

How to hang out with *cool* people

fun
(a workshop about *all kinds of* relationships)



Facilitator Guide

“Who do I want to be?”

TIME: 10 minutes

PURPOSE: The purpose of this activity is for participants to explore the values and characteristics they want to have as an individual, friend, and/or partner.

MATERIALS NEEDED: Large paper or whiteboard.

ACTIVITY:

- Ask participants to close their eyes and visualize the following scenario as you read it aloud:
It's graduation weekend and everyone is about to head off into the next chapter of their lives. You and your friends and families gather for a celebration and goodbye dinner and you each give a brief speech about one another and what you appreciate about/in your friends... values, traits, actions. ... Imagine what they might say about you... Take a moment to gather thoughts about the values, traits and actions those closest to you might say about what kind of friend you are... what you want them to say, and open your eyes when you're ready.
- Give participants 5 minutes to write their response in their workbook.
- Ask participants what traits, characteristics, behaviors, or values they described and write them on the whiteboard/paper.

IMPORTANT POINTS:

- Point out that SAFETY and RESPECT are common values that you see in their brainstorm and seem to be very important aspects of the relationships they have or will have.

TIME; 5 minutes

PURPOSE:

The purpose of this section is to introduce the workshop to participants and set up group agreements.

MATERIALS NEEDED: None

ACTIVITY:

- Introduce yourselves and the workshop.
- Ask participants why we are having a workshop about relationships?
- Paraphrase the following:
We often don't have conversations about relationships and we are not taught in an explicit way how to be a good friend, partner. Instead, we internalize the examples we see around us about what makes a relationship "normal." We don't spend a lot of time thinking about what is healthy, who our positive role models are, what kind of friend or partner we want to be, what we deserve from other or how we are socialized. This makes it harder to make informed choices and it helps hide abusive behavior/relationships from us.
- Review the Group Agreements; highlighting that respect towards one another is important and expected.

IMPORTANT POINTS:

- There are portions of this workshop that are personal and may make participants feel a bit of discomfort. Encourage them to explore this discomfort ("sit with it") knowing they are in a supportive place with others who probably feel similar.
- If someone is triggered by the material presented or feels like they need to talk with someone further, refer them to campus resources. Remember it is not your job to counsel them.

Group Agreements

- The safety (emotional and physical) of all participants is important and will be respected. However, we challenge participants to be open to being a bit uncomfortable at times so they can reflect on these moments in a supported environment.
- Some of the content is personal and does not need to be shared with the entire group. Participants may pass at any time.
- There are many campus and community resources that participants can access if they feel like they need further support and the facilitators can help participants do so.
- We will not make the following presumptions:
 - That everyone wants or has had an intimate/romantic relationship.
 - That everyone comes from the same home/life experiences.
 - That everyone has the same ideas of an ideal relationship.
 - That relationships must be heterosexual.

The skills we talk about in this workshop are for ANY type of interpersonal relationship

Workshop Overview:

Who do I want to *become*?

Where do we learn about *relationships*?

Who are my relationship *role models*?

What do I want to *bring* to relationships?

How do I *define* my boundaries?

How do I *enforce* my boundaries?

What do *unsafe or abusive* relationships look like?

What do I do if I am *concerned* about a relationship?



Facilitator Guide

“My Relationship Role Models”

TIME: 20 minutes

PURPOSE:

The purpose of this activity is for participants to explore how they learned about relationships “should” look like and how they feel about that.

MATERIALS NEEDED: Large paper or whiteboard.

ACTIVITY:

- Ask participants to think of two different relationships they have observed while growing up. They can be intimate/romantic couples, friends, or roommates. They are **not** to be one of the people in the relationships. Ask them to think of people from pop culture, media, literature (i.e. Edward and Bella from “Twilight,” Romeo and Juliet) and one “real life” relationship (i.e. parents, older siblings, or friends).
- Give participants 5 minutes to fill out their responses on the corresponding worksheet, exploring what they learned from those relationships.
- Ask participants what traits, characteristics, behaviors, or values they saw that were POSITIVE within the relationship and write them on the whiteboard/paper.
- Ask participants what traits, characteristics, behaviors, or values they saw that were NEGATIVE within the relationship and write them on a separate column on the whiteboard/paper.

IMPORTANT POINTS:

- Remind participants that we are exploring ourselves within relationships of all kinds, not just intimate/dating relationships.
- Highlight any values that support SAFETY and RESPECT.

