

As part of the Healthy Adolescent Relationship Project (HARP), we developed and tested the impact of a 12- week, mindfulness-based group curriculum focused on risk detection and attention to decrease revictimization. Findings from this project are reported:

DePrince, A.P., Chu, A.T., Labus, J., Shirk, S.R., Potter, C. (2015). Testing two approaches to revictimization prevention among adolescent girls in the child welfare system. *Journal of Adolescent Health, 56*, S33-S39. doi: <http://dx.doi.org/10.1016/j.jadohealth.2014.06.022>

Overview of Intervention Sessions

Session	Risk detection/EF
1	Introduction to Group
2	Consequences of violence/abuse: Going on auto-pilot
3	What is violence and aggression?
4	Getting on active pilot: Noticing the world around us
5	Getting on active pilot: Noticing our bodies and physical sensations as guides
6	Getting on active pilot: Noticing our thoughts as guides
7	Getting on active pilot: Noticing our reactions as guides
8	Active pilot in dating situations: What is risky?
9	Responding to risk: Figuring out what to do
10	Responding to risk: Knowing what to do and asserting what I want
11	Responding to risk: Knowing where to get help
12	End of Group Celebration

Italicized text indicates suggested ways of discussing content.

Meeting 1: Introduction to group

OVERALL GOAL OF SESSION: Establish ground rules and logistics of group; help group members get to know one another and establish rapport; discuss expectations for group.

The goals of this session are to (1) discuss the purpose of this program; (2) establish rapport as group members get to know one another, (3) discuss past experiences in groups; (4) establish group rules; and (5) discuss logistics for group.

Note on session: Parallels the Wolfe et al. (1996) Session 1 (except the rationale, which differs) to ensure that the same structure/format is set up for both groups.

Time Frame (min)	Activities	Supplies needed
10	<p>Co-facilitators outline purpose of the program. The following points should be emphasized:</p> <ol style="list-style-type: none"> 1. The purpose of this program is to help young women figure out what safe, healthy relationships look like as well as warning signs for relationships that are unsafe, abusive, or unhealthy. 2. It is important that young people learn from one another in this program about safety in relationships. We can also learn together what we can do to prevent and stop violence in relationships. 3. This is not counseling or group therapy; this is an educational program. It is an opportunity for the facilitators to learn what works and what doesn't work in this program – the teens' feedback and ideas are really important! 4. What they can expect from facilitators/project: <ul style="list-style-type: none"> ○ Facilitators will be on time; ○ Will keep things confidential except child abuse; ○ Will always have snacks! ○ Will track attendance. Once you've attended 10 sessions, enter name for drawing for iPod Nano. For each session after 10, name gets entered another time. So, if attend 11 sessions, facilitators will put name in twice. 	
15	Introductory ice-breaker.	Ice breaker lines
10	<p>Past experiences in groups:</p> <p>Teens are asked to share their experiences of other groups that they have attended (any kind – not just counseling): what did they learn; what effect did group have on them; what did they enjoy most about being in a group; how did they feel at their first meeting; what feelings developed over the course of the</p>	

	group? Teens can also be asked what they imagine this group will be like.	
10	<p>Group members establish a group agreement:</p> <p>The group brainstorms a “contract” for the group agreement. The specific points of this “contract” are noted on a flip chart and posted for the duration of the group. Group members are told that they will be asked to sign the group contract in Meeting 3 as a sign of continuing commitment to the group and to the group agreement.</p> <p>Facilitators may introduce the exercise by stating that although this is an educational group, some people may choose to talk about things that are personal and that they wish only the group to know. The contract is a way of making it safe for people to talk about their experiences and to share their ideas, and a way of ensuring that everyone is treated with respect.</p> <p>Because this is the teens’ group, ask them what kinds of specific points they would like to have in the contract. The following are examples of some of the agreements youths may wish to implement:</p> <ul style="list-style-type: none"> ▪ Confidentiality ▪ No put-downs ▪ Honesty ▪ No smoking ▪ Start and end on time ▪ Attend regularly ▪ One person speaks at a time <p>It is particularly important that the “contract” is generated by the teens and not by the facilitators. Emphasize to them that this is “their” group and it is important for them to establish the group agreement. It is also important to emphasize that each teen is personally responsible for sticking to the agreement.</p> <p>Notably, there is a strong possibility that participants will disclose a number of past and present experiences with violence and abuse as they become more comfortable with the group. At this time, facilitators should inform the youths that there are limits to confidentiality and that facilitators may have a responsibility to report disclosures of current violence (i.e., child abuse) to their social workers.</p>	
5	Discuss logistics for groups and introduce the ideas of a “parking lot” –topics or issues not covered by the program, but of interest to the youths can be noted to come back to when there is time.	
5	Give overview of what focus of the group will be.	

	<p><i>OK – so we have an idea of how we’ll work together. We want to spend just a couple of minutes talking about what we’ll be working on! Next week, we’ll start talking about how dealing with violence while we’re growing up often causes our minds to go on “autopilot”. Have you ever noticed that you sometimes can’t focus on the things you want to pay attention to (feelings, thoughts, and activities) and sometimes focus too much on things you don’t want to (like negative thoughts). It’s as if our minds are on autopilot and aren’t letting us direct what we want to think, feel, and attend to. Instead, our autopilot minds take us unexpected and often unwanted places!</i></p> <p><i>Imagine getting on a plane with plans to go skiing in the mountains. You fall asleep and the autopilot takes over. When you wake up, you’re some place you don’t recognize that doesn’t have snow or mountains! When our minds go on autopilot, the same sort of thing happens. We might be heading out to a party with a boyfriend or girlfriend, but when on autopilot, our head starts thinking negative thoughts like “He doesn’t like me”, “She thinks I’m an idiot”. These talks can lead us to feel (sad, angry) and do (snap at friends) things we didn’t plan or want to! All of a sudden, we’re sad, angry and snapping at our friends, when all we wanted to do was go to a party and have fun with our friends!</i></p> <p>If time allows, elicit examples from teens.</p> <p><i>So, we’re going to spend time in this group figuring more out about autopilot – how being on autopilot affects each of us and how to get off of autopilot!</i></p> <p><i>Briefly introduce term “mindfulness”</i></p>	
5	<p>Connect mindfulness/autopilot to healthy relationships.</p> <p><i>We’re going to use these classes to figure out how autopilot – or not paying attention – can affect healthy relationships. What guesses do you have about why autopilot might matter to relationships?</i></p>	
5	<p>Wrap-up/Taking it to the real world</p> <ul style="list-style-type: none"> ▪ <i>Usually we’ll give you something to work on or try between our meetings. It’s important that you practice these things to start building up attention muscles. This week, we just want you to practice noticing autopilot. Review homework sheet.</i> ▪ <i>Next time, we’ll start with a recap of today – so try to remember what we talked about today!</i> ▪ <i>Any questions or things for the parking lot?</i> 	Homework
5	Administer BDI	BDI

Meeting 2
Consequences of violence/abuse: Going on auto-pilot

OVERALL GOAL OF SESSION: Introduce links between violence and attention and safety.

The goals of this session are to (1) discuss common consequences of interpersonal violence with focus on attention; (2) discuss links between attention and safety/danger particularly in relationships; (3) introduce mindfulness, “autopilot” and “active pilot”; (4) begin to connect mindfulness to safety/danger in relationships.

Time Frame in minutes	Activities	Supplies needed
10	<p>Check-in (adapted from Wolfe et al., 1996)</p> <p>Introduce the notion of a check-in. Check-ins take place at the start of each meeting to allow everyone a chance to get themselves focused on being here and now – <u>not</u> on autopilot. Participants may check in with anything they <u>notice about being here and now</u>. For example, I could check in with a feeling, a physical sensation, something I see around me, a thought that keeps popping in my head. Facilitators should explain and model; then have teens take turn.</p> <ul style="list-style-type: none"> As teens get better at noticing things for the check-in, facilitators can replace this with other short mindfulness exercises. <p>Recap (from Wolfe et al., 1996).</p> <p>Introduce the notion of a “recap”, which will follow the check-in at each session. Recaps provide a very brief review of what was covered during the previous session. The purpose of the recap is to facilitate learning and to update any teens who may have been absent from the previous session.</p> <p>Facilitators should use the “recap” to help bridge topics introduced last week with topics to be covered this week.</p> <p><i>“So last time was our first meeting and we talked about several things: First, we talked about why we’re here and what our purpose is: to help young women figure out what safe, healthy relationships look like and also prevent unsafe or unhealthy relationships. This isn’t counseling or group therapy, but a place where we can all learn from each other – we can share some ideas with you – especially about how and why our brains go on autopilot and how to get them back on active pilot!; and you’ll share some with us so that we’re working as a</i></p>	

	<p><i>team on these important issues. We also took time to meet each other and we talked about our past experiences in groups -- what we learned, liked, didn't like. Finally, we made up a group agreement and we're going to hold each other to it!</i></p> <p><i>Things we said that were REALLY important are: (confidentiality, no put downs, attend regularly, be respectful...etc.) Basically, we said that we want to do all those things to create a safe environment where people can share if they want to. Last, we talked about a "parking lot", which is where we're going to put things that we don't cover and that you want to. We really like feedback! Did I miss anything? Anything anyone wants to add?"</i></p>	
2	<p>Intro to Meeting 2</p> <p><i>"Ok, then today our goal is to talk about violence, attention, and safety. We're going to talk specifically about what we call "mindfulness", a way to pay attention to what's around us to know what's safe and what isn't. Are you ready to get started?"</i></p>	
10	<p>Re-cap concept of "autopilot":</p> <p><i>Remember last week, we mentioned this idea of autopilot? That is, dealing with violence while we're growing up often causes our minds to go on "autopilot". Have you ever noticed that you sometimes can't focus on the things you want to pay attention to (feelings, thoughts, and activities) and sometimes focus too much on things you don't want to (like negative thoughts). It's as if our minds are on autopilot and aren't letting us direct what we want to think, feel, and attend to. Instead, our autopilot minds take us unexpected and often unwanted places!</i></p> <p><i>Last time we talked about imagining that you're getting on a plane with plans to go skiing in the mountains. You fall asleep and the autopilot takes over. When you wake up, you're some place you don't recognize that doesn't have snow or mountains! When our minds go on autopilot, the same sort of thing happens. We might be heading out to the mall with friends, but when on autopilot, our head starts thinking negative thoughts like "It won't be any fun", "My friends don't like me". These talks can lead us to feel (sad, angry) and do (snap at friends) things we didn't plan or want to! All of a sudden, we're sad, angry and snapping at our friends, when all we wanted to do was go to the movies and have fun with our friends!</i></p>	

	<p><i>A plane on autopilot is not mindful – no one is paying attention, no one is doing anything on purpose – the plane is just going by itself. Sometimes our thoughts, feelings, and bodily sensations do the same thing – they just go and we follow them, ending up places we don’t want to be, such as thinking about the past, feeling sad, or missing the good stuff happening right now.</i></p> <p>Review homework.</p>	
10	<p>Introduce connection between violence/trauma/abuse and autopilot or attention problems.</p> <p><i>So we know that people who experience violence and trauma in their lives sometimes experience...(symptoms from handout), especially trouble concentrating and wandering attention.</i></p> <ul style="list-style-type: none"> • Normalize common reactions to violence, with emphasis on defining and explaining different kinds of attention problems. • Use handout to talk about different examples. 	Hand out on common reactions to violence.
10	<p>Connect attention and autopilot (or mindfulness) to safety.</p> <p><i>Why would going on autopilot matter for relationships, particularly safety in relationships?</i></p> <p>Exercise idea: Show video from http://viscog.beckman.illinois.edu/grafs/demos/15.html. Use to discuss that too much focus on balls led to missing an important danger cue – a gorilla!</p> <p>Elicit ideas from teens a list of ways that attention/autopilot might affect safety in relationships. For example, on autopilot you might:</p> <ul style="list-style-type: none"> • Not notice that a situation is dangerous; • Not notice that someone is being threatening (sometimes there are tiny clues, like the tone of someone’s voice or the look of their eyebrows that you can miss) • Not continue to pay attention to clues that there might be danger after the first one – it takes a lot to keep paying attention. • Have trouble figuring out what to do about a dangerous situation. Figuring out what to do is like putting together a big puzzle – and putting together puzzles requires attention. 	Optional: Projector and laptop to show video (or other exercises).

