

GRADE 8 | LESSON 3
CHALLENGES TO HEALTHY RELATIONSHIPS

LESSON OVERVIEW

LESSON 3: CHALLENGES TO HEALTHY RELATIONSHIPS

- In this lesson, students examine how power differences can introduce challenges to healthy relationships and result in behaviors such as bullying. Students analyze what characteristics indicate a relationship has moved from healthy to unhealthy or unhealthy to abusive. Students use AISD policies and other resources to determine when situations may constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and/or dating violence.

LEARNING OBJECTIVES

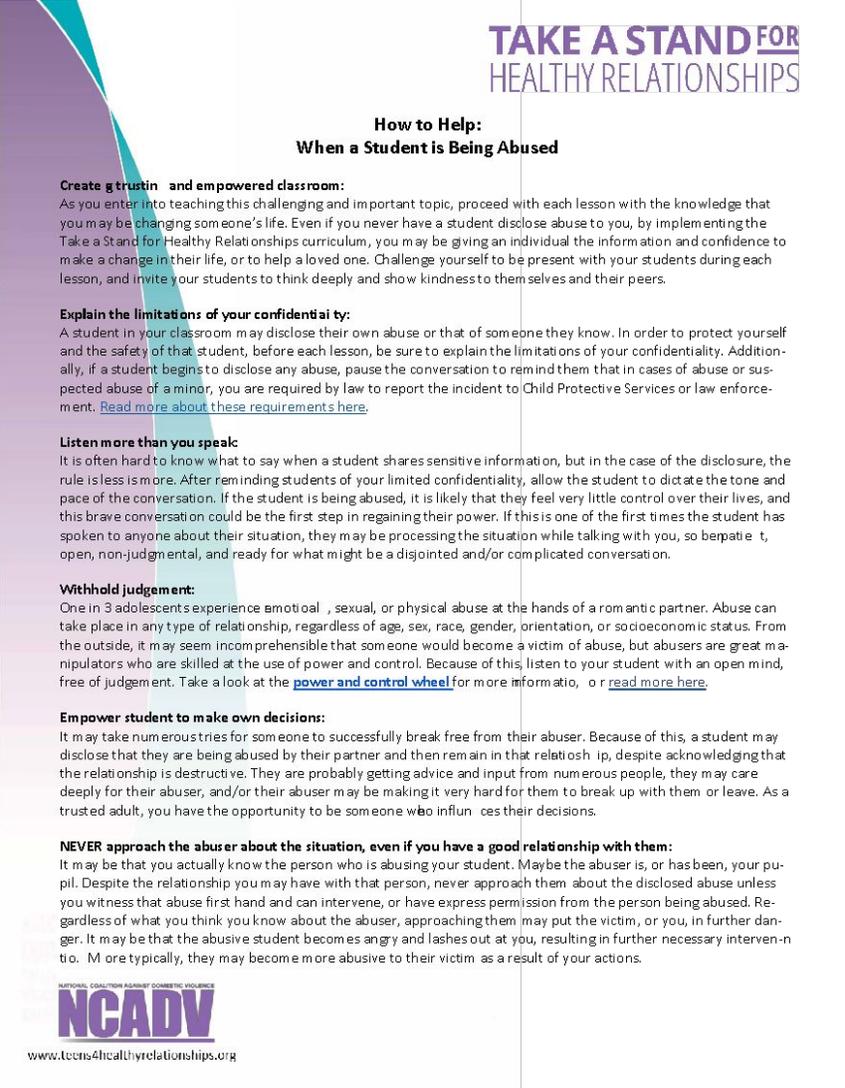
CORE CONCEPTS

- Describe the potential impacts of power differences such as age, status or position within relationships. (NSES HR.8.CC.2)
- Describe situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence. (NSES PS.8.CC.1)
- Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence and why they are wrong. (NSES PS.8.CC.2)
- Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched. (NSES PS.8.CC.3)
- Explain why a person who has been raped or sexually assaulted is not at fault. (NSES PS.8.CC.4)

RECOMMENDATIONS FOR CLASSROOM CONVERSATIONS ABOUT ABUSE

We are not implementing the *Take a Stand for Healthy Relationships* curriculum, but these are helpful guidelines anytime highly sensitive topics such as abuse arise in the classroom.

Please review these suggestions before implementing this lesson. If you need support to help you be a better ally to students in need, please contact Michele Rusnak or a trained campus staff member, such as a counselor or school nurse.



TAKE A STAND FOR HEALTHY RELATIONSHIPS

**How to Help:
When a Student is Being Abused**

Create trust and empowered classroom:
As you enter into teaching this challenging and important topic, proceed with each lesson with the knowledge that you may be changing someone's life. Even if you never have a student disclose abuse to you, by implementing the Take a Stand for Healthy Relationships curriculum, you may be giving an individual the information and confidence to make a change in their life, or to help a loved one. Challenge yourself to be present with your students during each lesson, and invite your students to think deeply and show kindness to themselves and their peers.