Relationship Role Models

- A relationship I observed while growing up was between _____ and _____.
 - When I think about this relationship, the first words I think of are: _____, _____, _____, and _____.
 - The best thing I saw about this relationship was: _____

 - The worst thing I saw about this relationship was: _____

 - Most of the time being around this relationship made me feel: _____
 - These are some of the ways this relationship has affected me individually: _____

- These are some of the ways this relationship has affected my own relationships: _____

- From this relationships, I learned the following things about gender: _____

- A relationship I observed while growing up was between _____ and _____.
 - When I think about this relationship, the first words I think of are: _____, _____, _____, and _____.
 - The best thing I saw about this relationship was: _____

 - The worst thing I saw about this relationship was: _____

 - Most of the time being around this relationship made me feel: _____
 - These are some of the ways this relationship has affected me individually: _____

- These are some of the ways this relationship has affected my own relationships: _____

- From this relationships, I learned the following things about gender: _____

Facilitator Guide

“Choosing My Values”

TIME: 5 minutes

PURPOSE:

The purpose of this activity is for participants to commit to the values they have defined in previous activities.

MATERIALS NEEDED:

None.

ACTIVITY:

- Ask participants to refer back to their opening statement and to the role model activity to determine which things that they just shared will SUPPORT that vision statement and which will HARM it.
- Give participants 2 minutes to choose 5 things they value and want to make sure are in their relationships and 5 things that they are choosing to reject.

IMPORTANT POINTS:

- Remind them that values will change over time as they get older, navigate more relationships, and learn more about themselves, etc.

Things that

I value:



1.

2.

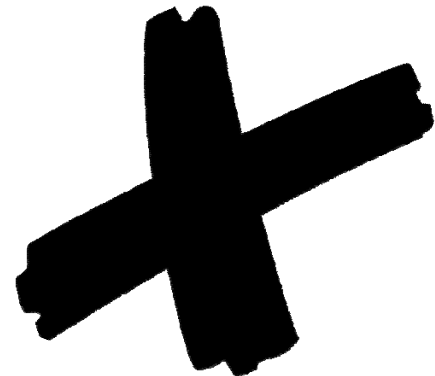
3.

4.

5.

Things that

I reject:



1.

2.

3.

4.

5.

Facilitator Guide

“Defining and Enforcing Boundaries”

TIME: 20 minutes

PURPOSE:

The purpose of this activity is for participants to define some of their boundaries and explore ways of enforcing them.

MATERIALS NEEDED: None.

ACTIVITY #1:

- Ask participants to choose a partner and stand about 10-15 feet apart facing one another. One will be a “Stander”, the other a “Walker”.
- The Stander needs to silently pick a spot on the floor that they believe is the limit to their personal “bubble.”
- The Walker will slowly walk towards the Stander, who will lift their hand when the Walker reaches the “bubble.” The Walker will then stop. Have them look around at other people’s “bubble” to show that we all have different ranges of comfort.
- The Walker then returns to the starting position and approaches the Stander again, this time going a bit past the “bubble.” This time the Stander will have to say something to get the Walker to stop.
- Repeat this activity, flipping roles.
- Debrief this activity, asking the following questions:
 - What this difficult or easy to do?
 - What did you say to the other person?
 - How did they respond – was it how you thought they would?
 - How would this be different with someone you knew well? A stranger?

ACTIVITY #2:

- Thinking back to their stated expectations of behavior in relationships, ask participants to brainstorm things that they can physically do or phrases they can say to define and enforce physical, financial, social and emotional boundaries.
- After writing some down, have the participants fill 30 seconds with just shouting out some of the things they wrote so they can practice saying them and hear how other people phrased things. (Fill in silences with your own statements).

IMPORTANT POINTS:

- These issues you’ve raised and the ‘line’ we notice people crossing is what we call a boundary. Boundaries are permeable, and different based on the person and context – and certainly also between cultures and even regions in the US.
- Since these boundaries are different for each of us it can be really hard to know without free and open communication. If we don’t define our boundaries, others can’t know that they made us uncomfortable. If we’re unsure about someone’s comfort, we should ask.
- We are often socialized to not enforce our boundaries (i.e. “be nice, don’t offend others).

NOTE: If there is not enough space in the room/too many people to do Activity #1, you can ask for a group of volunteers to do it in front of the group.

Defining and enforcing boundaries

REMEMBER: Boundaries can look different depending on who YOU are, who you are with, and the situation you are in.

