

DISCUSSION / VIEWER GUIDE



This Discussion Guide is made possible by

The New Mexico
Office of the Attorney General



In association with
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New Mexico Children, Youth and Families Department
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Created by
Christopher Productions, LLC

Thank you for your interest in the **DATE VIOLENCE** Discussion/Viewing Guide. We are excited to present this program to ignite discussion among children, parents and teachers. We want to empower and support young people to discover solutions to life-threatening behavior and situations. We also want parents, educators and youth to fully understand how date violence is manifest and what do to if a friend, colleague or peer is in an abusive situation.

Enclosed are some ideas for discussions and activities for students and adults. Feel free to alter any of these suggestions for a better fit with your particular group. This is intended as a guide and starting point.

You may find it helpful to visit our websites:

www.nmag.gov or www.SafeTeenNM.org

for further information on this and other issues of concern for young people including dangers of methamphetamine, illegal use of prescription drugs and disposal, mental health issues, alcohol and drug issues, and distracted driving.

RESPONSE REQUESTED: We supply these materials to you free of charge, in the hope that they support your efforts in reaching students with enlivened discussions about difficult situations and adolescent curiosity, insecurity and empowerment.

The only thing we ask in return is that you let us know if you are using this so we can track the number of participants and the lives you've affected. A response page can be found at the end of this guide.

On behalf of SafeTeen New Mexico we want to thank you for working with young people and helping to brighten their future.

Sincerely,

Gary King
Attorney General
New Mexico

Thom Turbett
President
SafeTeen New Mexico

Chris Schueler
Executive Director
SafeTeen New Mexico

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SHOW OVERVIEW

“DATE VIOLENCE” is a half hour television program designed to help people understand how many forms an abusive relationship can take, ways to identify if you or a friend is in an abusive relationship and what do to about it. We hope this will also help generate discussion about what a HEALTHY relationship looks like.

A years worth of research went into the information in the program including “think tanks” with experts in all areas related to adolescent DATE VIOLENCE behaviors and ways to engage youth in healthy relationships.

This show is meant to be a catalyst for discussion, which means that there are no right or wrong answers. The purpose is to encourage discussion about both abusive and healthy relationships so young people can discover, for themselves, what each looks like and how to encourage healthy relationships for themselves and others. Young people should be encouraged to actively participate in exchanging ideas and researching related topics of interest.

Portions of the show may not be appropriate for some young people to watch. Please read the script and watch the program prior to sharing it with students. This will make discussion with your students easier and more effective.

THE SCRIPT IS AVAILABLE THROUGH
www.SafeTeen.net or www.NMAG.gov
and
www.ChristopherProductions.org

Please download, read and have available prior to viewing program.

This guide includes discussion and activity ideas for involving students at various levels of development. **Further information and a complete list of additional resources are included at the end of this guide.** Our hope is that this is just the beginning, and that together we can make an important difference in our communities and in the lives of our children.

GENERAL INFO

VI-O-LENCE n.

1. Physical force exerted, as for **causing damage** or injury.
2. An act or example of violent action or behavior.

PROJECT BACKGROUND

In the 2007 Youth Risk and Resiliency Survey conducted at schools throughout the state, New Mexico High School students had among the **highest rates in the nation for behaviors associated with violence:**

New Mexico YRRS 2007

- More than **one in four students carried a weapon** such as a gun, knife, or club within the past 30 days
- Over 35% of students had been involved in **physical fighting** within the past year
- Teen Dating Violence (hit, slapped or physically hurt on purpose by a boyfriend or girlfriend) was reported by **12% of New Mexico High School students**
- Almost 1 in 10 students said that they had **skipped school because of safety concerns**
- More than 1 in 10 students **reported carrying a gun within the past 30 days**

National Statistics from the Centers for Disease Control

- 1 in 5 high school girls has been **physically or sexually abused by a dating partner**
- **1 in 4 adolescents reports verbal, physical, emotional, or sexual violence** each year
- **Over half of students nationally report dating violence among their peers**

APPROACH: Understanding the Signs and Knowing When and How to help.

While the video highlights violence in youth dating, it stresses the **overall reason** for concern; **how violence impacts our communities and the safety, health and future of our young people.**

Through a meeting of the Intimate Partner Violence Review Team, the program follows the story of a young woman who is eventually killed by her dating partner. Woven throughout that discussion is the story of two other young women who have gotten out of the situation and realize how fortunate they were and how much happier they ultimately are as a result. The program also shows the “Red Flags” to look for through a Dept. of Health conference about date violence.