Explain the limitations of your confidentiality:
A student in your classroom may disclose their own abuse or that of someone they know. In order to protect yourself and the safety of that student, before each lesson, be sure to explain the limitations of your confidentiality. Additionally, if a student begins to disclose any abuse, pause the conversation to remind them that in cases of abuse or suspected abuse of a minor, you are required by law to report the incident to Child Protective Services or law enforcement. [Read more about these requirements here.](#)

Listen more than you speak:
It is often hard to know what to say when a student shares sensitive information, but in the case of the disclosure, the rule is less is more. After reminding students of your limited confidentiality, allow the student to dictate the tone and pace of the conversation. If the student is being abused, it is likely that they feel very little control over their lives, and this brave conversation could be the first step in regaining their power. If this is one of the first times the student has spoken to anyone about their situation, they may be processing the situation while talking with you, so be patient, open, non-judgmental, and ready for what might be a disjointed and/or complicated conversation.

Withhold judgement:
One in 3 adolescents experience emotional, sexual, or physical abuse at the hands of a romantic partner. Abuse can take place in any type of relationship, regardless of age, sex, race, gender, orientation, or socioeconomic status. From the outside, it may seem incomprehensible that someone would become a victim of abuse, but abusers are great manipulators who are skilled at the use of power and control. Because of this, listen to your student with an open mind, free of judgement. Take a look at the [power and control wheel](#) for more information, or [read more here.](#)

Empower student to make own decisions:
It may take numerous tries for someone to successfully break free from their abuser. Because of this, a student may disclose that they are being abused by their partner and then remain in that relationship, despite acknowledging that the relationship is destructive. They are probably getting advice and input from numerous people, they may care deeply for their abuser, and/or their abuser may be making it very hard for them to break up with them or leave. As a trusted adult, you have the opportunity to be someone who influences their decisions.

NEVER approach the abuser about the situation, even if you have a good relationship with them:
It may be that you actually know the person who is abusing your student. Maybe the abuser is, or has been, your pupil. Despite the relationship you may have with that person, never approach them about the disclosed abuse unless you witness that abuse first hand and can intervene, or have express permission from the person being abused. Regardless of what you think you know about the abuser, approaching them may put the victim, or you, in further danger. It may be that the abusive student becomes angry and lashes out at you, resulting in further necessary intervention. More typically, they may become more abusive to their victim as a result of your actions.

NATIONAL COALITION AGAINST DOMESTIC VIOLENCE
NCADV
www.tccns4healthyrelationships.org

https://www.speakcdn.com/assets/2497/how_to_help_when_a_student_is_being_abused.pdf?1509129774156

YOU MUST REPORT SUSPECTED ABUSE

- “State law requires anyone who suspects child abuse or neglect to report those suspicions to the Texas Department of Family and Protective Services (DFPS) or to a local law enforcement agency.”
- “Any person making a report to DFPS is immune from civil or criminal liability as long as the report is made in good faith. The reporter's name is also confidential and will not be provided directly to the accused person by any DFPS employee. *There are circumstances under which DFPS is required to disclose a reporter's identity to law enforcement, a court of law, or another state agency. Please see the section below on Confidentiality for more information.*”
- “A person who suspects child abuse or neglect, but fails to report it, can be charged with a misdemeanor or state jail felony. Remember, reporting suspected child abuse or neglect makes it possible for a child to get help.”

Report child abuse or neglect in two ways:

Telephone	Internet
<p>You may call the Texas Abuse Hotline at 1-800-252-5400 to report abuse or neglect. The hotline is answered by DFPS Intake Specialists (who are all degreed professionals) 24 hours a day, 365 days a year.</p> <p>You will be asked to provide your name and contact information.</p> <p>You will be asked to explain your concerns. The Intake Specialist might ask additional questions to determine if the situation that you describe meets the Texas Family Code's definitions of abuse or neglect.</p>	<p>You may report your allegations to the Texas Abuse Hotline through the Internet at http://www.txabusehotline.org. This secure website provides a way to explain your concerns in writing.</p> <p>You must provide your name and a valid e-mail address. Your identity remains confidential and will not be provided directly to the accused person by any DFPS employee.</p> <p>Once an Intake Specialist processes your report, you will receive a confirmation e-mail with a Call Identification Number. The e-mail will also tell you whether or not your report was forwarded to a local DFPS office for further investigation.</p>

48 HOUR WINDOW FOR REPORTING ABUSE

“Professionals must make a report **no later than the 48th hour** after first suspecting a child has been abused or neglected or is a victim of an offense under Section 21.11, Penal Code. A professional may not delegate to or rely on another person to make the report (Texas Family Code, Section 261.101). Professionals are not required to follow up their oral reports with a written report as they were in the past.

