

## Sony Heath - Healthy Relationships Presentation

Designed for students in a first-year seminar course (KU's UNIV 101)

1. Brief introduction to the Sexual Assault Prevention and Education Center – **5 minutes**
  - a. Pre-survey (as students walk in)
  - b. Mission
  - c. Services
  - d. Overview of presentation
  - e. Ask students to share their name and one word describing how they're feeling about their day or their expectations of the presentation.
2. Group guidelines and expectations – **5 minutes**
  - a. Listen actively
  - b. Speak from own experience
  - c. Respect confidentiality
  - d. Lean into discomfort
  - e. Self-care options
  - f. Ask students to offer their own expectations
3. Small Item Icebreaker – **5 minutes**
  - a. Use a small item with a pop culture reference (Yoda Lego minifigure, Alfred E. Neuman lapel pin, etc)
  - b. Ask a student to stand in the front of the room, hold the item, and explain to the other students what the item is without showing it to the other students.
  - c. Ask the seated students to draw what is being described.
  - d. Ask the seated students if they have any questions to help inform their drawing.
  - e. Compare drawings and debrief the process of sharing and gathering information.
  - f. Would students have been able to draw the item more successfully if they were more familiar with the pop culture reference? Did asking questions make it easier for the people drawing and/or the person describing the item?
  - g. Encourage students to remember this process of sharing experiences and perspectives as they move through the healthy relationships presentation.
4. Transition into a conversation about healthy and unhealthy relationships via lineup activity – **15 minutes**
  - a. Acknowledge that some students may have previous knowledge or training regarding healthy/unhealthy relationships and/or intimate partner violence and ask them to share that knowledge as we move through the next activity.
    - i. Students are then given 8-12 (depending on the size of the class) sheets of paper, each with a different relationship behavior on the front of the paper. Hand out each sheet individually, making sure students understand the behaviors.
    - ii. Ask students to stand up at the front of the classroom and, while holding the sheets of paper, line up from "least abusive" behavior to most "abusive behavior".

- iii. If there are more students than sheets of paper, those students may help with the lineup.
    - iv. When students have decided on a final rank, review each behavior.
    - v. Why is (insert behavior) the least abusive?
    - vi. Why is (insert behavior) the most abusive?
    - vii. Does anyone disagree with the order?
    - viii. Does healthy jealousy exist? What does that look like?
    - ix. Examine physical versus emotional behaviors. Which are most abusive?
  - b. Help students break down the idea that these behaviors align on a continuum and discuss how personal experience paired with gender norms inform our expectations of a healthy/unhealthy relationship.
- 5. Ask students to pair up with another student in the class and share their experiences/thoughts/questions regarding the activity – **5 minutes**
- 6. Have students share what they discussed in pairs and use their thoughts/questions to facilitate a conversation about the following as they relate to relationships, using specific examples from previous activity – **10 minutes**
  - a. Respect
  - b. Non-Threatening Behavior
  - c. Trust and Support
  - d. Honesty and Accountability
  - e. Equity
  - f. Self-Worth
  - g. Communication
- 7. Introduce the reality of gender based violence through the next activity – **10 minutes**
  - a. Create 3 columns on a chalkboard or flip-chart
  - b. In the first, ask students to list terms that we, as a society, use to define women who have sex
  - c. In the second column, ask students to list terms that we, as a society, use to define men who have sex
  - d. In the third column, ask students to list terms that you might hear during the process of a hate crime
  - e. Once the columns are complete, analyze the three columns with the students
    - i. What do students notice about the lists?
    - ii. Which list was the most uncomfortable to create and why?
    - iii. When do we use these terms and where do they come from?
    - iv. What is gender-based violence?
- 8. Have students pair up and discuss how these terms and gender norms impact the ways in which we interact with each other – why is language important? It is pervasive. – **5 minutes**
- 9. Synthesize and wrap-up – **10 minutes**
  - a. Reflect on the earlier ice breaker, lineup activity, and column activity to emphasize the connection between personal experiences/perspectives and the impact of gender norms on relationship expectations and behaviors

- b. How does all of this impact our Jayhawk community?
- 10. How to Help – **5 minutes**
  - a. Listen
  - b. Validate
  - c. Don't Control
  - d. Create Safe Environment
- 11. ACT reminder/introduction – **5 minutes**
  - a. Observe
  - b. Assess
  - c. ACT – Ask for help, Create distraction, Talk directly
  - d. Follow up
- 12. Campus and Community Resources and Questions – **5 minutes**
  - a. Show SAPEC website, specifically resource wheel
  - b. Explain types of resources and hand out resource wheel to each student
- 13. Free Writing – **5 minutes**
  - a. Have students spend the last 5 minutes free writing thoughts, questions, action items, and/or feedback that they can either take with them or leave for the facilitator.
  - b. Free writes that are left behind should be included in assessment collection.