BROADCAST PARTNER AND DISTRIBUTION

In addition to a prime time broadcast on New Mexico’s NBC affiliate KOB TV 4, the issue was highlighted through a series of news stories run on the station along with a series of informational promos about date violence. The PBS affiliate in Las Cruces, KRWG, and Portales, KENW, also broadcast the program to viewers in southern and eastern New Mexico.

A shortened version of the documentary was created in order to facilitate live discussion in other youth group and school settings and this curriculum/viewer guide was created to assist in that outreach.

The full documentary and shortened version was distributed to all superintendents in New Mexico along with all the PTA’s in the state. This was facilitated by Cooperative Educational Services, the New Mexico Coalition of School Administrators, the New Mexico School Boards Association and New Mexico PTA.

The main purpose of this project is:

To give **YOU** a tool...something to rally around...to address DATE VIOLENCE and END IT in **YOUR community**, in **YOUR family**, and in **YOUR schools**. Check out your tools below:

- DVD of the TV show “DATE VIOLENCE”
30 MIN. DOC / 20 MIN VERSION
- Discussion guide for classroom or group use
- Online resources (see “resources” at the end of this guide)

To get copies of these tools, please visit:

www.SafeTeen.net

or

www.ChristopherProductions.org

V I E W I N G S U G G E S T I O N S

- **Provide additional information and instruction.**

The information and stories in “DATE VIOLENCE” are presented in a style that serves as a catalyst for thoughtful discussion. It is assumed by the creators of the program that more in-depth information and instruction will be provided by the group leader or teacher. Some of this information can be found in the resource section of this guide.

- **Discuss the content before watching the show.**

Many young people today are exposed regularly to situations in which they must make difficult decisions about their own behavior. Most likely, they’re struggling to balance personal beliefs and social pressures in order to make good decisions. Briefly discuss the content before watching the show in order to make the discussion after the show more effective. Discuss the difference between a documentary (real life) and a fictional movie (created script). Mention that this is about youth in New Mexico.

- **Set ground rules prior to viewing.**

Teachers or group leaders need to be prepared to offset disruptions in order to guarantee respect for those students wanting to see the show. Talk to students ahead of time and agree on appropriate behavior during the viewing. This should include **no talking or asking questions** until the show is concluded. You should also supply or **have available paper and pens or pencils** so that students can **jot down ideas and questions during the viewing for later discussion.**

- **Use “Discussion and Activities” for your grade.**

There are many ways to encourage open discussion. Since the need for facilitation and supervision will vary among ages, more age-specific suggestions are given on the following pages.

P R I O R T O V I E W I N G

Instructors: Please keep in mind that this guide contains discussion questions that may be sensitive in nature and may cause uncomfortable feelings and emotions to surface for some students due to personal experience or other reasons.

Have resource information readily accessible to students and discuss only those questions that you feel comfortable handling.

PRIOR TO SHOWING THE DOCUMENTARY:

1. Be certain to preview the video and read through this guide.
2. Gather and have available print resources (reference resources list at the end of this guide).
3. Download and read the script of the video.
4. Determine how much time you will have and what the discussion goal will be.
5. If you can, ask a trained expert to assist with the discussion (perhaps your school counselor).
6. Use clear guidelines. Avoid general, unstructured discussion.
7. Allow enough time to discuss the topics after the viewing.
8. Discuss only those questions that you feel comfortable handling

Go over the following with your group **prior to viewing**:

1. Explain that this is about making healthy decisions.
2. Be certain all cell phones and pagers are turned off.
3. Be sure everyone has pen and paper and encourage them to jot down notes, ideas, and questions. (perhaps review questions you'll be asking after the show – see "Discussion" Section.)
4. Explain the program is 30 minutes long and then a discussion about the program will follow.
5. Explain that the video was created with the help of teenagers and that all the **interviews and scenes are real**. You might explain the difference between a documentary (real stories and people) and a fictional film (written and not real).
6. Tell your group that if they feel uncomfortable at any point they may choose not to watch (be sure to arrange for a place where they can go in advance).
7. Explain that the program can be an emotional experience and to respect everyone's personal feelings.

AFTER VIEWING

Because it is important to protect everyone during the discussion, ask the group **not to use any names**, and set ground rules that include using the phrase “a person I know” OR REFERRING TO THE PEOPLE IN THE VIDEO each time. This may allow a more open discussion for everyone.

- 1. Give everyone a few moments to jot down ideas and questions they may have about the information in the documentary.**
- 2. Explain that this is not a tattletale session and it's not about telling on others.**
- 3. Say that this will be a discussion about the facts and dangers that are associated with date violence.**
- 4. Follow some of the ideas for discussion in this guide and from the aforementioned specialized tapes you may have already viewed as group leader.**
- 5. Be sure to leave enough time for adequate discussion. If time is short after the viewing (30 minutes or less), you may want to take just one of the discussion topics and leave the rest for later.**

DISCUSSION

Middle School Students

It is important that young people are provided with tools to make smart decisions on their own. All discussions should be conducted with this in mind. Young people will make better decisions if they understand that their actions will have consequences.