Professionals include **teachers**, nurses, doctors, day-care employees and others who are either licensed by the state or work in a facility licensed or operated by the state and who have direct contact with children in the course of their job (Texas Family Code, Section 261.101).”

https://www.dfps.state.tx.us/Child_Protection/Child_Safety/report_abuse.asp

ADVANCE PREPARATION

MATERIALS

- Student notebooks or scrap paper for individual reflections
- Per student or Class Set copies of *Relationships Exist on a Spectrum* (from Lesson 1)

ACTIONS

- Ensure pedagogical familiarity and comfort with lesson plan
- Review and practice using slide animations
- Plan where students will write reflections
- Print out any slides you will need to reference during the presentation (at your discretion)
- Ensure functioning of audiovisual setup
- Test video playback
- Questions? Contact Michele Rusnak or a district STEM Coach.

WARM UP

Method: Think-Pair-Share

Provide thinking time then ask students to share their thoughts with a partner.

POWER DYNAMICS IN RELATIONSHIPS (TEACHER)

POWER IMBALANCE



Predict:

- How might **power imbalances** make maintaining healthy relationships difficult?

After students share, solicit some responses from the class. Accept all reasonable responses.

Lesson Preview: Today we are going to look at how power differences can challenge healthy relationships and sometimes lead to abuse.

POWER DYNAMICS IN RELATIONSHIPS

POWER IMBALANCE



Predict:

- How might **power imbalances** make maintaining healthy relationships difficult?

REVIEW: THERE ARE MANY TYPES OF RELATIONSHIPS

- The characteristics of healthy relationships apply to all types of relationships.
 - Family
 - Friends
 - Romantic Relationships
 - Acquaintances
 - Mentors / Teachers
- This lesson will focus on the types of relationships that are most frequently found in the school environment.

POWER IN SOCIAL SETTINGS

OVERVIEW: POWER IN SOCIAL SETTINGS

Students will analyze how power manifests in social settings, brainstorm examples of power differentials in the school setting, and discuss the ways that power influences behaviors in relationships.

Resources:

- *Relationships Exist on a Spectrum*

RELATIONSHIPS EXIST ON A SPECTRUM

All relationships exist on a spectrum, from healthy to abusive to somewhere in between. Below, we outline behaviors that occur in healthy, unhealthy and abusive relationships.

HEALTHY	UNHEALTHY	ABUSIVE
<p>A healthy relationship means that both you and your partner are:</p> <ul style="list-style-type: none">Communicating: You talk openly about problems, listen to each other and respect each other's opinions.Respectful: You value each other as you are. You respect each other's emotional, digital and sexual boundaries.Trusting: You believe what your partner tells you. You do not feel the need to "prove" each other's trustworthiness.Honest: You are honest with each other, but can still keep some things private.Equal: You make decisions together and hold each other to the same standards.Enjoying personal time: You can still enjoy spending time apart, alone or with others. You respect each other's need for time apart.	<p>You may be in an unhealthy relationship if one or both partners is:</p> <ul style="list-style-type: none">Not communicating: When problems arise, you fight or you don't discuss them at all.Disrespectful: One or both partners is not considerate of the other's feelings and/or personal boundaries.Not trusting: One partner doesn't believe what the other says, or feels entitled to invade their privacy.Dishonest: One or both partners tells lies.Trying to take control: One partner feels their desires and choices are more important.Only spending time with your partner: Your partner's community is the only one you socialize in.	<p>Abuse is occurring in a relationship when one partner:</p> <ul style="list-style-type: none">Communicates in a way that is hurtful, threatening, insulting or demeaning.Disrespects the feelings, thoughts, decisions, opinions or physical safety of the other.Physically harms or harasses the other partner by hitting, slapping, shaking, pushing or shoving.Blames the other partner for their harmful actions, makes excuses for abusive actions and/or minimizes the abusive behavior.Controls and isolates the other partner by telling them what to wear, who they can hang out with, where they can go, and/or what they can do.Pressures or forces the other partner to do things they don't want to do, threatens, harms or humiliates their partner if they resist or say no.

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INSTRUCTIONS: DEFINITION OF *POWER*

- Read the definition of “power” aloud to the class (slide is animated)
- Let the class know that they will be using their powers of observation to analyze the presence of power in social situations.

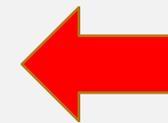
DEFINITION OF *POWER*

Power (noun)

1 : the ability or right to control people or things

2 : possession of control, authority, or influence over others

3 : the ability to act or produce an effect



Next, you will be using your **powers** of observation to analyze power in social situations.

INSTRUCTIONS: POWER IN SOCIAL SETTINGS

- Use the series of slides (some animated) to get students talking about what factors relate to power in social settings.
- There really are no “correct” answers to these questions as it is all based on inference about the situation depicted. Solicit responses from students and push them to explain their thoughts while maintaining the focus on interpretations that may tell us something about their power in this social situation.