Physical

Ex. "I am not comfortable kissing in public"

Emotional

Ex. "I don't appreciate guilt trips"

Social

Ex. "I have had dinner with you several times this week. Tonight I want to go out with my some other friends"

Financial

Ex. "I will buy your coffee today if you treat next time"

TIP!

Starting statements with "I" makes the focus about your feelings and needs rather than the other person's behavior which can lead to defensiveness.

“Recognizing Unsafe or Abusive Relationship”

TIME: 10 minutes

PURPOSE:

The purpose of this activity is for participants to recognize signs of potentially abusive or unsafe behaviors in relationships.

MATERIALS NEEDED:

YouTube video of abusive relationship, found at: <http://youtu.be/9oryKYfls-M>

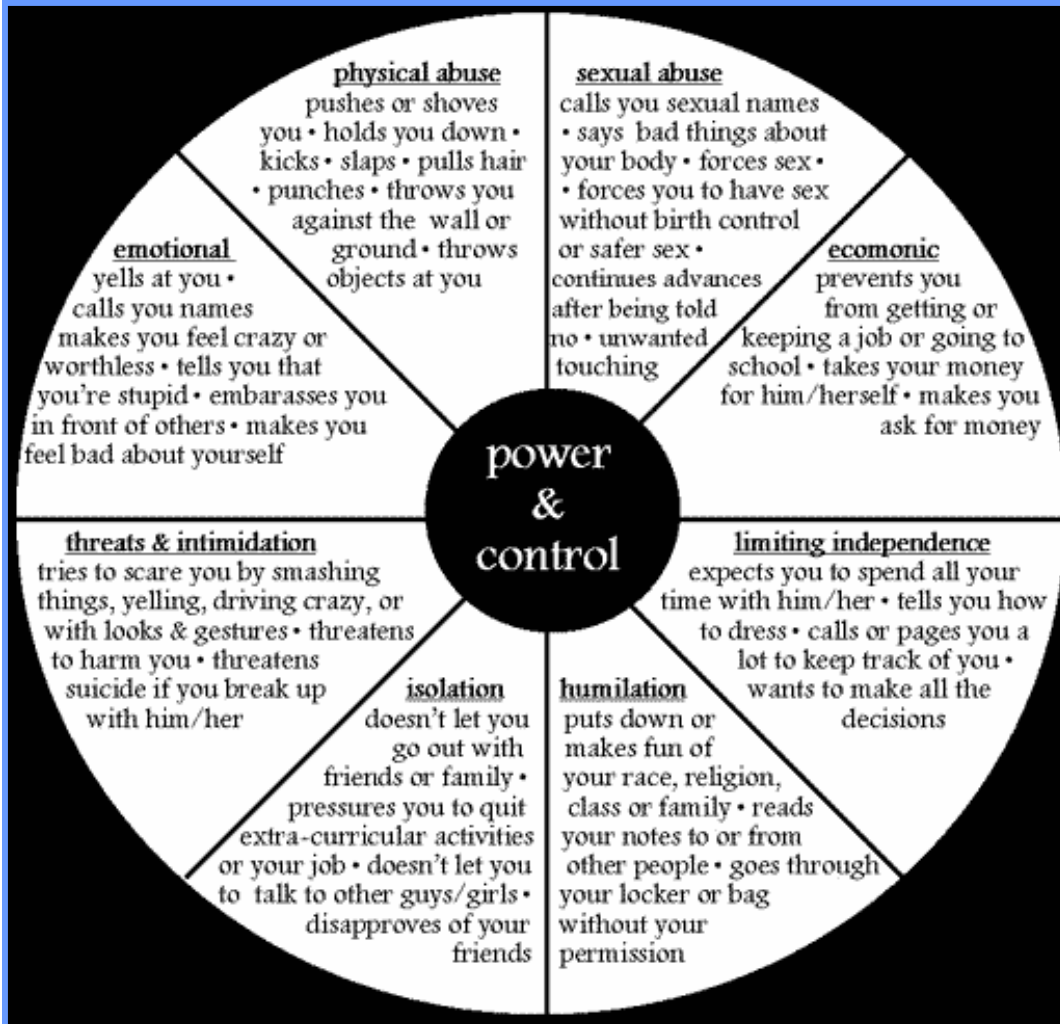
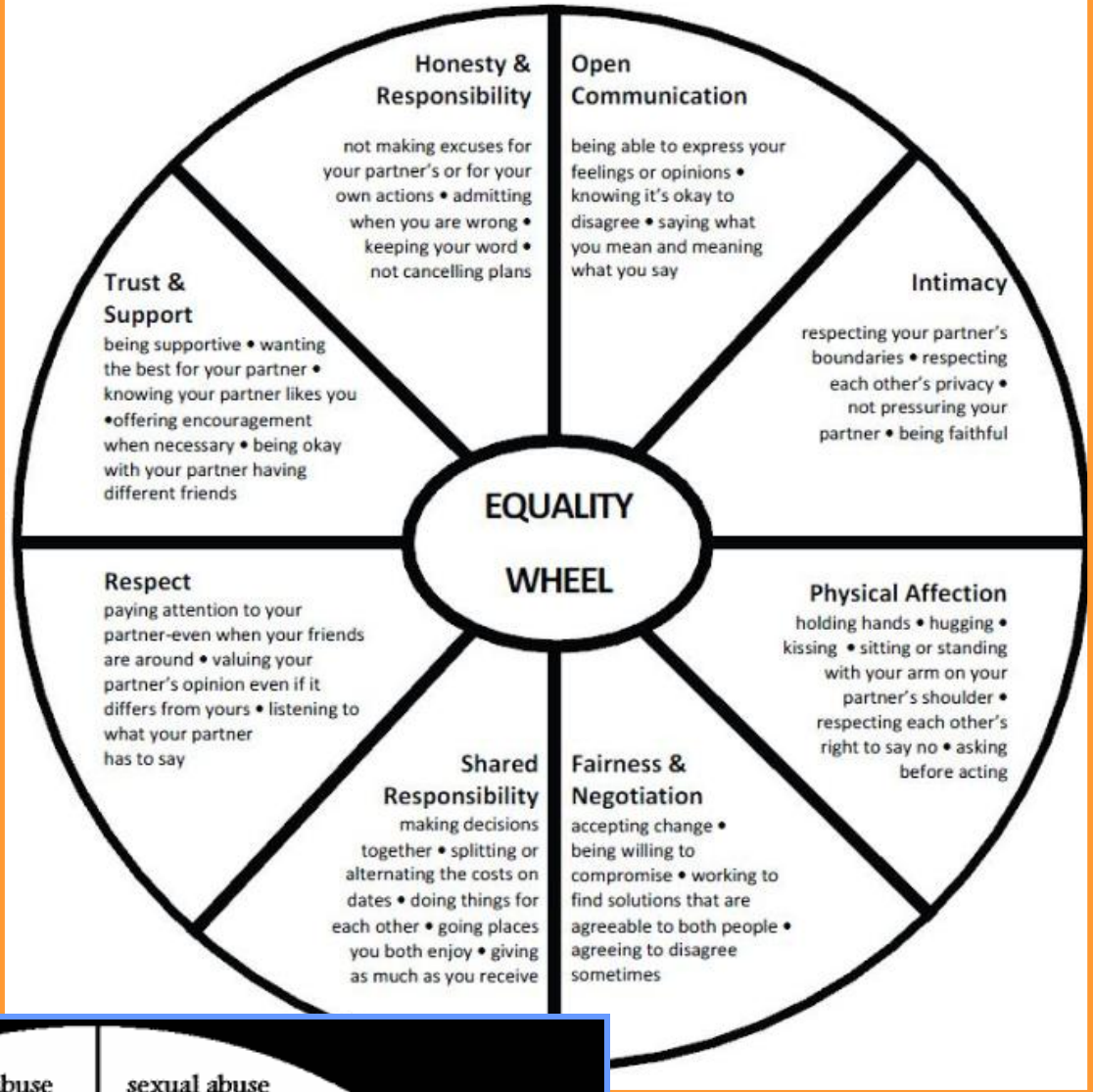
ACTIVITY:

- Define abusive relationships as *“a pattern of behaviors used by one partner to maintain power and control over another partner”* which can occur in any type of intimate relationships (ie. Dating, family, roommate, close friends.)
- Using the Power and Control Wheel, discuss briefly the various actions seen in abusive relationships.
- Play video and have participants circle the behaviors on the Power and Control wheel that they see acted out. Introduce the video as *“this is a glimpse into the lives of two students, Kris and Jane.”*
- Highlight the Equality Wheel to show a relationship that is based on equality between partners.
- Debrief this activity, asking the following questions:
 - What boundary breaching did you notice in the video?
 - Have they seen behaviors like this before?
 - Is this realistic? Common?
 - How might you respond to your friend if this was happening to them? What about if they were the one doing it?
 - Would things change if Kris and Jane were dating partners? Same sex partners?