	<ul style="list-style-type: none"> • Have trouble up with new things to try. It takes attention to search around your memory for new ideas, to stop your mind from just sticking to the old idea that didn't work. 	
5	<p>Introduce mindfulness:</p> <p>Provide definition of mindfulness. Use analogies and examples relevant to the teen.</p> <p><i>We're going to use <u>mindfulness</u> to help you get your mind off of autopilot. What is mindfulness? Mindfulness has been described lots of ways, usually in a way that has to do with attention. Some people describe mindfulness as "paying attention in a particular way; on purpose; in the present moment; and nonjudgmentally". It's like building concentration skills or mindful- focus skills.</i></p> <p><i>What we want to do is help you be on active-pilot, where you're in charge of your mind and where you direct it.</i></p> <p><i>How do we learn mindfulness?</i> <i>Building mindfulness is like working a big attention muscle! This is like working out muscles for a sport. Imagine a gymnast who has to learn to use leg muscles on the balance beam. He/she has to learn to get the muscle going in a particular way when on the beam, at a particular moment. He/she needs to focus on the beam right now and where his/her leg muscles are right now – not where they were a few minutes ago or what they do on a different balance beam (this is paying attention in a particular way, on purpose, in the present). It doesn't help the gymnast to yell at his/her muscle when she/he falls off the balance beam (be nonjudgmental). What helps is to notice you've fallen down and get back up to practice more. Over time, the gymnast can direct his/her leg muscles to do amazing things. We're going to do the same thing for your mind – learn to direct attention on purpose with a focus on where you are right in that moment and without being hard on yourself.</i></p> <p>Consider using "participating" images from AAMP protocol.</p> <ul style="list-style-type: none"> • Use images to elicit discussion about what it might be like (how easy, hard) to participate fully here and now. To pay attention to what's happening inside us and around us without getting distracted by things like worrying about the past/future. What would your brain have to do (be flexible, be focused, be responsive). • Elicit discussion about what it would be like to 	<p>Optional: Participating images (either color-printed or with overhead projector and laptop)</p>

	<p>participate very mindfully in relationships – would you have the same old argument or misunderstanding over and over and over again? What things that happen when we’re on autopilot might happen less in relationships?</p>	
<p>10</p>	<p>Introduce “Seeing” exercise. Spend 1-2 minutes noticing colors in the office. Ask the teen to count the number of colors (including different shades) that she/he can notice.</p> <p><i>Let’s practice stopping autopilot and working on active pilot with mindfulness. The first step to stopping autopilot is to notice what we’re thinking and feeling in our minds, bodies and hearts. Imagine if on that plane to our ski trip we had noticed we were heading away from the mountains; then we could have done something about it! It can be hardest to build up our attention muscles to notice our thoughts and feelings, so we’re going to start with noticing things around us and in our bodies.</i></p> <p><i>I’m going to ask you to take 1 minute – I’ll time you so that you don’t have to worry about time – to look around the room and observe all the colors in the room. There is no need to go searching for particular colors – if you searched for something dark red, you might look so hard that you miss other colors, like light orange or bright yellow. Instead, as best you can, simply open your mind so that you notice colors as you look around the room. Count all of the colors that you see – I’ll ask you how many different colors you noticed when we’re done. Are you ready?</i></p> <p><i>OK. Start looking around and noticing colors...If you notice that your thoughts wander to something else, just try to remind yourself to notice colors without being hard on yourself. (Stop after 60 seconds).</i></p> <p>As you walk the group through this exercise, ask members to notice thoughts that pop into their heads. Encourage teens to notice those thoughts and then move attention back to the breathing. Offer the analogy that thoughts are like sheep; they tend to scatter!</p> <p><i>Thoughts are a lot like sheep – sometimes they wander off! A good sheep-herder doesn’t waste time or energy getting mad at the sheep who wander off, but just gathers them back up.</i></p> <p>Similarly, teens should notice thoughts and gently re-focus attention on the color exercise. When exercise is completed, ask teens to share thoughts that popped in their head. Discuss</p>	

	<p>what teen noticed. Reinforce noticing new things, not previously noticed in the office. Encourage simple descriptions rather than judgments (e.g., rephrase “that couch is so ugly” to “the couch is a dark shade of green”). What was easy or hard about seeing the colors in the room?</p> <p>After exercise, elicit discussion about what was easy/hard. Emphasize:</p> <ul style="list-style-type: none"> • <i>It takes a lot of practice to build up attention muscles. We’re going to spend the next few weeks building up those muscles so that we can eventually apply those muscles to relationships. Imagine a gymnast who has to prepare for a complicated routine on the balance bar. She wouldn’t just start with that routine right away – she practice easier things first, then she’d try some moves on the ground before she ever got on the balance bar. We’re going to do the same thing – lots of practice to build up to getting on active pilot for healthy relationships. So, we’re going to count on you to practice things between classes!</i> 	
5	<p>Taking it to the real world-</p> <ul style="list-style-type: none"> ▪ Practice the Seeing Exercise on 3 days in 3 different places. 	Homework
5-10	Administer IGES and TAS	IGES and TAS

Meeting 3
What is violence and aggression?

OVERALL GOAL OF SESSION: Introduce.

The goals of this session are to (1) discuss myths/facts about violence against women; (2) operationalize violence; (3) generate a list of personal rights; (4) connect personal rights to attention material from previous session.

Time Frame in minutes	Activities	Supplies needed
5	Check in	
5	<p>Recap</p> <p><i>“Alright, let’s do a quick recap. Last time was our second meeting and we talked about some important things. First, we talked about how growing up around violence sometimes leads our minds to go on “autopilot” which means our minds take us, our feelings and actions, to unexpected places that we may not want to go, like feeling sad or saying something to a friend that we didn’t mean to.</i></p> <p><i>Then, we talked about how we can learn to fix “autopilot” and get on to “active pilot”, directing ourselves to where we want to go. One way to do that, that we talked about, is mindfulness. We practiced mindfulness by stopping to notice and pay attention to all the colors around the room. We’re going to continue to build those attention muscles!</i></p> <p><i>Why is autopilot important to learn about? We talked about how it could affect relationships so that if you’re on autopilot, you might have trouble paying attention to what’s going on, like threats or clues to danger.</i></p> <p><i>Did I miss anything? Anything anyone wants to add?”</i></p> <p><i>“Great. Now, for homework, you were going to try doing the seeing exercise 3 times. How did it go? What did you notice?”</i></p>	
5	<p>Mindfulness Exercise</p> <p><i>Seeing and hearing exercise. “Now, let’s try making the seeing exercise tougher. Now, we want you to look around the room and notice colors while also listening carefully to all the sounds you can hear. If your thoughts wander, just gently come back to focusing on what you see and hear at the same</i></p>	

	<p>time.”</p>	
<p>20</p>	<p>Facts about violence against women.</p> <p><i>“OK – great work building these attention muscles.</i></p> <p><i>Last time, remember, we also talked about how autopilot could put us at risk for missing clues that something is wrong or potentially dangerous, even in relationships.</i></p> <p><i>But before we start working more on how to get our minds to notice danger, we have to figure out what is dangerous and what violates our personal rights.</i></p> <p><i>Our goal now is to talk about what exactly violence against girls and women actually is (how we’re defining violence). Then, we’re going to develop together a list of your personal rights and how attention can help you to tell other people those rights and notice if they’re being violated. Are you ready to get going?”</i></p> <p>Ask teens to take 10 minutes to complete the questionnaire. This exercise can be completed individually or in pairs. After 10 minutes, go over the correct responses with teens. Facilitators may want to make note of relative strengths and weaknesses regarding the teens’ knowledge of violence and abuse.</p> <p><i>What surprised you in taking the quiz? Did you notice any things you thought were true that aren’t – these might be myths that lots of people hold about violence? Anything you didn’t know before?</i></p> <p><i>Let’s take a closer look at some facts about violence...</i></p> <p>Review Facts handout. Elicit questions/comments from teen, particularly if some findings are surprising to them or if they disagree with findings.</p> <p>Can use handout to try to define violence, particularly if the teens don’t seem to recognize abuse/violence as a group during the quiz. If they do, can move through this section at a faster pace.</p> <p>If needed, consider asking questions as follows:</p> <p><i>Let’s try to come up with a definition of violence. Where should we start?</i></p>	<p>Quiz about violence against women</p> <p>“Did you Know” Handout about Violence against Women</p>

	<p>Solicit input from teens.</p> <p><i>There are some common forms of violence that girls and women face, that you can see on your “Did you know?” sheet. This can range from unwanted kisses, sex without your consent, being hit, or being called names and insulted.</i></p> <p><i>Sometimes when violence includes sex, it can be hard to figure out what’s going on. Some sexual violence is forced on women with physical force. Other violence can happen because of continuous pressure or arguments to do something you don’t want to do. Or people can abuse their authority and make you feel as if you have to give in to sexual activity because they are more powerful than you (maybe an older person or a coach). Or people can use threats of physical force.</i></p> <p><i>What is rape?</i> <i>If a woman or girl says “no” and someone forces her to have sex, this is rape. She doesn’t have to resist or fight back for it to be rape – saying no is enough.</i></p>	
<p>10</p>	<p>Personal Rights:</p> <p>Introduce this exercise by stating that it often seems harder to be assertive and respectful of our rights when having a conflict with someone who has more power than we do (e.g., when a teen is having a conflict with an adult). Cover issues such as:</p> <ul style="list-style-type: none"> • Brainstorm: Why is it sometimes hard to be assertive – to say what you want? (e.g., we don’t want to hurt someone, be afraid to make mistakes, or have someone mad at us). • Although it is sometimes difficult, being direct with others helps us to understand each other better, even if it creates conflict. • We also have a right to express our feelings (in a respectful manner), no matter the circumstances. We may not always get what we want, but we always have the right to ask. We also have many personal rights that we often take for granted and many personal rights that we don’t allow ourselves. <p>Review the handout.</p>	<p>Personal rights handout</p>

<p>5</p>	<p>Connect Personal Rights to Attention (and problems in attention)</p> <p>Given the personal rights that teens generate, talk about what is needed to talk about and assert those expectations in relationships. Tie to attention material from previous session. Try to come up with as many examples as possible.</p> <p>For example:</p> <p><i>Last time, we talked about how our brains are affected by violence – for example, that we can have problems in attention.</i></p> <p><i>How might attention be important to all these personal rights? What would happen if we go on autopilot when trying to talk about our personal rights? If teens can't generate anything: For example, if I know that I expect my partner to treat me with respect and by respect I mean don't do or say things that are insulting to me. If my attention goes on autopilot, I might not notice insulting things he says or forget to tell him what I expect.</i></p> <p>Try to elicit examples of empowering moments that the young women have experienced in setting, respecting their own personal rights.</p>	
<p>5</p>	<p>Taking it to the real world-</p> <ul style="list-style-type: none"> ▪ Noticing autopilot at times when you have to address personal rights issues. 	<p>Homework</p>

Meeting 3: Your Personal Rights

1. The right to act in ways that promote your dignity and self-respect as long as others' rights are not violated in the process.
2. The right to be treated with respect.
3. The right to say "No" without feeling guilty.
4. The right to experience and express your feelings.
5. The right to take time to slow down and think.
6. The right to change your mind.
7. The right to *ask* for you what you want.
8. The right to do less than you are humanly capable of doing.
9. The right to ask for information.
10. The right to make MISTAKES and accept responsibility.
11. The right to feel good about yourself.

(Source: Smith, 1979 as cited by Wolfe et al., 1996).

Meeting 4

Getting on active pilot: Notice the world around us, especially in dating situations

OVERALL GOAL OF SESSION: The goal of this session is to introduce the idea that there may be safety/danger clues in the environment (including other people) and that we can miss those safety “clues” when we’re on autopilot. With this session, we’ll start practicing being on active pilot when it comes to noticing the environment around us. ***Later in the session, we’ll focus on noticing our environment in romantic relationships specifically.***

The goals of this session are to (1) expand on auto-pilot analogy to show how we can miss clues in the environment about our safety – clues can include other people’s emotions or things in the environment; (2) draw links between noticing and safety.