Power in Social Settings

Note: There really are no “correct” answers to these questions as it is all based on inference. Solicit responses from students and push them to explain their thoughts while maintaining the focus on interpretations that may tell us something about their power. Sample responses are below.

What is this situation? How do you know? *Homecoming game, homecoming court.*
Clues include football field, people in the background, couples.

Who is being honored? How do you know? *The couple positioned in the middle of the photo with the scepter and crown/flowers (status symbols).*

Who has the most power between them? *Answers will vary. Ask students for their opinions and explanation. Considerations: apparent gender, apparent race, maybe age.*

Who is the couple in the back? *Why do you think that? Possibly members of the court, sometimes called “prince” and “princess” or “duke” and “duchess.” They may have received fewer votes and “lost” the title of “king” and “queen” to the couple in the middle of the photo.*

How does their power compare to the “king” and “queen”? Why?
The way they are standing and the flowers one is holding, as well as their position behind the “king” and “queen” suggest that they have a role similar to, but with lower status than, the “king” and “queen.”

Who is the other lady with a crown? Why do you think that? *Possibly last year’s homecoming queen. Crown is a status cue. Positioning slightly in front of but to the side of the “king” and “queen” suggests that she is helping to present this year’s king/queen to the crowd.*

How does her power compare to the others on the field?
Ask students for their opinions and explanation. The interpretation that she is passing on her “title” of current homecoming queen would suggest her power/status is in the process of getting reduced.

What about the guys on the right? What might their roles be?

They have some sort of position or they wouldn’t be on the field. The younger guy is standing close to the young girl and in a position similar to the “other lady with a crown.” Perhaps he is the girl’s father or last year’s “king.” The older man is standing as if he is an observer of the presentation. Why might he be on the field instead of with the rest of the audience? Perhaps he is a school official.

Who might have more power between them? Why? *Ask students for their opinions and explanation. Considerations: apparent age, apparent race, maybe position.*

What about the kids? What might their role be? How much power do they have? Why? *Ask students for their opinions and explanation. Considerations: their position on the field, their age compared to the others. Position on the field suggests they are part of the presentation. They are loosely associated with the “other lady with a crown” and the younger “guy on the right.” They may have presented the crown and scepter. Their age compared to the others on the field suggests lower power.*

If all of these people were mixed up in a room together without any of the status symbols (crown, scepter, flowers), to whom would you ascribe the most power? Why? *Ask students for their opinions and explanation. Considerations: apparent age, apparent race, apparent gender, style of dress.*



POWER IN SOCIAL SETTINGS

What is this situation?

How do you know?



POWER IN SOCIAL SETTINGS



Who is being honored?

How do you know?

Who do you think has the most power between them?

Why?

POWER IN SOCIAL SETTINGS

Who is the couple in the back?

Why do you think that?

How does their power compare to the “king” and “queen”?

Why?



POWER IN SOCIAL SETTINGS



Who is the other lady with a crown?

Why do you think that?

How does her power compare to the others on the field?

POWER IN SOCIAL SETTINGS

What about the guys on the right?

What might their roles be?

Who might have more power between them?

Why?



POWER IN SOCIAL SETTINGS



What about the kids?

What might their role be?

How much power do they have?

Why?

POWER IN SOCIAL SETTINGS

If all of these people were mixed up in a room together without any of the status symbols (crown, scepter, flowers), to whom would you assign the most power?

Why?



POWER AT SCHOOL (**TEACHER**)

Ask students to refrain from mentioning specific individuals other than themselves.

Power (noun)

1 : the ability or right to control people or things

2 : possession of control, authority, or influence over others

3 : the ability to act or produce an effect

Review the definition of power and then solicit student responses for how power manifests at school. Accept and validate all reasonable responses.

What types of people at school have...

- the *right* to control people?
Administrators, teachers
- *influence* over others? **People with high status, possibly conferred by age, membership in certain groups, wealth, race, information, etc.**
- the ability to *produce an effect*?
**Nearly anyone in the right situation.
Power is situation-dependent.**

POWER AT SCHOOL

Power (noun)

1 : the ability or right to control people or things

2 : possession of control, authority, or influence over others

3 : the ability to act or produce an effect

What types of people at school have...

- the *right* to control people?
- *influence* over others?
- the ability to *produce an effect*?

Method: Think-Pair-Share

Provide thinking time then ask students to share their thoughts with a partner.

WHICH CHARACTERISTICS OF HEALTHY RELATIONSHIPS MIGHT BE CHALLENGED BY POWER DIFFERENCES IN RELATIONSHIPS? (TEACHER)

Respect

Communication

Trust

Equality

RELATIONSHIPS EXIST ON A SPECTRUM

All relationships exist on a spectrum, from healthy to abusive to somewhere in between. Below, we outline behaviors that occur in healthy, unhealthy and abusive relationships.