IMPORTANT POINTS:

- The relationship in this video is intentionally ambiguous as to the gender of the Kris and Jane and to whether they are in a dating relationship. This is so that participants can discuss the issues using a variety of different relationships types.
- No relationship is perfect. People disagree, get jealous, etc., yet most people do not intentionally use tactics of manipulation and power in order to create fear or cause harm on another person.
- In really unhealthy relationships, abusers are not concerned with boundaries, in fact they learn what those non-negotiable things are, and begin to systematically go about breaking down those things to better control the other person. This is a progressive process – no one would go out with an obviously abusive jerk, but these boundaries are breached at low levels that eventually get out of control.

EQUALITY



ABUSE

Facilitator Guide

“Who do I want in my life?”

TIME: 5 minutes

PURPOSE: The purpose of this activity is for participants to explore the values and characteristics they want to their friends, family, and/or partners to have..

MATERIALS NEEDED: None

ACTIVITY:

- Ask participants to close their eyes and visualize the following scenario as you read it aloud:
All your friends and family are gathered together for another milestone event. People have stood up and said great things about who you are as an individual, partner, and friend. You are feeling the love and decide to make a toast to honor your loved ones.
- Give participants 5 minutes to fill out the “mad libs” style speech in their workbook, reflecting on the activities they have completed during this workshop.

IMPORTANT POINTS:

- By defining what values we want in our relationships we can choose people to be in our lives who will support and respect these values.

Who do I want in my life?

As I stand up here on my _____, I want to talk about
Important "milestone" day
the people in my life who have helped me become the _____
Adjective
is a person that I am. _____ has shown me the impor-
Name
tance of _____ in a relationship by _____
Value Action that demonstrates value
_____. I also really appreciate
_____ for believing that friendship should be about
Name
_____ and _____. Another "thanks"
Value Value
to the positive relationship role models in my life who showed me the
importance of _____ by _____
Value Action that demonstrates
_____.



Finally, as I look at this group of
_____ and _____
Adjective Adjective
people, I see friends, family and loved
ones who reaffirm my belief
that we should treat one another with
_____ and
Value
_____.
Value

TIME: 2 minutes

PURPOSE:

The purpose of this activity is for participants to become familiar with campus and community/online resources that can support them in their identity development, understanding of interpersonal relationships and

MATERIALS NEEDED:

None

ACTIVITY:

- Point out the departments/ individuals on PLU that can help students.
- Have student jot down a few other people that they trust and can talk with.
- Point out the additional worksheets in the workbook that students can do on their own to further explore relationships.

IMPORTANT POINTS:

- There are several professionals on campus that are confidential, meaning they will not share information with other people unless legally compelled to (i.e. someone is planning to harm themselves or someone else; child or elder abuse).
- There are also several additional worksheets that individuals can do one their own to explore their thoughts and relationships further.

Where to learn more or get help

PLU resources

- Women's Center
- Victim Advocate*
- Counseling Center*
- Campus Ministry*
- Health Center*
- Residential Life

*The departments/individuals marked with an * are confidential.*

Community resources

- YWCA of Pierce County
- Crystal Judson Family Justice Center

On line resources

- Loveisrespect.org
- Thehotline.org

My Own Support People



My *Relationship* Bill of Rights

I have the right to:

Be treated with respect.

Say “no” at any time and not feel guilty.

Express my feelings without being criticized.

Change my mind.

End the date whenever I want.

Do whatever I want with my body.

Make mistakes.

Spend as much time with my family and my friends as I choose to.

Not be pressured into doing things I don't feel like doing.

Decide how serious I want my relationship to be.

Be respected if I want to end a relationship.

Be safe.

Be with someone who respects my rights.

FOR MORE EDUCATION OR TO SCHEDULE A PROGRAM, CONTACT:

SAPET
Sexual Assault Peer Edu Team
253-535-8759
sapet@plu.edu
www.plu.edu/womencen

Men Against Violence Program
Jonathan Grove, Coordinator
253-538-6304
grovejk@plu.edu
www.plu.edu/mav

IF YOU OR SOMEONE YOU KNOW HAS BEEN A VICTIM OF VIOLENCE, CONTACT:

Voices Against Violence Program
Jennifer Warwick, Victim Advocate
253-538-6303
warwicjl@plu.edu
www.plu.edu/voices



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