Time Frame in minutes	Activities	Supplies needed
5	Check-in	
5	<p>Recap of Meeting 3</p> <p><i>“Let’s do a quick recap. Who wants to lead our recap this week?”</i></p> <p>Things for recap if teens cannot/do not generate: <i>“First, we followed up on homework and did some mindfulness practice. We recapped that mindfulness refers to paying attention here and now on purpose.</i></p> <p><i>Then we talked about different facts about violence against women. For instance, you took a quiz that asked questions about whether it’s okay to hit a girl when she’s pushy. We learned that 80% of teens abused by their dating partners stay in the relationship (etc.).</i></p> <p><i>We also talked about personal rights, such as the right to say what you feel and want. We discussed how we always have the right to say how we feel, respectfully and no matter what. We also talked about how going on autopilot might make it really tough to assert our personal rights – to know what we want, to know how to say what we want respectfully (etc.).</i></p> <p><i>Did I miss anything? Anything anyone wants to add?”</i></p> <p>Homework CHECK IN <i>“You were going to work on another personal project this week: if you were on autopilot in situations where you had to deal with your personal rights; and to continue practicing noticing exercises. Let’s talk about how those things went.</i></p>	

	<p>(Elicit feedback and see if any teens want to share responses)”</p> <p>Intro to Meeting 4 <i>“Ok, then today our goal is to talk about how we can notice danger cues in the environment that we might miss if we are on autopilot. We’re going to practice noticing what’s around us and getting on active pilot to keep ourselves safe, especially in dating situations. Are you ready to get going?”</i></p>	
	<p>Describing. Discuss importance of not judging and engage in describing exercise(s).</p> <p><i>OK – once we notice this autopilot stuff, we can get hard on ourselves for falling into autopilot a lot. Beating ourselves up and stuff. But that’s just autopilot too, right? Like some old song playing, telling us that we messed something up again.</i></p> <p><i>For example, say I have a fight with someone I’m dating. During the fight, I start blaming myself and telling myself I’m an idiot. If I say that sort of stuff to myself, what am I likely to feel? [Elicit things such as: guilty, bad, sad, angry]</i></p> <p><i>What am I likely to do? [Elicit things such as: get focused on myself, not advocate for myself; not say what I want; not notice what’s going on with the other person]</i></p> <p><i>What if I just described that “right now, I feel upset because of this fight” – that would be non-judgmental. How might that be more helpful than saying I’m stupid? [Elicit things such as: because then I can focus on more of what’s happening rather than get distracted by judging myself.]</i></p> <p><i>So, we need to work attention muscles that let us notice and then describe the things we notice in a neutral, nonjudgmental way.</i></p> <p><i>Let’s start building our describing muscles by trying to describe an object.</i></p> <p>Complete the Smarties exercise with the teen to elicit descriptions of the Smarties. As teen offers descriptions, offer the teen feedback on whether thoughts are judgmental.</p> <p><i>Now, begin focusing on this object and just imagine that you have never seen anything like it before. Imagine you have just dropped in from Mars this moment and you have never seen anything like it before in your life.</i></p>	<p>Meeting 4 Describing Handout</p> <p>Optional: Smarties</p>

	<p><i>Taking this object and holding it in the palm of your hand, or between your finger and thumb. (Pause) Paying attention to seeing it. (Pause) Looking at it carefully, as if you had never seen such a thing before. (Pause) Turning it over between your fingers. (Pause) Noticing what colors you see; what sounds you hear; where the light reflects...(Pause) Letting your eyes explore every part of it, as if you had never seen such a thing before. (Pause) And if, when you are doing this, any thoughts come to mind about “what a strange thing I am doing” or “what is the point of this” or “I don’t like these,” then just noting them as thoughts and bringing your awareness back to the object. (Pause)</i></p> <p><i>Describe what you see, what you notice.</i></p> <p>Provide feedback and reframes to catch judging descriptions after each description.</p> <p><i>And now opening the object, taking it and holding it beneath your nose, and with each in breath, carefully noticing the smell of it. (Pause) And now taking another look at it. (Pause)</i></p> <p><i>Describe what you noticed about the object’s smell.</i></p> <p><i>And now slowly eating a piece of the object, noticing the taste and sensations in your mouth (Pause)... Noticing the change in the object. (Pause) Finally, seeing if you can follow the sensations of swallowing it, sensing it moving down to your stomach, and also realizing that your body is now exactly one Smartie heavier.</i></p> <p><i>Describe what you noticed about eating the object.</i></p> <p><i>Now...suppose you decided early on that the Smarties were dumb and your brain started sending out all sorts of judging thoughts. If the Smarties actually had the key to winning a million dollars written on them, you’d miss it! What if they had clues about how to stay safe and happy – you’d miss it! So, when we’re judging, we can miss important clues about the world that can help us out.</i></p>	
10	<p>Links between noticing and safety (with people and/or in environment). How active pilot helps dating situations, noticing environment and other people.</p> <p><i>Imagine we paid as much attention to the world around us as you just paid to these Smarties! What would that be like?</i></p>	

	<p><i>Well, it's not usually like that, right? In fact, when our brains go on autopilot, we can miss the real world around us. Let's think about dating relationships or social situations and autopilot: if my mind goes on auto-pilot thinking, "dates always end in disaster", I might miss things that could be really fun. On the other hand, if I think "dates are always romantic and always end well", how likely am I to notice if something gets dangerous? Not very!</i></p> <p><i>Or, if I'm on a date for a first time and I get distracted by worrying about how much he likes me, I might not notice that he's getting kind of mean and demanding.</i></p> <p><i>Or, I could be walking down the street after work by myself, with my head on autopilot thinking about a test tomorrow or that fight I had with my mom. If my head is on autopilot, totally focused on the fight or the test, how likely will I be to notice the creepy car that just started following me?</i></p> <p><i>Think about interacting with someone – maybe a romantic partner or someone you really like – over the last week? Describe some times that your thoughts, feelings, or behavior were on autopilot. Let's see if we can find any situations, thoughts, or feelings that commonly put you on autopilot in relationships.</i></p> <p>Elicit several examples, looking for commonalities between them (e.g., thoughts that lead youth to be less mindful in relationships)</p> <p><i>Great work! Now, how might those examples of being on autopilot cause us to miss important clues around us?</i></p>	
10	<p>Introduce discussion of making sense of emotions in other people in dating/interpersonal situations.</p> <p>Faces emotion recognition exercise. You will project face stimuli representing happy and angry emotions on the wall. You will ask the teens to try to recognize the emotion as quickly as possible and shout out their answer. This exercise is designed to teach teens how to quickly and accurately recognize emotions in others and to notice the feelings / sensations in their own body in responses to others' emotion displays.</p> <p><i>Next let's dig in and spend some more time thinking about what we notice in other people, because let's face it: dealing</i></p>	Folder "Face Movies for Meeting 4"

with people is messy, confusing business! Let's look at the kinds of things we all have to do to handle situations with other people skillfully.

If we're on active pilot (i.e. being mindful), what do we notice about other people in a social situation, like hanging out with a romantic partner or someone you like or someone who likes you? How do you tell if someone is having a good time, what they're thinking, etc.?

Elicit information from teens about noticing:

- Body cues
- Verbal cues
- Facial expressions – what do they mean?
 - Using McIntosh facial stimuli, play game to try to name the emotion quickly.

OK – a big part of dealing with other people is figuring out what they're feeling (and what we're feeling too – but we'll get to that later!).

Let's talk about making sense of other people. When is it sometimes difficult to tell what others are feeling? Do you know some people whose emotions are 'written all over their face'? Do you ever notice that someone's words and their facial expressions don't match? Can you give examples?

Now we are going to play a game – it might seem a little silly, but just bear with us. Here's what we want you to do. We're going to show you some faces. People are going to start out with a neutral face and then start showing some emotion. It's going to happen really fast. We want you to try to name the emotion on the person's face as quickly as possible. Once you think you recognize the emotion, just shout it out.

Now, the people in these movies are actors who have white clothes on and a white background so that the things they might be wearing or the environment isn't distracting. But, that also makes them look a little silly – your brain might try to distract you into thinking all sorts of judging thoughts (like, they look dumb...). Work your attention muscles and try to just pay attention to guessing what the person might be feeling.

Ready?

Show first 8 clips. Pause in between and ask them what cues they noticed first, second, etc. that tipped them off about

	<p>the emotion. Elicit information about what it's like to work their attention muscles to try to get their brains to just pay attention to the emotions of the actors.</p> <p>After 8 clips:</p> <p><i>While you're noticing these things in the other person, what do you have to notice in yourself? Does seeing emotions in other people bring up emotions in yourself or thoughts or physical feelings?</i></p> <p><i>So, next we are going to keep playing the game but we will change the rules a bit. This time instead of shouting out the emotion on the person's face we want you to notice what you feel yourself while watching the faces, ok?</i></p> <p>Show next face image.</p> <p><i>While you were watching this person make a face, what did you notice in yourself?</i></p> <p>Elicit information from teens about noticing:</p> <ul style="list-style-type: none"> ▪ Your own facial expressions. ▪ Your body cues ▪ Your verbal cues. <p>Continue in this manner for the next 7 images. Continue to elicit information from teens about noticing:</p> <ul style="list-style-type: none"> ▪ Your own facial expressions. ▪ Your body cues ▪ Your verbal cues. <p>Overall discussion:</p> <p><i>When you notice those things yourself, what happens to your attention to the person? Do you pay more or less attention?</i></p>	
5	<p>Noticing people and environment cues at the same time – build on attention muscle metaphor to discuss how hard it can be to keep track of lots of things at once.</p> <p>Transition to asking teens about the environment.</p> <p><i>OK – so, we know we need to pay attention to cues in other people. But, most people aren't standing in front of a white sheet with white clothes on – the real world is much more complicated! So, we need to work our attention muscles to notice other important things in our environment. What other things should you pay attention to around you?</i></p>	<p>PowerPoint for “Noticing in Complex Relationship Scenes”</p>

	<p>Elicit information from teens about noticing:</p> <ul style="list-style-type: none"> ▪ <i>Who else is there?</i> ▪ <i>Is it getting dark?</i> ▪ <i>What time is it?</i> ▪ <i>Where is my food/drink, if I'm out at a party?</i> <p><i>Now, let's look at some pictures and try to find as much information in them as we can. Remember, describe the picture non-judgmentally. Notice if your head gets hung up on judging something (saying something is dumb or ugly or whatever)...try to gently pull your brain back in the game so that you don't miss other things in the picture.</i></p> <p>Show pictures for about 5 seconds and then remove picture. Ask the teens to talk about the following questions:</p> <p style="padding-left: 40px;"><i>What is happening in the scene?</i></p> <p style="padding-left: 40px;"><i>What are people feeling?</i></p> <p style="padding-left: 40px;"><i>What is the important information in the scene?</i></p> <p style="padding-left: 40px;"><i>What is the distracting information?</i></p> <p>Elicit answers – highlight judging thinking and how that causes a focus on one part of the scene.</p> <p>During discussion, try to elicit information about how attention gets focused when there is a lot of emotion information versus not; how brains get sidetracked when they start judging or go on autopilot; and so forth.</p> <p>End with positive image. Spend a few minutes talking about which images their brains are drawn to – how those images make their hearts and bodies feel, etc..</p>	
5	<p>Taking it to the real world:</p> <ul style="list-style-type: none"> ▪ Notice emotions and environment. 	Homework

Meeting 5

Getting on active pilot: Noticing our bodies and physical sensations as guides in relationships

OVERALL GOAL OF SESSION: Introduce.

The goals of this session are to (1) demonstrate links between bodily sensation and safety – in particular, making the point that our bodies can give us important signals about safety; (2) introduce experiential exercises to highlight links between body and emotions; (3) introduce concept of participation as a way of being present in the moment and our bodies.

Time Frame in minutes	Activities	Supplies needed
5	<p>Check-in</p> <p>Optional new check in to build on describing skills:</p> <p><i>Let's do something a little different this week for our check in. Pick something in the room that you haven't noticed before. Everyone will get a minute to describe that thing as well as you can. When describing, focus on the facts – things like what, where, who, when. What is it? How big is it? Do not focus on things like good, bad, dumb, ugly, terrible, wonderful, should, should not. Those aren't facts, those are judgments.</i></p> <p><i>So, just describe the facts as if you were a detective or someone writing a book.</i></p> <p><i>OK – I'll start...</i></p>	
5	<p>Recap</p> <p><i>Facilitator: "Alright, let's do a quick recap. Last time was our 4th meeting and we talked about some important things. First, we talked more about autopilot and, how being on autopilot can lead us to miss what's going on around us, especially in dating situations. Then, we practiced using more of our senses and active pilot in dating relationships to really pay attention to the world around us. We looked at facial expressions, talked about body clues, and environment clues that help us decide if the situation we're in is safe.</i></p> <p><i>"Did I miss anything? Anything you want to add?"</i></p> <p>Homework CHECK –IN</p> <p><i>"For your personal project last week, you were going to practice noticing clues in other people about their emotions and clues in the environment about what's safe or not safe. What did you notice?"</i></p>	

	<p>Intro to Meeting 5.</p> <p><i>“Ok, then, today our goal is to talk about how to get ourselves to stay focused here and now by using what our bodies are feeling as clues. We’re going to try to get better at listening to our bodily sensations because our body can often signal what is safe and what is not. We’re also going to talk about how our bodies respond when we feel certain emotions like fear. We’ll learn about how to be really present in the moment and listen to our bodies using some of the mindfulness skills we’ve learned in past meetings. We’ll talk about how we can use our bodies and physical sensations can give us clues about whether we feel safe or not, especially in relationships.”</i></p>	
5	<p>Linking noticing one’s own bodily signals and safety.</p> <p><i>Our brains and bodies work together like a team to get us through the day. Our bodies are out there collecting information – about how things smell, what seems scary, how cold it is – and send that information to our brains.</i></p> <p><i>What are some ways that our bodies tell us our brains about whether we’re happy or scared?</i></p> <p>Invite teens to talk about links between body and brain; and how the body sends information to the brain.</p> <p><i>OK...Great...</i></p> <p><i>Now, imagine two friends: Yolanda and Maria. Yolanda is always jumpy. I mean always jumpy. The phone rings and she about jumps out of her skin. Maria – she’s like some sort of supernatural alien – nothing ever gets to her. She tells you that because of all the things she’s been through, she’s gotten really good at not letting her body react at all to anything scary or sad or whatever. Heck, you can scream “boo” from a dark and haunted house and she won’t bat an eyelash.</i></p> <p><i>For Yolanda, the whole world seems scary to her body. After a while, what do you guess her brain does when her body sends yet another signal that there is danger?</i></p> <p>[Elicit discussion, ideas – move conversation towards idea of habituating to danger, so do not recognize it.]</p> <p><i>Right...her brain probably starts ignoring here.</i></p> <p><i>For Maria, she’s gotten so practiced at turning her body off that nothing registers as scary or sad or bad. What does her brain do</i></p>	