HEALTHY	UNHEALTHY	ABUSIVE
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After students share, solicit some responses from the class. Accept all reasonable responses.

Transition: Next we are going to look at the ways that power imbalances can lead to unhealthy and abusive relationships.

WHICH CHARACTERISTICS OF HEALTHY RELATIONSHIPS MIGHT BE CHALLENGED BY POWER DIFFERENCES IN RELATIONSHIPS?

Respect

Communication

Trust

Equality

Independence

Honesty

RELATIONSHIPS EXIST ON A SPECTRUM

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FROM UNHEALTHY TO ABUSIVE

BULLYING AND POWER

- Individually and/or in small groups, students will reflect (see prompts at right) on the nature of bullying, where bullying falls in the Relationship Spectrum and what role power differences play in bullying.
- **If time allows**, allow students to watch the *Why I Bully You* video and facilitate a short discussion using the prompts provided on the slide, “Discussion: Why I Bully You.”
- **If time is limited**, simply facilitate a short discussion around the Discussion Prompts to the right.

Discussion Prompts:

- What are some behaviors that might be considered “bullying” or “harassment”?
- What are some of the relationships between bullying and power?
- Are behaviors like bullying simply unhealthy or are they abusive? (reference: Relationship Spectrum handout)

BULLYING AND POWER

- What are some behaviors that might be considered “bullying” or “harassment”?
- Are behaviors like bullying simply unhealthy or are they abusive?
- What are some of the relationships between bullying and power?

RELATIONSHIPS EXIST ON A SPECTRUM

All relationships exist on a spectrum, from healthy to abusive to somewhere in between. Below, we outline behaviors that occur in healthy, or healthy and abusive, relationships.

HEALTHY	UNHEALTHY	ABUSIVE
<p>A healthy relationship means that both you and your partner are:</p> <p>Communicating: You talk openly about problems, listen to each other and respect each other's opinions.</p> <p>Respectful: You value each other as you are. You respect each other's emotional, digital and sexual boundaries.</p> <p>Trusting: You believe what your partner has to say. You do not feel the need to "prove" each other's trustworthiness.</p> <p>Honest: You are honest with each other, but can still keep some things private.</p> <p>Equal: You make decisions together and hold each other to the same standards.</p> <p>Enjoying personal time: You both can enjoy spending time apart, alone or with others. You respect each other's need for time apart.</p>	<p>You may be in an unhealthy relationship if one or both partners is:</p> <p>Not communicating: When problems arise, you fight or you don't discuss them at all.</p> <p>Disrespectful: One or both partners is not considerate of the other's feelings and/or personal boundaries.</p> <p>Not trusting: One partner doesn't believe what the other says, or feels entitled to invade their privacy.</p> <p>Dishonest: One or both partners tells lies.</p> <p>Trying to take control: One partner feels their desires and choices are more important.</p> <p>Only spending time with your partner: Your partner's community is the only one you socialize in.</p>	<p>Abuse is occurring in a relationship when one partner:</p> <p>Communicates in a way that is hurtful, threatening, insulting or demeaning.</p> <p>Disrespects the feelings, thoughts, decisions, opinions or physical safety of the other.</p> <p>Physically hurts or injures the other partner by hitting, slapping, choking, pushing or shoving.</p> <p>Blames the other partner for their harmful actions, makes excuses for abusive actions and/or minimizes the abusive behavior.</p> <p>Controls and isolates the other partner, by telling them what to wear, who they can hang out with, where they can go and/or what they can do.</p> <p>Pressures or forces the other partner to do things they don't want to do, threatens, hurts or humiliates their partner if they <i>won't</i> or <i>say no</i>.</p>

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Subtitles are recommended for all videos, when available. *Why I bully you* (3:22) by Shaun Robinson <https://youtu.be/8mmlu5lZmvE>

DISCUSSION: WHY I BULLY YOU (TEACHER)

- What types of reasons for bullying are given in the beginning of the video?
- What types of reasons for bullying are given towards the end of the video?
- When bullying or harassment occurs...
 - Who is “responsible”?
 - Who is in control of the situation?
 - Who has influence over the situation?

The only person “responsible” is the person bullying, because that is the person in control. The other people involved - the target(s), bystanders, authorities – have influence, but not control, over the situation.

DISCUSSION: WHY I BULLY YOU

- What types of reasons for bullying are given in the beginning of the video?
- What types of reasons for bullying are given towards the end of the video?
- When bullying or harassment occurs...
 - Who is “responsible” or “at fault”?
 - Who has control?
 - Who has influence?

DEFINITIONS

ADVANCE PREPARATION: DEFINITIONS

- Preview the definitions and the slide animations to ensure you can read them fluidly and are familiar with how the animations work.
- Some of the wording is technical; practice varying your tone and speed to delineate key phrases and provide emphasis to help students process the information while you are reading it aloud.

