to align with October - Domestic Violence Prevention and Awareness Month. To supplement this lesson please share the events and resources found at tx.ag/DVPAM</i>