	<p><i>when there is something dangerous happening, but Maria’s body doesn’t send it any signals to be on guard?</i></p> <p>[Elicit discussion, ideas]</p> <p><i>That’s right, her brain doesn’t know that there is anything to worry about based on the signals it’s getting from her body.</i></p>	
<p>10</p>	<p>Introduce Mindfulness of Breathing Exercise. Teach teens the 3 Minute Breathing Exercise. Remind/introduce sheep analogy to gently bring thoughts back to exercise should thoughts wander.</p> <p><i>Lots of time teens who’ve been dealing with abuse, violence, and stress in their lives turn off some of their body’s signals – just like Maria. This makes sense in the short run, right? Other teens turn the volume on their bodies way up – just like Yolanda. This makes sense in the short run too.</i></p> <p><i>Both of these are examples of autopilot – Maria’s body is always amped up, no matter what is happening. Yolanda’s body is always turned off, no matter what is happening. It’s like cruise control.</i></p> <p><i>Today, we want to start figuring out how you can re-set the links between your bodies and you brains so that your bodies and brains can work as a team again to deal with things in the moment.</i></p> <p><i>You’ve already started practicing noticing things <u>around</u> you, so now let’s spend some time noticing and being mindful of a small part of your body’s experience - your breath. Being mindful of, or noticing, your breath is a way to get better at being mindful of what’s happening inside of you and all that good information your body has for your brain.</i></p> <p><i>Now begin to notice your breathing. Don’t try to change how your breathing...just notice your breath ...Notice how the air enters your body, where it travels, and how it leaves your body ...Notice the parts of your body that move as you are breathing ... Notice where you feel the breath in your body. It might be your nostrils ... the back of ...your throat ...your chest ...or your belly ... Just gently notice the place you feel your breath.</i> <i>. . (let 30 seconds pass) Each time your mind wanders, noticing that, and gently bringing your awareness to your breath ...Notice the in-breath ... and the out-breath ... (focus on your breathing for 30-60 seconds) Now gently bring your focus back to the room, to the way you are sitting in your chair.</i></p>	

	<p>Discuss what teens noticed. Provide education about breathing. For example:</p> <ul style="list-style-type: none"> • Fast, shallow breaths from the chest can cause anxious feelings. • For some people, breathing slow and deep from our bellies can help calm our mood. • But, we first need to just notice how our breathing relates to our mood and attention! 	
<p>10</p>	<p>Sounds/Music Exercise - You will play 4 different musical pieces for the teens (2 minutes each), each associated with a different emotion. Remind teens to bring their thoughts back to the feelings in their body should their thoughts wander.</p> <p>Introduce Mindfulness Music Exercise.</p> <p><i>Let's take a look at how easy or hard it is to notice feelings in your body. I want you to focus your attention by closing your eyes or looking at a point in front of you. Now draw your attention to your body. In a moment, I'm going to play a little bit of music. I want you to pay close attention to when you notice your body reacting to the music...maybe your toes feel like dancing; maybe your stomach gets tense; maybe you feel like smiling – where in your body does the reaction start? Where does it spread? Then, once you notice your reaction, we'll try to figure out what emotion the music brings up.</i></p> <p>Play selected auditory stimuli one at a time (play neutral first, fearful next, followed by sad and then happy). After each piece, ask teens to discuss where they notice bodily reactions and what emotions might go with those reactions. Explore their experience and understanding of whether the bodily reactions come before or after emotions; how they inform each other.</p> <p><i>What kind of feelings did you experience during this piece? Where did you experience these feelings in your body? How did your body feel at first/ as the music continued/ when it ended? How did this piece differ from the last piece?</i></p>	<p>Music stimuli (have laptop and speakers to play)</p> <ol style="list-style-type: none"> 1. <i>Neutral/ calm</i> - Saint-Seans, Carnival of the Swan. http://www.youtube.com/watch?v=44-5M4e9nI 2. <i>Fearful/ anxious:</i> Beethoven – Symphony No. 6 in F Major, Opus 68, Pastoral IV http://www.youtube.com/watch?v=FA1fRoOwoE 3. <i>Sad:</i> Chopin – Prelude in E Minor, Opus 28, No. 4 http://www.youtube.com/watch?v=ef-4Bv5Ng0w 4. <i>Happy:</i> Vivaldi – Four Seasons, Concerto 1: Spring, Allegro. http://www.youtube.com/watch?v=1uPxm7eBZWQ
<p>5</p>	<p>Clues about safety in relationships from our own bodies.</p>	

	<p>Discuss what bodily sensations might be important to get clues about what whether people or situations are safe or dangerous.</p> <p><i>So, if you get really good at noticing your bodily sensations, which ones would be good to pay attention to in order to figure out if you feel happy when you're with someone else? To figure out if you feel uneasy or unsure? To figure out if you feel scared?</i></p> <ul style="list-style-type: none"> • Other prompts: What would get in the way of noticing these bodily clues? • Are your bodily clues always right or always wrong? (they are one piece of information – but there is a lot of other information you could use too!) 	
5	<p>Elicit strategies for being able to pay attention to clues from your body in relationships, particularly clues about safety (e.g., fear).</p> <p><i>OK – so, we've worked on paying attention to our bodies, listening to our breath, and focusing on the present. It's hard enough to stay present when it's just us! What about when we add other people in the mix? Remember that last week, we talked about how tough it can be to figure out clues about what other people are feeling/doing/thinking. When you notice yourself not participating (not paying attention, your attention wanders, your thoughts are running away on autopilot), what can you do to get yourself back?</i></p> <p>Elicit information from teens about noticing things such as:</p> <ul style="list-style-type: none"> ▪ Repeat back (in new words) what the person just said to force you to focus ▪ Ask a question. 	
Homework	<p>Taking it to the Real World.</p> <ul style="list-style-type: none"> ▪ Pick activities with other people around (feeding a baby, eating a meal with someone, taking the bus) to stop and notice your physical sensations. Describe what you're feeling in your body, what emotion might be in your heart, and what's going on around you. 	Homework

Meeting 6
Getting on active pilot: Noticing our thoughts in dating situations

OVERALL GOAL OF SESSION: Introduce the concept of Negative Automatic Thoughts (NATs), especially those related to interpersonal trauma. Tie experience of NATs to RV risk (i.e. NATs take us on autopilot) in dating relationships and come up with helpful ways to cope with NATs.

The goals of this session are to (1) Introduce NATs and how thoughts affects feelings and behaviors; (2) Describe NATs common to individuals who have experienced violence; (3) Elicit coping thoughts to notice NATs non-judgmentally; and (4) come up with other thoughts to help teens in tough situations, especially dating relationships.

Time Frame in minutes	Activities	Supplies needed
5	<p>Check-in</p> <p>Consider the following option check in exercise to build on noticing physical sensations from last week.</p> <p><i>For check-in today, let's build on what we were doing last time to get our brains and bodies to quiet down and be here and now. This check in exercise builds on things we did last time noticing physical sensations, like our breath or how emotional reactions feel. We're gradually moving from noticing the world outside to what's going on inside us. Today's check in is about building attention muscles – again, your brain might want to tell you that this is silly. Just gently ask your brain to try to build these attention muscles.</i></p> <p>The teens are told that they may feel relaxed while doing this, but the point is to notice any feelings in the body and not strive for relaxation. Again, teen is asked to notice thoughts and then pull attention back to physical sensations.</p> <p><i>To help us keep working on being in the present (and not letting autopilot drive us to the past or the future), let's practice being mindful of being right here, right now. Beginning by looking at a point in front of you or closing your eyes – whatever is comfortable – and settling in your chair so that you are upright, but comfortable...noticing the way you are sitting...are your legs crossed?...what parts of your feet are touching the ground? Noticing the way your body feels in the chair...the places where your body is touching the chair.</i></p> <p><i>Noticing your breath and where you feel it in your body...do you feel it in your nose or belly or throat? Just allowing your</i></p>	

	<p><i>attention to expand so that you notice any sensations that arise in your body...are you noticing tension or soreness in your muscles....the feeling of the air on your skin...sensations of hunger....any physical feelings that arise (pause)...</i></p> <p><i>...noticing physical sensations as they arise, without labeling or judging them.....just noticing them as they are.....For example, you might be noticing "a feeling of tension here" "a feeling of coldness here"... if thoughts arise that are judging – that is, hard on yourself or your body – noticing these too and shifting awareness back to your body, to the sensations you are experiencing...allowing each sensation to be, as it is, for however long it remains....just noticing it and continuing with expanding your attention muscles.....(pause for 30-60 seconds)....and now bringing your awareness back to the way you're sitting in the chair, to being in this room...and look up when you're ready.</i></p> <p>Elicit discussion about what they noticed.</p> <p>Recap</p> <p><i>Facilitator: "Alright, let's do a quick recap. Last time was our 5th meeting and we talked about some important things. First, we talked about listening to our bodies' signals of safety and danger. We took mindfulness a step further and paid attention to our breath. We listened to music to try to notice where emotional reactions start in our bodies. Finally, we talked about the kinds of clues our bodies give us about our emotions in general and safety. Remember, we said that nervous feelings in our stomachs, sweaty palms and things like that can give us a clue that a situation or person might not be safe.</i></p> <p><i>"Did I miss anything? Anything you want to add?"</i></p> <p>Homework CHECK –IN</p> <p><i>"For practice last week, you were going to notice body clues or physical sensations when other people were around -- how did that go?"</i></p>	
	<p>Intro to Meeting 6.</p> <p><i>"Our goal today is to talk about emotions a little more, especially how emotions can set off how we THINK and how we THINK can have a powerful effect back on what we feel or do. We're going to talk about NATs, which are negative automatic thoughts that pop into your head and take your brain to places you may not want to go or distract you from things you need to pay attention</i></p>	<p>NATS handout (use throughout session)</p>

	<p><i>to in order to stay safe and empowered. Then, we'll talk about how to apply the skills we've learned to reduce the NATs and to think more empowering thoughts, especially related to preventing violence in dating situations. Are you ready to get going?"</i></p> <p>Thoughts on automatic pilot. The primary aim is to introduce the idea that <u>rapid</u> thoughts co-occur with our emotions, and that the way we interpret events can have an impact on how we feel.</p> <p><i>Often when we have reactions to events we also have a stream of thoughts that go along with our feelings. These thoughts can occur really fast, and sometimes we don't even notice them. We call them AUTOMATIC THOUGHTS because they happen so quickly, and without any effort. They can even happen when we're trying to do something seemingly simple, like focusing on clues from our bodies.</i></p>	
5	<p>Thoughts that drive us back to the past or into the future. Introduce concept of focusing on past or future at expense of present, especially when we don't notice the clues that set this off. Elicit examples from group.</p> <p><i>OK to start, when we feel a certain feeling in our bodies or hear a certain sound or feel a certain emotion or meet a certain type of person – bam! -- our brains can go on autopilot or cruise control. Without realizing what we're actually feeling, autopilot can carry us to the past or the future – daydreaming, remembering. Sometimes remembering or daydreaming is pleasant; other times, we just think about bad things that happened over and over again or worry about bad things that might happen in the future. It's like being in a movie, where you're imagining what happened before or what might happen in the future, without being in our real life!</i></p> <p><i>This isn't helpful when we're out there in the world trying to deal with here and now – especially in relationships. If we're remembering the past or worrying about the future, we might miss clues about safety and danger here and now in relationships.</i></p> <p><i>Can anyone think of a time when some sort of emotion reaction set off your thinking so that you were suddenly worrying about the past or future and you didn't notice important things going in a relationship here and now – especially an important relationships, like with a dating partner or caregiver?</i></p>	

	<p>After discussion:</p> <p><i>OK, our next step is to add more training for our attention muscles to focus on being here and now – not in a movie of the past or future, but right here and now. Being right here and now is important to staying safe. To get through the world safely, we want to be able to use the clues that our own bodies give us to figure out what we feel here and now.</i></p>	
<p>10</p>	<p>Introduce hypothetical situations (build up to examples having to do with RV) to make point that what we think affects how we feel and what we do.</p> <ul style="list-style-type: none"> • May want to draw on thoughts, feelings, and behaviors on a white board or piece of paper. <p><i>Imagine you studied really, really hard for a test. You take the test and think you do really well. But, when you get your test back, you see you actually got a terrible grade. How would you feel? ... What do you think you were saying to yourself when you felt that way?</i></p> <p>Be sure to elicit cognitions here. Make explicit connections between thoughts and feelings.</p> <ul style="list-style-type: none"> • Consider writing out examples of thoughts, feelings, and behaviors interacting. <p><i>Now imagine something in a relationship. Say, for example, Jill’s boyfriend told her to meet him at 7:00 and she arrived 15 minutes late. She sees on his face that he’s mad. She thinks to yourself, “Oh, no, I messed up again. He’s going to be so mad”. How would she feel? What might she do because of how she’s feeling?</i></p> <p>Main point: Our thoughts can affect how we feel and react to situations.</p> <p><i>So, imagine if you said to yourself, ‘He’s stressed about something and he’ll get over it’ or ‘He looks upset, but I did the best I could – all he can expect of me is to do the best I can’.</i></p>	
<p>10</p>	<p>Uncover automatic thoughts related to one of the teen’s experiences. Apply observation and nonjudgmental descriptions skills to identifying NATS.</p> <p><i>Let’s take a look at some examples of when people were feelings sad or scared in situations with other important people, like boyfriends/girlfriends/friends. Who can think of a time they’re</i></p>	

	<p>willing to share with everyone? Great. OK, what thoughts went through your mind that were autopilot – that is, distracting, unhelpful thoughts?</p>	
<p>15</p>	<p>Certain NATS are common in people who have experienced abuse or violence.</p> <p><i>For teens growing up with things like abuse and stress, there can be some common ways that brains start to work – that is, common thoughts that just turn themselves on, like cruise control or autopilot. Lots of these NATS are related to feelings we have. For example, teens might feel scared and then a fear-thought pops in their head (or vice versa).</i></p> <p>Review NATS and seek teens’ input on which are common.</p> <p>SHAME: <i>‘I feel dirty inside.’ We feel bad about who we are inside. This might include feeling dirty, feeling low self-esteem, not liking (or even hating) ourselves.</i></p> <p>SELF BLAME: <i>‘It (the trauma) was my fault.’ We blame ourselves for what happened, telling ourselves that we should have done more or even being mad at our bodies for how they responded to the abuse.</i></p> <p>FEAR: <i>‘I am scared every time my boyfriend kisses me that something bad will happen.’</i></p> <p>TRUST: <i>‘I can’t count on anyone.’ ‘Nobody cares what happens to me.’</i></p> <p>ANGER: <i>‘I get so angry that I don’t know what I’m going to do’</i></p> <p>These thoughts can affect how we feel and react to situations.</p> <p><i>So, imagine if you said to yourself, ‘I should have done more to stop what happened’ OR ‘I did the best I could.’ How do you think that would affect your mood?</i></p>	
	<p>Identify interpersonal trauma-related NATS related to one of the teens’ experiences with other people –friends or romantic partners. Explore with the teens how those thoughts affect current situations (e.g., mood, relationships, coping). Using observation and nonjudgmental descriptions skills, discuss how thinking differently about NATS that are unhelpful in current situations might help. Try to come up with more helpful alternatives.</p> <p><i>Let’s look at some examples of NATS that fly through your head.</i></p>	

	<p><i>You have mentioned _____. How might thoughts like that affect _____ (social situations, getting along with your family, your mood, your relationship with a boyfriend/girlfriend)?</i></p> <p><i>For example, a teen who thinks “I’m damaged goods” might end up feeling really bad about himself/herself when it comes to dating. He/she might avoid dating or think she/he doesn’t deserve to be treated with respect in relationships.</i></p> <p><i>How could you describe NATS using your non-judging description skills; or your skills at coming up with <u>more helpful</u> thoughts?</i></p> <p><i>For example, say a teen thinks “I’m damaged goods”... she might not care so much how her boyfriend or girlfriend treats her. What if, instead, she said “The abuse that happened hurt me in real ways.” But, the abuse doesn’t define who I am. I’m healing and I deserve respect”. What would be different about these thoughts?</i></p> <p>Guide teens (model as necessary) in identifying non-judging and/or coping thoughts to address interpersonal trauma-specific NATs. Tie to RV risk.</p>	
<p>5 Homework</p>	<p>Taking it to the Real World.</p> <ul style="list-style-type: none"> ▪ Notice NATS in situations with other people that are not helpful. Try to come up with at least one more helpful thought that would keep your brain on active pilot (rather than distracted by the negative thoughts, the past/future). 	<p>Homework</p>

Meeting 7

Active pilot: Noticing our emotions, our reactions, and using them as guides

OVERALL GOAL OF SESSION: Learn about how recognizing and labeling emotions through multiple cues (body, actions, thought signals) can play a key role in keeping teens on active pilot in dating relationships.

The goals of this session are to (1) to introduce body, thought, and action signals as ways to understand emotion and safety/danger cues; (2) to recognize and prepare to handle multiple emotions that can even seem inconsistent (e.g., liking and being frightened by the same person); (3) introduce mindfulness skill of thinking flexibly to begin to identify multiple response options for potentially dangerous situations.

Time Frame in minutes	Activities	Supplies needed
5	<p>Check-in</p> <p><i>For our check-in today, let's settle our minds, bodies, and hearts down so we're all quiet. Find a point on the table in front of you to rest your eyes on. Today, let's work our attention muscles by giving our brains something to imagine. Let's imagine a big fish tank. In your imagination, you can make it as big as you want. Maybe there are colorful fish. Maybe a sea cave where an octopus lives. Maybe there are star fish and plants. Now, as you watch fish go by in the fish tank, imagine that the fish are your thoughts. Pick a fish to focus on and notice if any thoughts pop in your head...[pause]...just let the thought swim on by with the fish. You don't follow the thought, or catch it or throw it out – just like you wouldn't follow, catch or throw out the fish. If any other thoughts pop in your head, flex your attention muscles to let the thought just swim by like a fish. Don't let the thought distract you or lead you anywhere – work those muscles!</i></p> <p><i>What did you notice?</i></p>	
5	<p>Recap of Meeting 6</p> <p><i>“Ok, let's do a quick recap. Last time was our 6th meeting and we talked about some important things. First, we talked about automatic thoughts and how what we THINK has a powerful effect on what we may feel or do. We came up with a word for “negative automatic thoughts” -- NATS. We talked about how NATS can pop into your head at different times and distract you from what you want to do. We also talked about how some kinds of NATS have to do with violence – such as a woman who thinks that what her abusive partner does is her fault or that she deserves it – we called that a self-blame NAT. We talked about how NATs (negative</i></p>	

	<p><i>automatic thoughts, remember) might get in the way of us noticing or responding to potentially unsafe situations in dating relationships.</i></p> <p><i>“What did I miss? Anything you want to add?”</i></p> <p>Homework CHECK –IN <i>“For practice last week, you were going to try noticing thoughts in situations with other people. When you noticed unhelpful thoughts, you were going to try to come up with something more helpful you could tell yourself. How did that go?”</i></p> <p>Intro to Meeting 7 <i>Ok, so today we’re going to talk more about ways to use our body, thoughts, and actions to clue us into our emotions and the safety of our surroundings. We’ll talk about how sometimes our emotions are such a whirlwind and so many at once that it can be hard to say what they really are. Like if you’re with a guy you like, “How do you feel?” Probably a lot of ways! We’ll talk about those ways you can feel and talk about tips for noticing our emotions even when they’re tough to notice. Finally, if we do notice certain emotions, we’ll talk about taking action and how we could respond to emotions.</i></p>	
5	<p>Introducing body, thought, and action signals for understanding emotions and safety.</p> <p>Adapted from Bloomquist:</p> <p><i>Today we’re going to work on learning to figure out what we’re feeling from our thoughts (which we worked on learning how to notice last week) and our actions and our bodies (like, if our hearts are pounding or calm). We have to get good at noticing “signals”. We started working on this a few weeks ago when we noticed how music made us feel. Today we’re going to practice this more, thinking about body signals as well as thought signals and action signals.</i></p> <p><i>The reason we need to think about body, thought, and action signals is that any 1 of these signals can give us clues about what’s going on around us, what we want, what we need, and what we feel.</i></p> <p><i>For example, say Julia goes over to her boyfriend’s house when he’s mad at her. They get into an argument and she thinks to herself “it was stupid of me to come over here”. Then she goes on autopilot and starts beating herself up in her head, thinking things like “I’m an idiot. Why don’t I think more before I do things?” In</i></p>	<p>Body, thought, action signals handout</p>

	<p><i>the mean time, she stops noticing what her body is doing – that her heart is pounding and part of her wants to walk out the door. But, she’s so focused on her thoughts about it all being her fault that she misses really important clues from her boyfriend that his anger is getting out of control and she should get out of there!</i></p> <p><i>Well, what could have gone differently? She can’t of course stop her boyfriend from feeling whatever he’s feeling.</i></p> <p><i>But...maybe she could have noticed that first thought “it was stupid of me to come here” as a thought signal and looked out for body or action signals to help her figure out what she was feeling. Maybe she would have noticed that her shoulders were tight and her breathing was fast. Maybe that would have told her that she was getting scared of him. If she knew she were scared, how would this help more than thinking to herself “I’m an idiot”?</i></p> <p><i>So, let’s try to figure out more about body, thought, and action signals that can help us figure out what we’re feeling – especially whether we’re feeling scared or respected.</i></p>	
10	<p>Talk about the complexity of multiple emotions.</p> <p><i>It’s important to notice that emotions often don’t come one at a time – there can be lots of emotions at the same time. For example, jumping from a bungee cord is probably scary and exciting. This means lots of overlapping and different body, thought, and action signals. Your heart is racing while your brain says both “this is terrifying – I should stop!” and “this is the best ever!”. You take two steps towards the edge and one step back – so your action signals say you’re feeling different things at the same time.</i></p> <p><i>Before we figure out how to react to emotions, we probably want to map out as many as we can identify.</i></p> <p><i>Say you’re with a guy who you really like, so you feel what? OK...so you feel _____. Now imagine he asks you to do something you’re not comfortable doing – maybe it’s something physical or maybe it’s doing something you shouldn’t (like drinking or drugs or breaking your curfew). Now what do you feel? OK, so now you feel ____ and _____.</i></p> <ul style="list-style-type: none"> • <i>What kinds of body, thought, and action signals will those 2 feelings send you?</i> • <i>How can you tell them apart? How can you tell when you need to make one feeling a priority over the other?</i> 	
5	<p>Tips for noticing emotions, body/action/thought signals.</p>	

	<p><i>Let's make a list of tips for how to notice and label emotions while lots of things are going on (like an interesting conversation or something in the environment). Remember to think about body, action, and thought signals.</i></p> <ul style="list-style-type: none"> • <i>What would you tell other teens about how to get better at noticing emotions using body, action, and thought signals?</i> 	
5	<p>Figuring out what to do when you notice emotions.</p> <p><i>We'll talk a lot more about this next week, but we want to start figuring out this week what to do when we notice emotions. The first step is to try to identify what the emotion is – that's what we were just working on.</i></p> <p><i>Next we need to figure out how to use that emotion information. We could ignore it all together and just keeping doing what we're doing. Or we could use it to help make decision, to pick behaviors, etc.</i></p> <p><i>Coming up with solutions or figuring out what to do always requires us to be creative. Let's pretend for a second that we have a fork. I'm going to give you 1 minute to write down all of the things you could possibly do with a fork. Say I did the same thing for a penny – I might say 'buy a penny candy; use it to outline a sun in a drawing; use it to weight down some string in water; bounce it on the table like rhythm instrument' etc. Are you ready to try?</i></p> <p>Review answers.</p>	
5	<p>Thinking flexibly about emotions and responses.</p> <p><i>Let's do the same thing for emotions. Imagine you feel happy, what are all the possible things you could do in response to that feeling?</i></p> <p><i>When you notice yourself feeling scared of a stranger, what are all the possible things you could do? (Elicit a range from teens: run, scream, ask for more information, assert what you want).</i></p> <p><i>When you notice yourself feeling scared of someone you're dating, what are all the possible things you could do? (Elicit a range from teens: run, scream, ask for more information, assert what you want).</i></p> <p>Walk through examples of different feeling, thought, and action signals to brainstorm responses. Don't worry about teens picking the best responses yet – they'll focus on that in later weeks.</p>	

	<ul style="list-style-type: none"> • <i>What if you notice yourself going blank in your head, what could you do?</i> • <i>When if you notice yourself saying “no”, what could you do?</i> 	
	<p>Putting into practice the ability to observe mind, body and heart when faced with tough situations.</p> <p><i>Let’s start by building on what we talked about the last two meetings. We’ve talked about how there are some situations that are just plain stressful or tough. Sometimes situations related to past violence and stress are particularly tough. And sometimes even the <u>memories of or thoughts and feelings about past violence and stress</u> are just as stressful or tough.</i></p> <p><i>Stress affects both our minds <u>and</u> bodies. Remember to observe your body during stressful times. Sometimes just noticing what your body, heart, and brain are doing will give you information about the situation and help you stay focused. Sometimes noticing will even help you relax. Let’s practice noticing now.</i></p> <p><i>Beginning by looking at a point in front of you or closing your eyes – whatever is comfortable – and settling in your chair so that you are upright, but comfortable...</i></p> <p><i>Bringing to mind something stressful over the last week...this could be something current, like a fight with your boyfriend/girlfriend or parent. Or situations that reminded you of the trauma we discussed last session. Noticing thoughts of that stressful event in your head and your heart...</i></p> <p><i>Now, starting to shift your attention to noticing the way you are sitting...are your legs crossed...what parts of your feet are touching the ground. Noticing the way your body feels in the chair...the places where your body is touching the chair.</i></p> <p><i>Noticing your breath and where you feel it in your body...do you feel it in your nose or belly or throat? Just allowing your attention to expand so that you notice any sensations that arise in your body...are you noticing tension or soreness in your muscles....the feeling of the air on your skin....sensations of hunger....any physical feelings that arise (pause)...</i></p> <p><i>...noticing physical sensations as they happen, without labeling or judging them.....just noticing them as they are...</i></p>	<p>Do either Mtg 7 as written or for check-in to Mtg 8 (or both!)</p>

	<p><i>Now noticing your mind...are thoughts flowing by like fish; or are you following fish? Noticing how the thoughts in your mind affect your body...are you noticing tensions or other physical sensations?</i></p> <p><i>Now noticing your emotional heart along with your mind. Noticing emotions without following them. They're like fish too...just letting them swim by.</i></p> <p><i>Now bringing to mind a coping thought, let's start noticing your body, heart, and mind together.</i></p> <p><i>So, noticing lots at once – bringing your attention to your mind, emotional heart, and body at the same time as you're bringing to mind this coping thought. Noticing how your mind affects your heart and your body; how your body affects your heart and mind; and so on. Just noticing. Noticing coping thoughts...how they affect your heart and mind and body. Just noticing.</i></p> <p><i>...and now bringing your awareness back to the way you're sitting in the chair, to being in this room...and look up when you're ready.</i></p> <p>Ask teen to report on what she noticed during exercise.</p>	
5	<p>Taking it to the real world. Body, thought, action signals handout of some event that happened in the past week. Talk about how they figured out which emotions they were feeling and then what they did about it (what they did well, what they wished they could have done better).</p>	Homework

Meeting 8
Active pilot in dating situations: What is risky?

OVERALL GOAL OF SESSION: Introduce personal, situational, and other person risk factors that can be cues to indicate decreased safety/increased danger.

The goals of this session are to (1) identify common risk factors in people (self and other) and situations; (2) being to train our brains to notice these risk factors flexibly by practicing (e.g., with scenarios describing other women).

Time Frame in minutes	Activities	Supplies needed
5	Check-in	
5	<p>Recap of Meeting 7</p> <p>Facilitator: <i>Ok, let's do a quick recap. Last time was our 7th meeting. We talked about ways to use our body, thoughts, and actions to clue us into our emotions and the safety of our surroundings. We talked about how sometimes our emotions are such a whirlwind and so many at once that it can be hard to say what they really are. Like if you're with a guy you like, "How do you feel?" Probably a lot of ways! We described some tips for better noticing our emotions, even when they're really complex, and then finally about how after noticing our emotions, we can better take action and flexibly respond to those emotions. Are you ready to get going?</i></p> <p><i>Did I miss anything? Anything you want to add?</i></p> <p><i>You were going to practice noticing body, thought, and action signals last week to figure out what emotions those signals led to. How did it go?</i></p> <p>Intro to Meeting 8</p> <p><i>"Ok, then, today our goal is to talk about how you can be on active pilot versus autopilot in dating situations. Overall, we're going to define what is risky, because it's tough to know sometimes! Knowing what is risky, and what could lead to violence, then we'll talk about how you can empower yourselves in such situations. We'll talk about warning signs for violent partners, warning signs for dangerous situations and things we can do to be active pilots in such situations. Are you ready to get going?"</i></p>	
10	Introduce idea of learning about risk factors so that we can use active pilot to <u>notice</u> them in dating situations.	Handout!

	<p><i>We've spent a lot of time learning about how to use your attention muscles. Now we need some facts to help you figure out what to pay attention to when it comes to staying safe. Knowing risks doesn't make you safe – and if someone hurts you, knowing risks doesn't mean it's your fault that they hurt you! Knowing risks is just one more empowerment tool for you – that is, one more tool to help you figure out what you want and assert yourself.</i></p> <p><i>So...if Julia knew that men who use serious drugs are at higher risk of smacking around their girlfriends, is it her fault if she gave her boyfriend, who uses serious drugs, another chance and then he hit her in a fight?</i></p> <p><i>It's still entirely his responsibility to not hit people – not her responsibility to stop him from hitting.</i></p> <p><i>But we want you to know the facts in case you (or Julia) some day want to use that information to set limits with people. Like, maybe someday Julia will tell her boyfriend that she loves him, and she won't be around when he's using.</i></p>	
15	<p>Warning signs for violent partners.</p> <p><i>People who are violent towards their partners sometimes do similar things. For example, men who are violent tend to also be really jealous. What other things, like being jealous, can you think of that might be a warning sign for a partner who could be violent?</i></p> <p>Elicit ideas from teens. For those categories above that teens do not spontaneously mention, describe and elicit examples.</p> <p><i>Other warning signs are partners who:</i></p> <ul style="list-style-type: none"> ▪ <i>Ignore your opinion, control situations, get jealous for no reason;</i> ▪ <i>Talk negatively about women or don't view women as "equal";</i> ▪ <i>Drink heavily, use drugs</i> ▪ <i>Try to get you to drink/use drugs</i> ▪ <i>Enjoy being cruel to animals, humans, children</i> ▪ <i>Be physically violent or emotionally abusive</i> ▪ <i>Be unable to handle sexual or emotional frustration without anger</i> ▪ <i>Have reputations as "womanizers"</i> ▪ <i>Be overly persistent, always seeming to want things</i> 	

	<p><i>their way</i></p> <p>For each example, ask teens to indicate how they would know if a partner was doing these things – what signals might they notice in other people, using their attention muscles? Focus on their ability to recognize these risk factors.</p> <p>Elicit discussion about what might get in the way of noticing risk factors in people.</p> <ul style="list-style-type: none"> • Based on the skills they’ve been learning, what can they do to get their brains to notice risk factors in people. 	
15	<p>Situational and personal warning signs.</p> <p><i>We also know that certain situations or personal decisions can make things riskier for women. For example, drinking so much alcohol that you can’t make good decisions. What other things – about a place or situation or a person – do you think might make things risky?</i></p> <p>Elicit ideas from teens. Introduce examples below if teens do not generate them.</p> <p><i>Other situational risk factors include:</i></p> <ul style="list-style-type: none"> ▪ <i>Being in isolated places without friends present</i> ▪ <i>Being with people you don’t know</i> ▪ <i>No one knows where you are</i> <p><i>Personal risk factors include:</i></p> <ul style="list-style-type: none"> ▪ <i>Drinking alcohol</i> ▪ <i>Going with men you don’t know</i> ▪ <i>Trusting someone when you have little or no basis for trust (they haven’t earned your trust)</i> ▪ <i>Not trusting your own judgment when a guy makes you feel uncomfortable</i> ▪ <i>Wanting to “fit in” or be liked</i> ▪ <i>Negative self image</i> ▪ <i>Non-assertive behavior</i> ▪ <i>Avoidance coping</i> ▪ <i>Blaming oneself for past abuse/violence</i> ▪ <i>Having lots of sex with lots of people</i> ▪ <i>Getting in physical fights</i> ▪ <i>Try to forget about past abuse/violence</i> <p>Facilitate discussion of why these might be risk factors (both from the perspective of the victim and offender – e.g., that offenders may look for victims who are drunk; and victims who are drunk may not be able to recognize potential danger to ask</p>	

	<p>for help).</p> <p>Elicit discussion about how teens can use their attention muscles to notice when these situational/personal risk factors affect them.</p> <ul style="list-style-type: none"> • What might get in the way of noticing risk factors in different sorts of situations? • What might get in the way of noticing personal risk factors? • What skills that you've been learning can you use to get yourself back to noticing when other stuff gets in the way? 	
<p>15</p>	<p>Practice Noticing Risk</p> <p>Give teens scenarios and ask them to identify what is risky – are the risks in other people, the situation, and/or personal?</p> <p>Pedro and you are seniors in high school. For the entire first semester, Pedro has been bugging you to go on a date with him. The winter holidays are almost here and you're tired of it. You have no interest in Pedro whatsoever and have no intention of dating him. You have given him every excuse in the book and have directly said "no" several times. He still hasn't got the point. One day, you're walking up to your locker after class when Pedro pushes you up against the lockers and says, "What's your problem, bitch? Are you too good for me?" It scares you and embarrasses you in front of your friends. That night, you find a box of chocolates from Pedro on your porch. At school the next day, Pedro smiles at you and passes you a note asking you to go to a concert that weekend. You avoid Pedro for the rest of the day. You're afraid he'll blow up again if you turn him down.</p> <p>You and your boyfriend have been together for awhile now, but when you say hello to any of your guy friends, your boyfriend becomes possessive and jealous. You get assigned to a group project with another guy. Your boyfriend says you're hanging out too much with him and flirting. Your boyfriend starts ignoring you and doesn't answer any of your calls or text messages for the entire weekend. When you see him at school on Monday, you suggest they you both start seeing other people because he gets way too jealous. He tells you that you can't break up with him. When he sees you're serious about ending the relationship, he threatens to kill himself. He says that loves you so much that he couldn't live without you. Bob keeps saying he's really sorry for being so</p>	<p>Cards with scenarios</p>

	<p>jealous and promises to stop.</p> <p>You are on a date with a guy you have been out with only twice before. You go out to dinner. You offer to pay your share, but he refuses “to let a girl pay for dinner” and he pays for everything. You go back to his house to watch a movie, where his parents are supposed to be home. But, when you get there, his parents aren’t there. You start watching the movie and he puts his arm around you. This makes you feel a little uncomfortable and you try to pull away. He later tries to kiss you and again you pull away and ask him to stop. It seems the more you try to avoid his advances, the harder he tries.</p>	
<p>5 Homework</p>	<p>Taking it to the Real World</p> <ul style="list-style-type: none"> • Work on noticing potential risk factors – in other people, situations, and personally. Use your attention muscles to notice things you might not have noticed before. 	<p>Homework</p>

Meeting 9
Responding to risk: Figuring out what to do

OVERALL GOAL OF SESSION: Introduce 5-step problem solving strategy and begin practice of this skill.

The goals of this session are to (1) learn about each of 5 steps of a problem solving strategy approach; (2) at each step, point out the mindfulness/attention skills necessary for that step; (3) practice using problem solving approach in meeting.

Time Frame in minutes	Activities	Supplies
5	Check-in	
5	<p>Recap of Meeting 8 <i>Facilitator: "Ok, let's do a quick recap. Last time was our 8th meeting and we talked about ways to identify what is risky in a dating situation. We talked about how noticing risk is just one more important tool to empower ourselves in our relationships. What were some of the things we identified may be clues to possible violence in the relationships? (Elicit feedback from teens). Right, alcohol use, extreme jealousy, cutting us off from our friends or family, etc. Those might be risk factors for partners. What about situational risk factors? (Elicit feedback from teens). Right, we talked about going out with people you don't know, drinking alcohol, avoidance coping, etc.</i></p> <p><i>"Anything I missed? Anything you'd add?"</i></p> <p>Homework CHECK –IN <i>"Last week, you were going to practice noticing risk factors – in other people, in situations, and in yourself. What did you notice?"</i></p> <p>Intro to Meeting 9 <i>"Ok, so today we're going to talk about four steps that you can do to recognize a problem in your life, especially dating situations, and respond to the problem. These include noticing what's going on around you, thinking about it carefully, thinking of other solutions ("brainstorming") and making a decision to act. We'll talk about a bunch of common situations that you might find yourself in and walk through the steps together. Are you ready to get going?"</i></p>	
5	<p>Problem Solving Strategy Step 1: Notice the Problem. <i>This step involves the</i></p>	Handout on problem solving

	<p>recognition or identification of the problem situation. Often, women in difficult dating situations are alerted to a problem by their emotional reactions to the situation. The emotional clues can be powerful indicators that there is a problem. It is important for you to pay attention to these emotional clues!</p>	
5	<p><u>Step 2: Describe the Problem.</u> Because most problem situations are “messy” and may be confusing, this step involves clearly defining the problem. This requires that you identify what is making the situational problematic and then figuring out your goals. Often in difficult dating situations, the goal is to keep the situations from getting worse. More specifically, the goal may be to leave the situation or change the situation so that you are in the presence of other people rather than alone with the man.</p>	
5	<p><u>Step 3: Generate alternative Solutions.</u> Once you have identified that a situation is problematic, the next step is to come up with a number of possible responses to the situation. This is the heart of the problem solving approach and requires some “brainstorming” on your part. You will not want to be too critical at first or rule out any ideas right away. Instead, try to generate as many ideas as possible. You can look more closely and critically at the things you come up with in the next step.</p> <p><i>This is like our fork game from a couple of weeks ago – remember all the things you can do with a fork? Let’s warm up those brains – I’ll give you 1 minute to come up with all the things you can do with a dog’s water bowl.</i></p>	
5	<p><u>Step 4: Make a Decision.</u> In this step, you will decide which strategy is the best to pursue. This requires going through each possibility and determining:</p> <ul style="list-style-type: none"> ▪ The likelihood that this choice will solve the problem or help you reach your goal; ▪ The potential consequences of the choice, including obstacles you might face. <p><i>The “best” choice will maximize the likelihood of solving the problem while minimizing the negative consequences.</i></p>	
5	<p><u>Step 5: Take Action.</u> In this step, you act on the decision you have made. If you have thought of the potential obstacles and ways of handling these obstacles as they arise, this step will be easier to take. If the solution is not working for some reason, you may have to go back to Step 4 and choose another strategy. The main point is to keep trying until you find a strategy that works!</p>	
15	<p>Hypothetical Situations.</p> <p>You are at a party with some friends. You are all drinking,</p>	<p>Vignettes for practice</p>

dancing, and having a good time. A guy you recognize from school, but don't really know well approaches you. You start talking, dance together, and have a few drinks together. He offers to take you home, but you say that you already have a ride with a friend. He insists saying that this is a great way to get to know each other better. You are getting "bad vibes" from this guy, but you aren't sure what to do. After all, you've spent the whole semester thinking he was pretty cute. What can you do?

You are at work and your boss asks you to work after house to help him finish a project. You tell him you have other things to do, but he insists that you help him. In fact, he tells you that your job depends on it and you really need the money. You have a bad feeling, but agree. He keeps asking you really personal questions and keeps putting his hands on your back. He even starts rubbing your shoulders while you work at your computer. What can you do?

You are working on a group project after school with two classmates, one male and one female. After a few hours, the girl has to leave. You are left alone with the guy to finish the project. You notice that he starts moving his chair closer to you. Soon he is so close that you keep bumping arms trying to work. He casually asks if you wanted to go to a movie this weekend. You aren't really interested and tell him so. He gets angry and throws his chair down. He then starts calling you names. What can you do?

You have been dating a guy for about a month and things are going great. He invites you to hang out at his house while his parents are away for the weekend. You are watching TV and start to kiss. He starts to undo your pants. You let him know that you are not ready to go any further. He tells you that he loves you and that this is how he is needs to show it. Otherwise, he can't be in the relationship. What can you do?

You and some friends are having a slumber party at someone else's house. There are about five of you hanging out and talking. It is late and your friend's older brother starts hanging out too. He says that their parents have gone to sleep already and he is bored. You start talking about a new movie that's coming out in a few weeks. He says he has some scenes he downloaded from the internet and invites you into his room to see it. You've been around this guy before and decide to go. Once in his room he says the video will take some time to load. He starts to kiss you and pushes

you on his bed. You don't like this at all but he won't let you up. What can you do?

The following vignettes were developed based on:
<http://health.utah.gov/vipp/pdf/DatingViolence/Toolbox.pdf>

You've been dating Paul for six months and he takes you to dinner to celebrate your six month anniversary. Paul has never taken you to such a fancy restaurant. Your friends are jealous that you have such a wonderful boyfriend. You had your hair done by a friend and even bought a new dress. After being seated, you're having a good time talking about plans for the upcoming school dance. You're very hungry and everything sounds delicious. You decide to order the jumbo platter. Paul makes a face but doesn't say anything. He orders a steak. The food is perfect and you don't want the night to end. When the waiter asks if you would be interested in dessert, you order a piece of chocolate cake. Paul gets upset and tells you that you can't afford to gain more weight. If you do, he might not want to take you to the homecoming dance. While he has brought up your weight before, he now starts calling you mean names and won't stop. You begin to cry and tell Paul that you need to leave.
(IPV)

You and Dawn were assigned to be partners in their science class. You helped Dawn study for their first big test. Dawn asked you out. You have been dating for a few weeks now. One day, Dawn stops by your house to hang out even though you hadn't made any plans. You're surprised and tell Dawn that you didn't know she was coming over and were on your way out to play tennis with friends. Dawn loses control and threatens you with a tennis racquet. She says that hanging out with her should be more important than being with your friends. You try to apologize but Dawn then breaks her racquet against the wall. You decide to stay home with Dawn. The next day, Dawn brings you flowers and apologizes. Dawn tells you "You are so beautiful and smart. I worry you'll go out and meet someone else." You assure her that you won't let that happen. Dawn makes you promise that it won't. After this promise, Dawn tells you that she loves you, being the first person to ever say that to you.
(IPV)

You have a big track meet after school. You do well and your friends invite you to dinner afterwards. Even though you're starving, you decline since your mom is supposed to pick

	<p>you up. You say good-bye and your friends leave. It is dusk and your mom is running late. Eventually, the whole field is empty. Then, you spot a group of boys walking down the sidewalk. Two of them graduated from your high school last year. One that you recognize smiles when he sees you. He is cute and you smile back. He says they're walking to his house and asks if you want to hang out. You tell him that you're waiting for your ride. One of the guys says that he can drive you home later. You vaguely recognize him from lunch period last year. You try to call your mom, but it goes to voicemail. You think your mom might have forgotten to pick you up and so you decide to accept the ride.</p> <p>You and Elise have been best friends for over two years now. You met in gym class and decided to join the basketball team together. Three months ago Elise started dating Joel. At first things were fine, but recently Elise keeps making excuses about not being able to hang out. She even quit basketball days before your big game. A week ago, Elise had bruises on her arms. She said Joel didn't realize he was squeezing so hard. You have told Elise she should break up with Joel, but Elise says that she loves him and that he was really sorry. One day at lunch Joel storms up to you and tells you that you can't talk to Elise anymore. He says that you should stay out of their business and that if you keep saying things about him that he will make you regret it. Joel says you're just jealous because you're too ugly to get a boyfriend. You don't want to lose your best friend, but you're also scared what Joel will do if you don't stay away. (IPV)</p>	
5	<p>Taking it to the real world.</p> <ul style="list-style-type: none"> • Use the 5 steps to deal with at least one problem with another person this week. 	Homework

Meeting 10
Responding to risk: Knowing what to do and Asserting What I Want

OVERALL GOAL OF SESSION: Introduce concept of assertiveness and connect to mindfulness/attention skills.

The goals of this session are to (1) define assertiveness; (2) learn about steps to assertiveness skills; (3) anticipate problems with acting assertively; (4) practice identifying assertive behavior.

Time Frame in minutes	Activities	Supplies needed
5	Check-in	
5	<p>Recap of Meeting 9</p> <p>Facilitator: “Ok, let’s do a quick recap. Last time was our 9th meeting and we talked about four steps that you can do to recognize a problem in your life, especially dating situations, and respond to the problem. These include noticing what’s going on around you, thinking about it carefully, thinking of other solutions (“brainstorming”) and making a decision to act. We talked about a bunch of common situations or scenarios that you might find yourself in when you’re dating and we walked through the four steps together with those situations.</p> <p>“Anything I missed? Anything you’d add?”</p>	
5	<p>Homework CHECK –IN</p> <p>“You were going to find at least on situation to work through the problem solving list. How did that go?”</p>	
5	<p>Intro to Meeting 10</p> <p><i>Ok, so today we’re going to talk about assertiveness, standing up for yourself in words and actions. We’ll talk about real life women who have stories about standing up to others and speaking their voice. Are you ready to get going?</i></p> <p><i>Picking up on last week, we talked about how to figure out options and decide on a plan of action when faced with a potentially dangerous or unsafe situation/person.</i></p> <p><i>Once you have thought through a difficult situation and decided what action you want to take, you have to then be assertive – and effective! One of the biggest barriers to solving problematic or dangerous dating situations is difficulty being assertive in an</i></p>	

	<i>effective way.</i>	
	<p>Defining Assertiveness and Connecting to Mindfulness Skills</p> <p><i>Assertiveness doesn't just mean just hitting some body. What do you think assertiveness means?</i></p> <ul style="list-style-type: none"> • Elicit ideas from teens. <p><i>Assertiveness is the ability to positively and firmly state your position, desire, or opinion.</i></p> <ul style="list-style-type: none"> • <i>In our society, girls are often expected to be “good” and quiet, so most grow up without learning how to be assertive.</i> • <i>At the other extreme, some girls are taught that the only way to get what they want is to fight – literally using fists and kicks – to get it. We’re looking for something else – something that involves asserting and defending your personal rights as well as respecting some else’s personal rights. Sometimes defending yourself might get physical, but we’re going to start by talking about opportunities to be assertive that come before hitting or other forms of physical aggression.</i> <p><i>Let’s break down the definition of assertiveness to figure out what we’re really talking about AND how it relates to all the active pilot/mindfulness stuff we’ve been working on.</i></p> <p><i>What does it mean to “positively” state your position?</i> Elicit discussion:</p> <ul style="list-style-type: none"> • “I want to go home” versus “I don’t want to stay.” What’s the difference? • How does this relate to mindfulness and attention (e.g., have to know what your position is). <p><i>What does it mean to “firmly” state your position?</i> Elicit discussion:</p> <ul style="list-style-type: none"> • What sorts of body language do you want to be mindful of using? • What kinds of words show you’re firm? <p><i>What is your position, desire, or opinion mean?</i> Elicit discussion:</p> <ul style="list-style-type: none"> • These could be personal rights (remember those from weeks ago...?) • Could be something as small as your opinion about where to have dinner – or as big as deciding you don’t want to 	Handout

	<p>have sex or want to break up.</p> <ul style="list-style-type: none"> • Are you entitled to your own positions, desires, opinions? What behaviors in dating partners would communicate that they don't think you're entitled? <p>Important: <i>Being assertive does not mean that you have to be rude, disrespectful, or obnoxious. You can be effectively assertive while being tactful. Using the problem solving strategy in an assertive way also makes it more likely that you'll be heard clearly and correctly; and that you will be taken seriously; and that your strategy will be effective.</i></p>	
	<p>Being assertive skillfully (Adapted from Linehan)</p> <p>Review adapted DEAR MAN skills (see handout). Elicit examples from teens.</p> <ul style="list-style-type: none"> • Describe • Express • Assert • Reinforce • Stay mindful • Appear Confident 	(Handout continued)
	<p>Discuss Possible Problems/Difficulties to Behaving Assertively</p> <p><i>What is most difficult about being assertive – that is, about saying positively and firmly your position, desire, or opinion?</i></p> <p><i>It is important to be aware of your own feelings and reactions in situations, and to pay close attention to these. Many women tend to blow off or ignore their own feelings; or tell themselves that they are over-reacting. But, it is important for you to listen to yourself! You also have to know your limits. When your limits are violated, you assert them clearly and early on in the situation.</i></p>	
20	<p>Assertiveness Stories.</p> <p><i>Now we're going to listen to some stories about young women who responded to several different situations. Listen and try to imagine the details of each situation. After each situation, we'll discuss what the young women did – think about whether you'd do anything differently?</i></p> <p>Story 1: A female student is at a party with friends. The room is hot, crowded, and noisy with people talking and music playing</p>	Cards (to either read to teens or let them read aloud to each other)

loudly. A male student, whom she has never met before, comes up to her, introduces himself, and begins a conversation. They talk for a while, and both seem to be enjoying themselves. After a while, the male student asks her if she would like to go upstairs to one of the bedrooms to continue their conversation some place quieter. She immediately tells him that, while she is enjoying their conversation and would like to continue it, she would rather continue it where they are since she just met him. He listens and agrees to her request to stay downstairs, suggesting they go talk on the porch instead. The porch is well-lit, so they go out there and close the front door.

Story 2: A female student is on a first date with a fellow male student whom she met through mutual friends last week. He picks her up at her house and they go out to get something to eat. The conversation is fun. He says lots of nice things to her and tells her how physically attractive she is. After they finish eating, he suggests that they go to his house and she agrees. After a short drive, they arrive at his house. No one else is home. They spend more time talking and have a good time. Suddenly, he places his hand on her leg and moves forward to kiss her. She immediately tells him that, while she is having fun and wants to keep talking, she doesn't want to rush into things she isn't ready for. She asks if they can just keep talking. He listens and agrees to her request to continue the conversation without touching and kissing. However, a few minutes later, he touches her again. She then tells him to stop right now. He asks what's the matter with her and says that he thought she liked him. He then begins to move closer. At this point, she demands to be taken home. He says, annoyed, "Fine".