INSTRUCTIONS: DEFINITIONS

- Use the animations on the slides “AISD Definition of Bullying” and “AISD Definition of Harassment” to present these definitions. Note the connection between bullying and power imbalance and that when we speak of “sexual harassment,” we mean conduct based on sex, gender, gender identity, gender expression and sexual orientation, including dating violence.
- Use the slide “AISD Reporting Procedures” to inform students that there are procedures for reporting bullying and harassment in AISD and that everyone has the right to feel safe and be free from harm.



AISD DEFINITION OF BULLYING

From AISD's *Respect for All* website.

The definition of **harassment** is similar, but it includes a lot more...

The conduct is considered bullying if it exploits an

imbalance of power

between the student perpetrator and the student target through written or verbal expression or physical conduct; and

- **interferes** with a student's education



- or substantially **disrupts** the operation of a school.



Sexual
AISD DEFINITION OF HARASSMENT

Prohibited **harassment** of a student is defined as:

Physical
Verbal
or Nonverbal conduct

Based on the student's...

Race

Color

Religion

Sex

Gender

Gender identity

Gender expression

Sexual orientation

National origin

Disability

Age

Immigration status

or any other basis prohibited by law

That is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Prohibited harassment includes dating violence as defined by this policy.

TEACHER REFERENCE: AISD DEFINITION OF DATING VIOLENCE

From AISD's *Respect for All* website.

If students wonder, or you feel the need to clarify, what constitutes “dating violence,” use this description.

The AISD definition of harassment includes “dating violence.”

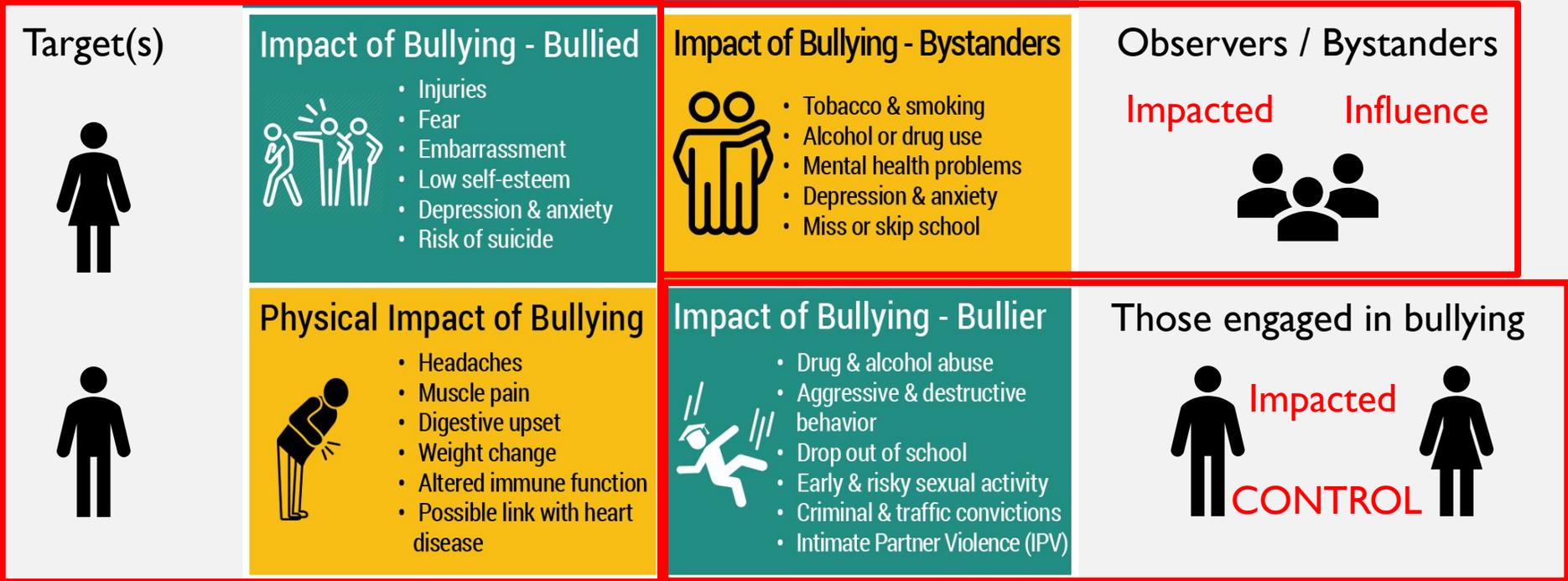
Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

This graphic focuses on bullying, but the impacts of harassment and sexual violence are similar.

Who is negatively affected by bullying?

THE IMPACTS OF BULLYING / HARASSMENT

BULLYING



Greatest impact

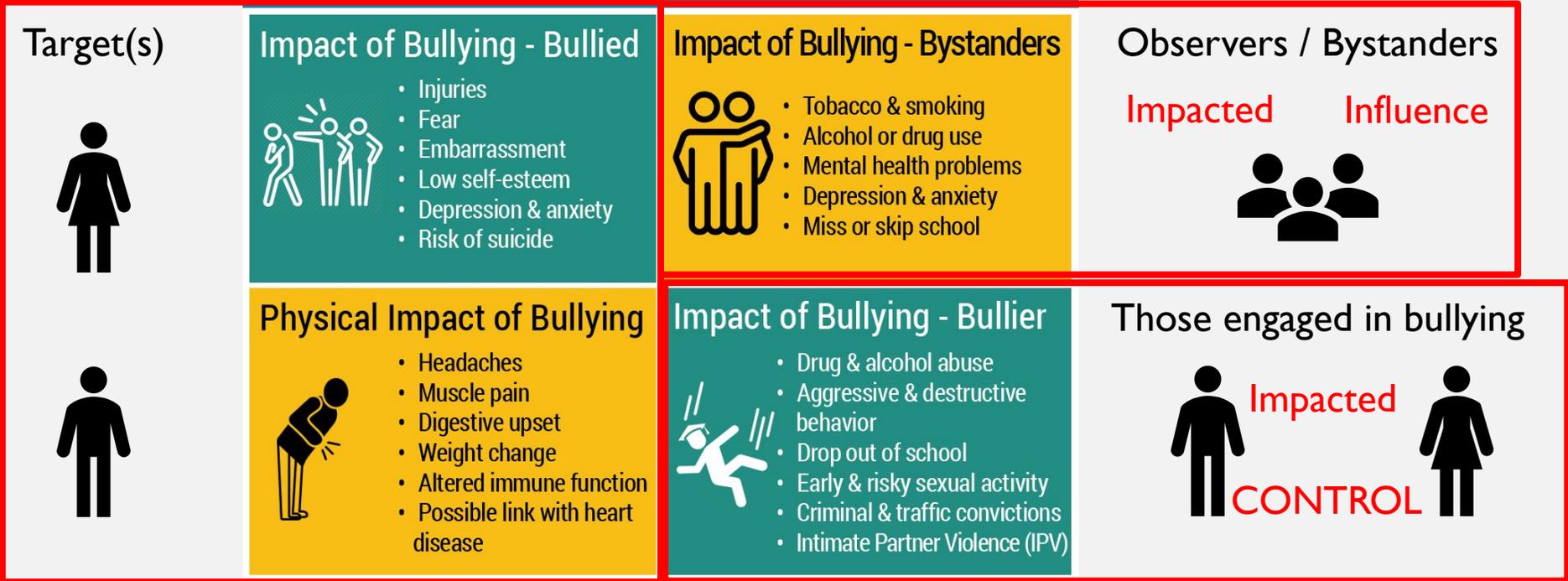
No control over the situation, only influence

This graphic focuses on bullying, but the impacts of harassment and sexual violence are similar.

Who is in control?

THE IMPACTS OF BULLYING / HARASSMENT

BULLYING



AISD REPORTING PROCEDURES

Austin ISD
227901

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(EXHIBIT)

AUSTIN INDEPENDENT SCHOOL DISTRICT STUDENT COMPLAINT FORM BULLYING, SEXUAL HARASSMENT, DATING VIOLENCE

Name: _____ Student ID: _____

Grade: _____ Date: _____ Time: _____ School: _____

Please answer the following questions about the most serious incident:

- List the name of the student(s) accused of bullying, sexual harassment, or dating violence: _____
- Relationship between you and the accused student: _____
- Describe the incident: _____

- Where and when did it happen? _____
- Were there any witnesses? yes no If yes, who? _____
- Is this the first incident? yes no If no, how many times has it happened before? _____

- Other information, including previous incidents or threats: _____

- Student or parent declines to complete this form: _____ Initial and date.

I certify that all statements made in the complaint are true and complete. Any intentional misstatement of fact will subject me to appropriate discipline. I authorize school officials to

Your Right to File a Complaint

The policy of Austin ISD is that all students be free from bullying and sexual harassment, including violence in students' relationships. All charges of bullying, sexual harassment, and dating violence are to be taken seriously by students, faculty, staff and administration members and parents. The district will make every reasonable effort to handle and respond to every charge and complaint filed by students and employees in a fair, thorough, and just manner. Every reasonable effort will be made to protect the due process rights of all targets and all alleged offenders.

Everyone has the right to
feel safe
and be free from harm

ABUSE, ASSAULT, RAPE, INCEST

INSTRUCTIONS: ABUSE, ASSAULT, RAPE, INCEST

- Use the slide, “What are...?” to present information about sexual abuse, sexual assault, rape and incest.
- If time allows, show the Amaze.org video, *What is Sexual Assault?*. It presents examples of sexual assault, examples of what consent looks like and when it can happen, and guidance on what to do if you have experienced or think you may have experienced sexual assault.
- Use the slide, “Seeking Support” to present recommendations for what students should do if they or a loved one has or may have experienced sexual violence.
- As time allows, show the SAFE Alliance of Austin website, highlighting the ways to contact SAFE and what services they can offer.