- Discuss what kids in the video said were signs of abuse.
- (Include: jealousy, stalking, isolation)

- Discuss what are specific things that would indicate power and control over a dating partner. (Include: use of cell phone, forcing partner to do things they don't want to do, keeping partner from their friends and family)

- Discuss what the key things to a healthy relationship. (Define Respect, Communication, Individual Rights)

- Discuss how technology can be used as abuse. (Include on line stalking, cell phone use, social networks)

ACTIVITIES

Middle School Students

- Have the students write about Healthy Relationships:
 - How to respect your dating partner
 - How you would want to be respected
 - What are the keys to a healthy relationship

- Have the students do posters about Respect and Relationships

- Have the students write about ways to help:
 - What to do if you think a friend is in an abusive relationship
 - What to do if you are in an abusive relationship

DISCUSSION

High School Students

It is important that young people are provided with tools to make smart decisions on their own. All discussions should be conducted with this in mind. Young people will make better decisions if they understand that their actions will have consequences.

Initiate a discussion and then let the students direct its course. This will allow them to reach their own conclusions. However, ground rules will need to be set regarding respecting each other's opinions. Also, have everyone use the phrase "someone I know" or have them just refer to the people in the video. It is extremely important **not** to allow personal stories.

Ask the students the following:

- Discuss why the girls in the video didn't realize they were in a dangerous relationship. (Include: slow progressing, hard to tell love from obsession, need to be in a relationship, friends accepting the situation)
- Discuss when and how the friends of the abused person could have intervened to help. (WHEN: friend stopped hanging out with them, boyfriend got physical, noticed cell phone obsession / HOW: discuss with friend, confide in a trusted adult, take it seriously)
- Ask the students the following:
 - What shows respect to your dating partner?
 - When is it too much togetherness (include when partner uncomfortable).
 - When does someone cross the line with texting?
 - What is the best way to help a friend you know is in an abusive situation?
 - When is the most dangerous time for someone in an abusive relationship? (when leaving)
 - Why would someone not recognize an abusive situation?

A C T I V I T I E S

High School Students

ROLE PLAY:

Set up a scene with a boy and girl who are discussing him not wanting her to spend time with her friends and more time with him. Have them improvise an unhealthy relationship first and then a healthy relationship the second time.

AFTER THE FIRST TIME (unhealthy relationship) DISCUSS:

- What were the keys that made this unhealthy (wanting/needing control, no respect for her needing to be with friends, power/control)?
- What was important to the guy (only being with her)? What was important to the girl (also spending time with friends)?

AFTER THE SECOND TIME (healthy relationship) DISCUSS:

- What were the keys that made this healthy (mutual respect, his listening to her and her to him, coming to an agreement where each are satisfied)?
- What was important to the guy (seeing her but also being sure she was able to do what made her happy)? What was important to the girl (seeing her friends but also carving out time for him)?

CREATE:

Make a list of "Dating Rights". (Include: To say "no", To have "respect")

Create a personal list of "Rights".

Create a "Safe Date" media campaign for your school.

DISCUSSION

PARENTS

Initiate a discussion and then let the parents direct its course. As with all discussion, ground rules will need to be set regarding respecting each other's opinions. As with the students say up front that you DO NOT want personal stories during the discussion.

DISCUSS:

The warning signs the parents could have seen with the young people in the video. (Include: protective vs. obsession, isolation, use of internet, use of cell phone.)

How dating has changed from 5 or 10 or 20 years ago until now. (Include how media has affected kids perceptions, prevalence of alcohol/drugs at parties, cell phones).

Technology and stalking. (Include MySpace, Facebook, dating sites, GPS and cell phones, texting, sexting)

- Ask the parents the following:
 - What could the people in the video have done differently in order to avoid the consequences? Would that have been possible?
 - How can you talk to your children about dating?
 - What did you learn from the video regarding teen dating issues?

ACTIVITIES

PARENTS

- Pick a date and time to talk with your children about this program or a time to watch it with them. Use the Facts section of this guide to discuss healthy and unhealthy relationships.
- Go on line with the parents group and explore MySpace and Facebook. Let parents who are familiar with it show the others who are not.
- Role play with each other how to talk to your children about dating abuse.
- Create an event for youth that could replace dangerous parties and reinforce fun and safe healthy dating.

F A C T S t o D I S C U S S

- Teen dating violence (having been hit, slapped, or physically hurt on purpose by a boyfriend or girlfriend) was reported by 12.6% of New Mexico high school students.