Learning Outcome 1 – Students can identify a variety of healthy relationship behaviors/characteristics

Learning Outcome 2 – Students can define “gender-based violence”

Learning Outcome 3 – Students can identify campus resources

Learning Outcome 4 – Students know how to intervene when they see unhealthy behaviors

NOTE: Live portion of presentation for purposes of interview will include numbers 6 and 7 of the above outline.

Healthy Relationships Pre-Survey

KU ID: \_\_\_\_\_

Circle one:

Check all that apply to you:

Freshman    Sophomore    Junior    Senior

- Student Athlete
- Fraternity/Sorority member
- Living Off Campus
- Living On Campus
- International Student
- Student Government member
- Student Org member
- ROTC cadet
- Student Veteran

I identify my gender as: \_\_\_\_\_

I identify my race/ethnicity as: \_\_\_\_\_

Have you attended a Bringing in the Bystander training? \_\_\_\_\_

My academic major/minor of study is: \_\_\_\_\_

I am aware of the following KU offices and the services they provide (check all that apply):

I am aware of the following community resources and the services they provide (check all that apply):

- KU CARE Coordinator
- Counseling and Psychological Services
- Institutional Opportunity and Access
- KU Public Safety Office
- Sexual Assault Prevention & Education Center
- Watkins Health Services

- Bert Nash Community Mental Health Center
- Sexual Trauma & Abuse Center
- Willow Domestic Violence Center
- Lawrence Memorial Hospital
- Lawrence Police Department

Please list 5 different characteristics of a healthy relationship:

In your own words, using the space below, please define "gender-based violence":

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

Please respond to the following prompts:

	Agree	Somewhat Agree	Somewhat Disagree	Disagree
I know how to identify unhealthy relationship behaviors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to identify healthy relationship behaviors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to help a friend who is in an unhealthy relationship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand and can define "gender-based violence".	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender-based violence is a problem at the University of Kansas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to report incidences of harassment or violence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel comfortable reporting incidences of harassment or violence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to intervene if I witness unhealthy relationship behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information about campus resources is easy to find.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have identified at least one person at KU that I feel comfortable talking to if I experience emotional and/or physical distress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have talked to a friend about their healthy and/or unhealthy relationship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have talked to a friend about my healthy and/or unhealthy relationship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

THANK YOU!

To be distributed one week after initial presentation

Healthy Relationships Post-Survey

KU ID: \_\_\_\_\_

Circle one:

Check all that apply to you:

Freshman    Sophomore    Junior    Senior

- Student Athlete
- Fraternity/Sorority member
- Living Off Campus
- Living On Campus
- International Student
- Student Government member
- Student Org member
- ROTC cadet
- Student Veteran

I identify my gender as: \_\_\_\_\_

I identify my race/ethnicity as: \_\_\_\_\_

Have you attended a Bringing in the Bystander training? \_\_\_\_\_

My academic major/minor of study is: \_\_\_\_\_

I am aware of the following KU offices and the services they provide (check all that apply):

I am aware of the following community resources and the services they provide (check all that apply):

- KU CARE Coordinator
- Counseling and Psychological Services
- Institutional Opportunity and Access
- KU Public Safety Office
- Sexual Assault Prevention & Education Center
- Watkins Health Services

- Bert Nash Community Mental Health Center
- Sexual Trauma & Abuse Center
- Willow Domestic Violence Center
- Lawrence Memorial Hospital
- Lawrence Police Department

Please list 5 different characteristics of a healthy relationship:

In your own words, using the space below, please define "gender-based violence":

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

To be distributed one week after initial presentation

Please respond to the following prompts:

	Agree	Somewhat Agree	Somewhat Disagree	Disagree
I know how to identify unhealthy relationship behaviors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to identify healthy relationship behaviors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to help a friend who is in an unhealthy relationship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand and can define "gender-based violence".	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender-based violence is a problem at the University of Kansas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to report incidences of harassment or violence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel comfortable reporting incidences of harassment or violence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to intervene if I witness unhealthy relationship behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information about campus resources is easy to find.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have identified at least one person at KU that I feel comfortable talking to if I experience emotional and/or physical distress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have talked to a friend about their healthy and/or unhealthy relationship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have talked to a friend about my healthy and/or unhealthy relationship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What about the Healthy Relationships presentation do you remember the most?

Would you recommend the Healthy Relationships presentation to other students? If not, why?

THANK YOU!