Story 3: A female student sneaks into a bar with some friends. The bar is crowded and noisy, with people talking and music playing loudly. She has been drinking and talking with her friends, but has been careful not to drink too much because she will be driving home later. Other people are drinking lots of alcohol. A male student who she has had some classes with and has spoken to before, comes over, sits down, and begins talking to her about one of their classes. She is enjoying his attention because she had always thought he was cute. As they talk, however, it is clear to her that he has been drinking quite a bit. After talking for a while, he gets up and leaves, saying that he will be back shortly. After a while, he comes back to the table carrying two drinks, one for him and one for her. He then says that he has brought her a gift and that some must drink it. Right away, she tells him that she appreciates his generosity, but can't drink it. He pleads with her to just have one more drink with him so that he won't have to drink alone and also says it wouldn't be nice to refuse his gift. More forcefully, she then says that she is really enjoying their

conversation and would like to continue it with him; however, she wishes that he would have asked first if she wanted a drink before he bought one. She explains that she cannot accept the drink because she is driving home and does not want to drive drunk. He listens and appears irritated. He walks away from her and towards the bar, joining another group of people. She goes and hangs out with her friends.

Story 4: A female student has been dating the same guy for several months. It is his birthday and she is making him dinner at her house. Her parents are out with friends for the evening and she has tried to make the night special for him. She gave him the new CD by his favorite band. He suggests that they listen to it in her room. She agrees and they go upstairs. While the CD plays she and her boyfriend kiss on the bed. He asks if they can go further tonight. They have been physically intimate before, but she asks him if he has protection. He looks irritated and says no. She apologizes but says that she doesn't want to take the risk of not using protection. He frowns and asks if she could do it just this once since it is his birthday after all. She again says no. He is visibly disappointed but begins to kiss her again. As things progress, she stops him and again tells him that she isn't willing to do anything without protection. She suggests that they go downstairs and have a piece of the cake she made. They eat and he kisses her goodnight before leaving.

Story 5: A female student and her girlfriend are sitting down to look at colleges. They have been dating seriously for the last two years. She received three acceptance letters. One to the local state college and another to a good school in the neighboring state. The last acceptance was to her dream school. It is on the other side of the country, but is very prestigious and has a beautiful campus. Her girlfriend only received an acceptance letter from the local college. The two of them have talked about getting married, but that would mean she would have to decline her number one school. Her girlfriend tells her that their relationship is the most important thing to her. She says that if she were accepted to another school, she would tell them no to be with her. The relationship is important to the female student as well, but she worked very hard to get into this university. Her girlfriend tells her that she isn't willing to do a long distance relationship. The student says that they would be able to talk everyday and that they would see each other during the breaks. Her girlfriend replies that it just wouldn't be the same. That night she talks with her parents and takes some time to think. The next day, she tells her girlfriend that she has decided to go to her dream school next fall. Her girlfriend cries and asks her to change her mind. She cries too but tells her that she worked so hard for

this and that it is important for her to go. Her girlfriend tells her that she is making a mistake and leaves.

Story 6: A female student working on homework with her boyfriend. They have been together for almost a year now. Her boyfriend is having a difficult time with the math homework and is worried about the test they have tomorrow. She has always been good at math and tries to explain how to solve the problem. He throws down his pencil and complains that he is never going to get this. However, if he doesn't pass this test, he might have to retake the class. He asks her if he could just look at her answers tomorrow during the test. She has never cheated before and says that she isn't comfortable with that. He tells her that he loves her and that if he has to retake the class, they can't spend the summer together. She tells him no. She doesn't want to get caught and get in trouble. He says that it isn't a big deal and that she should be willing to help him. She again says no. She offers him her notes, but says she is done studying for now and leaves. The next day she sits on the other side of the room to take her test.

Story 7: Kaitlin and Dan dated for a few months last semester but broke up over winter break. A few weeks later Kaitlin goes to a friend's house to watch a movie with a group of friends. When she gets there, she sees that Dan is there too. Everyone decides to watch a scary movie and turn off all the lights to make it more frightening. Kaitlin and Dan end up having to sit next to each other. Dan puts his hand on her leg. Kaitlin brushes it off but later Dan put his arm over her shoulders. She pushes it off but he just puts his arm up again. Eventually Kaitlin just ignores it to avoid an embarrassing fight in front of everyone. When the movie ends, a few people go to the kitchen for snacks and Kaitlin is left alone with Dan. He put his hand on her thigh and tries to kiss her. Kaitlin pulls away and tells Dan that she doesn't want to do anything. Dan gets angry and says that they have fooled around before and there isn't any harm in it. Kaitlin tries to leave but Dan pulls her arm to pull her back to the couch.

Story 8: Bonnie and Ian are going to be seniors in high school and have been dating seriously for the last eight months. During summer breaks, Bonnie always spends a month at her grandmother's with her cousins. She is excited to spend the time relaxing, but it is the first time Bonnie and Ian have been away from each other for more than a day or two. Ian calls every day to talk to Bonnie. Her cousins are jealous that she has such a great boyfriend. After the first week, Bonnie went swimming and didn't hear her phone when he called. When she called him back, Ian accused her of being on a date with someone else. Bonnie denied

	<p>it but since then, Ian calls every few hours to see what she is doing. If she doesn't answer right away, Ian gets angry at her. Bonnie gets home in a few more days, but worries what will happen if they go to college in different states next year.</p> <p>Story 9: Ben has been dating Christy for 6 months. The relationship has moved quickly in physical affection and commitment. They decided that they are going to get married once they graduate in three years. She doesn't have a ring yet, but Ben is working on the weekends to save up for one. They argue all the time, mainly because of Ben's possessiveness. Ben says that now they're engaged, he doesn't want Sally to hang out with her friends or even spend too much time doing her homework. He said that she needs to give her time and attention to him, that she owed it to him. Gradually Ben started demanding that Christy not spend time with her family either. Christy used to be close to her sister and is disappointed that they don't hang out much anymore. She doesn't want to give in to another of Ben's demands, but she doesn't want him to leave her either. (IPV)</p>	
5	<p>Taking it to the Real World Practice using assertiveness skills at least one time – write down what you notice. Identify 1 woman who you think is successful at being assertive in relationships – what does she do?</p>	Homework

Meeting 11
Responding to risk: Knowing Where to Get Help

OVERALL GOAL OF SESSION: Introduce idea that women cannot solve all their problems by themselves. Often, we need to elicit help from others. When dangerous dating relationships emerge, we need to have a plan to reach out to safe people as well as a plan for how to talk to safe people.

The goals of this session are to (1) identify safe people who might be able to help when teen is confronted with danger cues in relationships; (2) practice how teens might disclose and ask for help; (3) do some overview of curriculum to identify the parts most important to teens (in preparation for final session).

Time Frame in minutes	Activities	Supplies needed
5	Check-in	
5	<p>Recap of Meeting 10 <i>Facilitator: "Ok, let's do a quick recap. Last time was our 10th meeting and we talked about assertiveness, standing up for yourself in words and actions. We talked about women who have stories about standing up to others and speaking their voice, especially in their relationships.</i></p> <p><i>"Anything I missed? Anything you'd add?"</i></p> <p>Homework CHECK –IN <i>"Let's check in now about your practice project last week. You were going to notice yourself when you tried to use your assertiveness skills. How did that go?"</i></p>	
2	<p>Intro to Meeting 11 <i>"Ok, so today we're going to talk about how to get help in any way that you can if you're at risk for violence committed against you. We'll talk about which people are the best to look to for help, how to call the police and what to say. Then, we'll discuss some situations may it be hard to decide what to do and how to get help. We'll come up with tips for you about how to navigate such tough situations. Are you ready to get going?"</i></p>	
10	<p>Which people can help? <i>We've talked a lot about what you can do....but lots of times, we can't do everything on our own.</i></p> <p><i>So, let's spend some time brainstorming who can you talk to or go to if you're not sure about a dating situation or someone has hurt you.</i></p>	

	<p>Elicit from ideas from teens. Focus on who might be good to go to given different circumstances (e.g., is it always good to go your friend? The police?).</p>	
<p>20</p>	<p>Calling the police <i>What might it be like to call the police? What questions do you have about calling the police? For example, some women tell us they're afraid to call the police because they're parents aren't here legally and what happens if the police find out?</i></p> <p>Elicit discussion. Look for opportunities to correct myths, address unhelpful thoughts, etc..</p>	
<p>10</p>	<p>What do you say? <i>You might have a great list of people you could turn to, but how do you bring up that you're scared or hurt or angry? Let's role play how you might talk to someone...</i></p> <p>Hand out cards with scenarios (e.g., You are afraid of your boyfriend. He hit you once, but told you not to tell anyone. You're afraid he'll do it again). Have teens take turns doing a "fishbowl" to try telling different people about what is happening.</p> <p><i>A "fishbowl" is when two people begin a role play, but can stop any time to ask for help from those watching the role play. Those watching the role-play can provide constructive feedback about potential solutions to problems, etc.</i></p> <p>Fishbowl scenarios:</p> <ol style="list-style-type: none"> 1. You are afraid of your boyfriend. He hit you once, but told you not to tell anyone. You're afraid he'll do it again. 2. You have turned down Steve several times. Recently he has started riding his bike past your house several times a day and leaving you threatening notes. You don't know how to make him stop. 3. Your boyfriend has threatened to hurt himself if you break up with him. You don't want to be in the relationship anymore but are afraid if he does anything it will be your fault. 4. Your boyfriend forced you to do sexual things that you were uncomfortable with. Now you're scared to be alone with him. 5. After getting in a fight, your boyfriend threw a glass at you. You didn't get hit but are afraid to make him mad again. 	<p>Cards with scenarios</p>

	<p>6. You were drinking with friends at a party. A guy asked you to dance and you turned him down. Now he is threatening to tell your parents and the school that you were drinking underage and get you in trouble unless you go out with him.</p> <p>7. You really liked a guy two grades ahead of you. You dated him a few times but now he says he can only be in a relationship if you sleep with him. You aren't sure if you're ready.</p> <p>8. You and Lisa broke up a few weeks ago. Now Lisa is spreading rumors all over school and making nasty comments to you when you pass her in the hall. You don't know what to do.</p> <p>9. Your boyfriend gets angry at you every time that you hang out with friends instead of with him. You don't want to lose your friends but you're tired of your boyfriend yelling at you.</p>	
	<p>Planning: Top Tips for Teens <i>We've learned a lot working together – especially from each other. Let's document the tips we'd give other teens for building healthy relationships – from how to notice what you feel to figuring out what you want and how to assert yourself.</i></p> <p>Facilitators: Write down teen tips to type up to give back to them next week.</p>	
<p>5 Homework</p>	<p>Taking it to the Real World Identify (at least) 3 people that they could talk to (even if it's just one) when notice warning signs in relationships. Anticipate what might get in the way and/or facilitate reaching out to those people.</p>	<p>Homework</p>

Meeting 12
End of group celebration

OVERALL GOAL OF SESSION: General Wrap-up, Discuss what we learned, Practice skills, and Talk about Future Plans

The goals of this session are to (1) Review “Tips” for teens (2) Practice skills in role play (3) Discuss Plans for the future (4) Celebrate.

Time Frame in minutes	Activities	Supplies needed
5	Check-in	
5	<p>Recap of Meeting 11 <i>Ok, we’ve reached our final meeting!! This is the 12th meeting. Congratulations! You all have been so helpful. (etc.) Last time, our 11th meeting, we played out some scenarios that we’ve talked about in the past. Then, we gathered up a big list of tips that we’ve come up with together that are our “Top Tips for Teens” for building healthy relationships. Finally, we planned some of the celebration for today! Anything I missed? Anything you’d add?</i></p> <p>Homework CHECK –IN <i>Last week, you were going to brainstorm people you could turn to for help if you noticed clues that you might not be safe in a dating relationship. What did you come up with?</i></p> <p>Intro to Meeting 12 <i>Today we’re going to celebrate our success in this group! First, we’ll review the tips you came up with for other teens and see what we think of those. Then we’ll practice some more and talk about our plans for the future, such as our goals are for our relationships in the short and long term.</i></p>	
15	<p>Tips for Teens Review the “tips” that the group generated last week.</p>	Handout with tips
10	<p>Role plays Fish bowls to role play different scenarios. Put into practice noticing, problem-solving, asserting, skills. Solicit feedback and help from peers during fishbowl.</p>	Scenarios
10	<p>Plans for future Elicit conversations about short, medium, and long-term goals for healthy relationships (e.g., how do you want to be treated in relationships; how do you want to treat partners). Talk about plans for each step.</p>	“Homework” handout (for in session)
	<p>Celebration and saying goodbye. Thank teens for participating!</p>	Certificates Administer measures.