2007 NM Youth Risk and Resiliency Survey

- Over half of students nationally report dating violence among their peers.

National Center for Disease Control

- 1 in 5 high school girls has been **physically or sexually abused by a dating partner**

National Center for Disease Control

- Over 35% of students have been in a physical fight in the past year.

2007 NM Youth Risk and Resiliency Survey

- Over One in Four students have carried a weapon in the past 30 days.

2007 NM Youth Risk and Resiliency Survey

- One in Ten students have been threatened or injured with a weapon on school property.

2007 NM Youth Risk and Resiliency Survey

- Over 10% of NM girl student reported ever having been forced to have sexual intercourse.

2007 NM Youth Risk and Resiliency Survey

- Over half of High School Seniors are currently sexually active.

2007 NM Youth and Resiliency Survey

Q U E S T I O N S t o A S K

START BY SAYING: “I need your help on this. Bear with me and see what you come up with.”

- Is this video a fair representation of teen dating violence?
- Are the people who made this video or the people who are concerned about this issue making much ado about nothing?
- Is this issue as important as the video alludes to?
- Is DATE VIOLENCE really a problem in our (school, community, state)?
- Whose problem is it?
- Is it a teenage problem?
- Is it a parent problem?
- Is it a legal problem?
- Why and how does DATE VIOLENCE affect all of us?
- Is it possible for youth to make healthy decisions about this? How?
- What role do parents play in helping kids in these situations?
- How does knowing the signs of date violence help us help others?
- Can a person stay out of an abusive relationship if they love the other person?
- Is it really possible to talk to friends about healthy relationships?

CONTINUE TO ASK “why?” and “why not?” and “can you explain that?” after each answer.

If a class can establish that DATE VIOLENCE is a problem, ask:

- Is it a problem that needs to be solved?
- Can it be solved?
- Who can solve it?
- How can it be solved?

RESOURCES

SafeTeen New Mexico	www.SafeTeen.net
New Mexico Teen Dating Violence Toolkit	http://www.cyfd.org/domestic_violence/Teen_Dating_Violence_Toolkit.pdf
Centers for Disease Control / Dating Violence Prevention	http://cdc.gov/violenceprevention/datingmatters.html
Love is Respect National Teen Dating Abuse Helpline 866-331-9474 24 hours	http://loveisrepect.com
Love is Not Abuse (Includes Parent Guide and School Curriculum)	www.loveisnotabuse.com
See It and Stop It Toolkit	www.seeitandstopit.org
New Mexico Coalition Against Domestic Violence	www.nmcadv.org
New Mexico Attorney General's Office	www.nmag.gov
New Mexico Public Education Department	www.ped.state.nm.us
Violence Against Women Online Resources	http://vaw.umn.edu
New Mexico Commission on the Status of Women	http://nmgirlsinstitute.org/
National Institute of Mental Health	www.nimh.nih.gov/
Healthy Minds New Mexico	www.healthymindsnm.org
Life Skills Training, Institute for Prevention Research	www.lifeskillstraining.com
Children Youth and Families Department, New Mexico	www.CYFD.org
Parenting Adolescents Wisely, Ohio University	www.familyworksinc.com
SMART Moves Program, Boys & Girls Clubs of America	www.bgca.org
National Organizations for Youth Safety	www.noys.com
Christopher Productions Social Issues Information	www.ChristopherProductions.org
New Mexico Parent Teacher Association	www.nmpta.org



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Television to Touch the Heart

DATE VIOLENCE

Order Form Please allow 3-4 weeks for delivery.

PLEASE PRINT CLEARLY OR TYPE

Name: _____

Address: _____

Phone: _____

E-mail: _____

Documentary 30 minutes and Shortened Version

Number of DVD's X \$10 _____

TOTAL COST: _____

Note: To Keep Costs Down WE DO NOT ACCEPT PO'S or CREDIT CARDS

Your payment includes shipping costs (call 505-843-7231 for expedited service fees).
Send this form along with a **check or money order** for the total cost, to:

SafeTeen New Mexico
1511 University Blvd. NE
Albuquerque, New Mexico 87102

PLEASE NOTE: YOU CAN ORDER THIS VIDEO ON LINE AND
AT www.SafeTeen.net

DATE VIOLENCE:

RESPONSE FORM:

Please take a moment to fill out the information below and then
EMAIL to us as a word doc: Chris@ChristopherProductions.org

Thanks for letting us know how you're using the materials.

Name:

Organization:

Address:

Email:

Phone:

Which materials were used (documentary, curriculum):

Date(s) materials used:

Group(s) using materials (i.e. Class, Club, Group – what kind?)

Number of people using the materials:

Youth:

Adults:

Other comments about the materials and your discussion: