

RELATE RIGHT SA'S CURRICULUM SUMMARY



RELATE RIGHT SA Purpose

1. All people are the product of their personal experience.
2. Education can take people beyond their personal experience.
3. Wide-range education can bring about cultural change.

RELATE RIGHT SA Snapshot

Relate Right SA provides educational, engaging and interactive power point presentations to 4th through 12th grade students across Bexar County.

These presentations address bullying, dating violence, self-esteem, dealing with authority, friendships and healthy relationships in general. Students answer questions, relay stories of their own experiences, and participate in follow-up activities related to the topic discussed.

CURRICULUM SUMMARY

GRADE LEVELS:

1. Elementary school (4th and 5th)
2. Middle school (6th-8th)
3. High school (9th-12th)

TOPICS:

1. Healthy relationships
2. Bullying
3. Friendships
4. Teen dating violence/Relationship violence
5. Self-esteem
6. Authority

STRUCTURE:

1-2 Coach Advocates will utilize one class period to educate, lead discussion and facilitate activities for a class-size audience of 4th-12th grade students. Coach Advocates will address each topic once each month beginning in October and concluding six months later in March. The lessons listed below involve several components that can be adjusted according to time restrictions.

METHODS:

1. PowerPoint presentations
2. Videos
3. Role play activities
4. Open discussion/question and answer time
5. Games
6. Art contests
7. Leadership Training

Note: Below are summaries of lesson plans for each activity. Relate Right SA is all about education, awareness, empowerment, and prevention. These principles drive how we set up our curriculum consisting of interactive, engaging, challenging, and encouraging material and activities. Since we address a variety of topics with a wide range of age groups the content of each topic is modified to be grade sensitive and specific. Grade level specific lesson plans are available upon request.



LESSON ONE: *Healthy Relationships*

Introduction: Coach Advocates will introduce themselves to their student audience and explain the purpose of their presence. They will each provide a brief synopsis of how a healthy or unhealthy relationship impacted their life.

Part One: Coach Advocates will present and lead discussion concerning several power point slides. These slides highlight the different relationships students will encounter in life, both now and in the future (e.g., friends, parents, teachers, principals, bosses, spouses, etc.).

Part Two: Coach Advocates will engage the students in critical thinking exercises that revolve around evaluating the consequences of healthy and unhealthy relationship choices. A variety of role play scenarios will be presented where students will be asked to consider the consequences of different choices. Specifically, Coach Advocates will call two student volunteers to the front of the room. While standing before the class, each student will be given a different scenario demonstrating two spectrums of one choice. One student will be asked what would happen if he/she decides to engage in some form of unhealthy relationship behavior. The entire class will also be requested to suggest all the potential

consequences of the student's unhealthy relationship choice. Both long-term and short-term consequences are considered with all consequences being written on the whiteboard by the Coach Advocates.

Likewise, the other student will be asked the consequences of engaging in an example of healthy relationship behavior. Again, the class will be encouraged to assist in listing consequences, and all consequences will be recorded on the whiteboard. Through class discussion, the two lists of consequences are compared and contrasted. This exercise is repeated with 1-2 additional pairs of student volunteers.

Goal: To have students critically evaluate how the relationship decisions they are making now have short term and long term consequences, and how the way that they relate to others will greatly determine their success in many areas of their lives.



LESSON TWO: *Bullying*

Introduction: Coach Advocates will remind students who they are and why they are coming to the school. They will tell a story of bullying or relay a bullying experience they have personally endured.

Part One: Coach Advocates will present and lead discussion involving several power point slides which will give students insight into the different types of bullying, what each type of bullying looks like for males and females, the implications of bullying, and the pervasiveness of the problem.

Part Two: Coach Advocates will show videos that display how other schools around the nation have positively handled bullying and how the students themselves have power to establish a culture adverse to bullying within their school and surrounding community.

Part Three: Coach Advocates will lead role play activities where students will act out several types of bullying behavior scenarios. Through role play, students will be encouraged to react in a healthy way to each bullying scenario whether they are playing the part of the victim or an onlooker. The student playing the part of the bully will demonstrate how he/she would likely respond to each reaction displayed by the students playing the victim and the onlookers.

Goal: To have students seriously evaluate the likely and potential consequences of their words and actions on others; and to make a determination that they will attempt to routinely engage in healthy relationship choices where they lift others up as opposed to bring them down. Additionally, our goal is to empower and equip students to actively resist all bullying activity such that they establish a school culture opposed to bullying.



LESSON THREE: *Friendship*

Introduction: Coach Advocates will once again remind students of their purpose while announcing the topic of friendships. Again, Coach Advocates will start off their presentation with a personal experience or a compelling story of the power of friendship.

Part One: Coach Advocates will present and lead discussion pertaining to a series of power point slides highlighting how to be a good friend, how to maintain healthy friendships, how to identify a toxic friendship, and how to get out of damaging and unhealthy friendships.

Part Two: Coach Advocates will show students a variety of videos that help illustrate how friendships can positively and negatively impact their lives both now and in the future. Coach Advocates will lead the students in a brief discussion of each video.

Part Three: Coach Advocates will facilitate role play activities where students will act out positive and negative responses to friendship conflicts. Coach Advocates will divide the students into pairs and assign each pair a conflict scenario. Each pair will act out both a positive and a negative outcome to the conflict based on the behavior of each partner. Then the pairs will perform in front of the class.

Goal: To have students engage in open and honest dialogue about their friendship experiences (without naming names!) such that all students are participating in careful evaluation of their friendships and whether those relationships are healthy; to equip and empower students to draw needed boundaries and end unhealthy friendships; to have students honestly assess their own behavior in their friendships; to have students consider ways to improve their actions through listening and encouraging their friends; and to have students consistently be mindful of the Golden Rule such that they strive to treat others as they want to be treated.



LESSON FOUR: Teen Dating Violence

Introduction: Coach Advocates will once again remind students of who they are and why they are speaking with the class. Coach Advocates will also tell of a dramatic story involving teen dating violence whether it be a personal account or the situation of a friend.

Part One: Coach Advocates will present and lead discussion regarding a number of power point slides demonstrating the prevalence of relationship violence in the local community; how it affects several areas of students' lives such as school, home, personal life, and extracurricular activities; the forms of dating violence; the warning signs of relationship violence; the common lies or excuses abusers might use or say to get victims to stay in those relationships; and how to be safe and get out of unhealthy dating relationships.

Part Two: Coach Advocates will show a variety of videos that help illustrate the severity of relationship violence, how both guys and girls can be the perpetrators in those relationships, and the consequences of staying in those relationships. Coach Advocates will lead a brief discussion following the viewing of the videos.

Part Three: Coach Advocates will also facilitate role play activities where students will respond to scenarios of dating violence. Coach Advocates will lead the class in considering what the likely responses of the abuser would be in each of the scenarios. Coach Advocates will also create scenarios that reveal how slightly controlling behavior early in a dating relationship paves the way for more controlling and even violent behavior in the future.

Goal: To educate students concerning the warning signs of dating violence; to educate students concerning the implications of dating violence; to empower and equip students to safely end an abusive relationship; to equip and empower students to effectively advise and encourage a friend involved in dating violence; to educate students of resources available to those involved in relationship abuse; to have students carefully and objectively analyze and evaluate their dating relationships; and to challenge students not to settle for dating partners who fail to treat them with respect.

LESSON FOUR: Teen Dating Violence — continued....

***This lesson will appear quite different for the 4th and 5th grade students. The power point slides will provide the same education concerning prevalence, warning signs, forms and effects of dating violence. However, the approach will be much less edgy and with the concern that some of the students may still be rather naïve concerning dating and romantic involvement. The videos will also be age-appropriate based on Disney cartoons and the relationships depicted through the animated characters. Finally, activities will also be toned down. For example, the 4th and 5th grade students will be requested to list positive and negative qualities of a future dating partner while the Coach Advocates list those qualities on the whiteboard and discussion ensues.



LESSON FIVE: Self-Esteem

Introduction: Coach Advocates will announce the topic of self-esteem, and will reveal their own self-image struggles.

Part One: Coach Advocates will present and lead discussion involving a number of power point slides depicting what self-esteem is; how self-esteem can be low or high; what both low and high self-esteem look like; how low and high self-esteem impact many life choices; how having high self-esteem leads to success; and ultimately how to build self-esteem and the self-esteem of others in order to achieve one's full potential.

Part Two: Coach Advocates will show students a number of inspiring videos that illustrate how numerous highly esteemed people in history have overcome struggles and failures in their life, and have attained more than they ever imagined they'd accomplish. Coach Advocates will lead a brief discussion of the videos.

Part Three: Coach Advocates will facilitate activities where students are encouraged to list their own strengths and weaknesses, and consider the impact of their attitude toward these strengths and weaknesses. Students will assess their own self-

esteem and whether it is high or low. Finally, Coach Advocates will lead students in exercises to improve their self-image.

Goal: To have students carefully consider what would become of a person who only looked at his/her weaknesses as opposed to a person who focused on his/her strengths and didn't allow his/her weaknesses to limit him/her in life; to challenge students to realize the potential they have to succeed in life regardless of their past mistakes or current challenges; to equip students with tools that will help them boost their self-esteem and revive their faith in themselves and those around them.



LESSON SIX: *Authority*

Introduction: Coach Advocates will announce the topic of Authority, and will share their own struggles with following rules or the struggles of a friend who has had difficulty abiding by the dictates of those in charge.

Part One: Coach Advocates will facilitate open and honest dialogue with the students regarding how the students view authority, why they think the people that are in authority are there, what they believe authority figures help accomplish, what life would look like without authority, how important it is to respect authority regardless of how they feel about the rules, and how they will soon be people in authority.

Part Two: Coach Advocates will show students several videos that illustrate different scenarios where students have violated school rules, the consequences of their choices, how they responded to authority, how having a negative attitude worsens the consequences, and how important rules are even if they might appear silly. Coach Advocates will encourage students to share how they would have responded to the scenarios depicted in the videos.

Part Three: Coach Advocates will facilitate different role-play activities where the students will serve as the authority figure(s) required to get their students to comply when their students are refusing to listen and obey. Other students will be assigned roles of compliance or resistance to those serving as the authority. This activity is performed as a class rather than through partnerships or small groups.

Goal: To get students to empathize with authority and see how frustrating it is to convey important information to others who don't care; to understand why it is important to follow the rules and show respect for authority; to appreciate the chaos that results when the rules are disregarded; to see themselves as the future authority figures in our nation; and to positively respond to authority figures currently present in their lives.