WHAT ARE...?

- Sexual abuse
- Sexual assault
- Rape
- Incest
- Definitions vary.
- All are **criminal** acts in the state of Texas, especially if they involve a person under the age of 18.
- All involve unwanted sexual contact.
- They vary in the nature and strength of the crimes and who is committing them.

TEACHER RESOURCE: SEXUAL ASSAULT EXPLAINED

From the Texas Association Against Sexual Assault (TAASA) webpage, *Understanding Sexual Assault*.

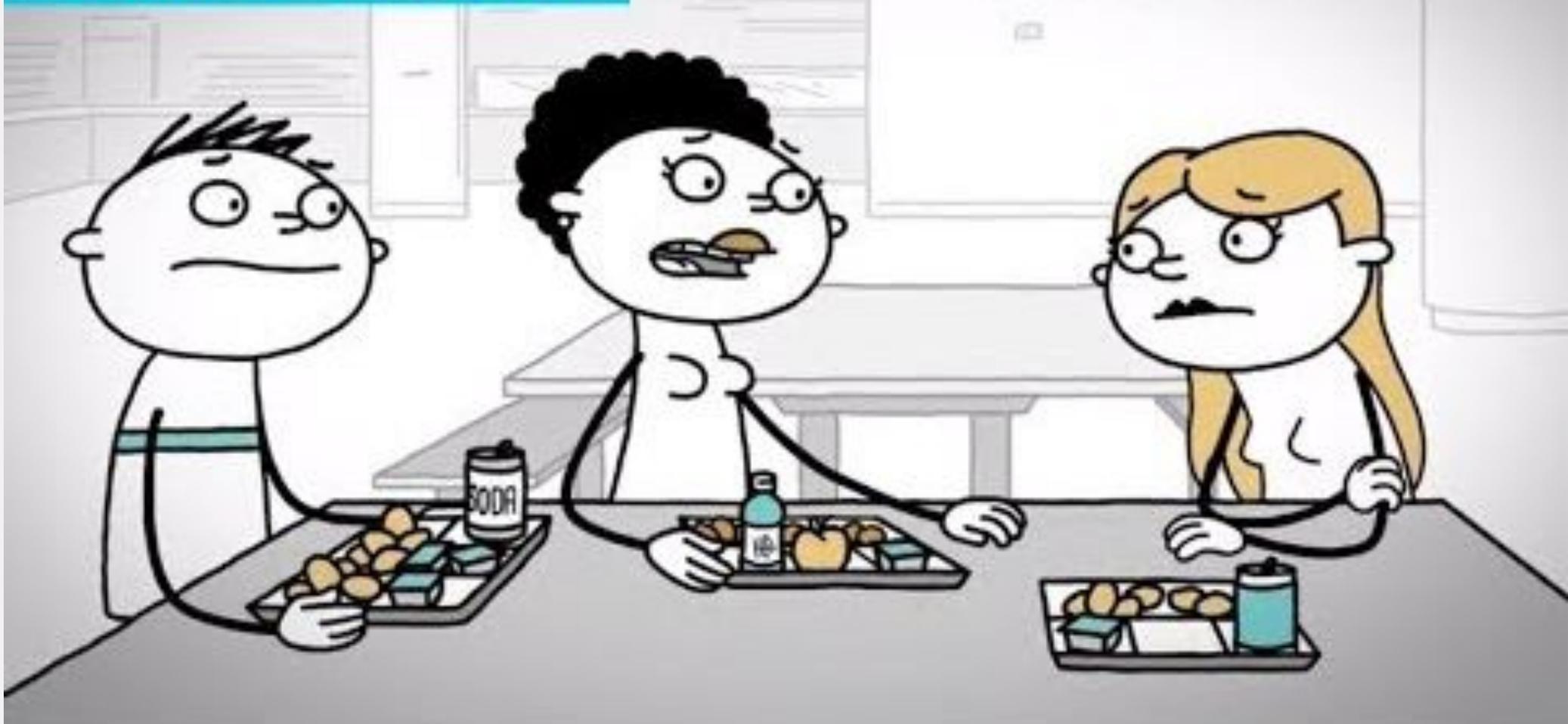
SEXUAL ASSAULT EXPLAINED

Sexual assault is any forced, coerced, unwanted sexual contact.

While there are specific legal definitions of rape and sexual assault in the Texas Penal Code, sexual violence is best understood as a broader continuum of unwanted non-mutual sexual activities that range from subtle to extremely violent¹. Sexual assault can include, but is not limited to, rape, sexual threats and intimidation, incest, sexual assault by intimate partners, child sexual abuse, human sexual trafficking, sexual harassment, street harassment and other forms of unwelcome, coerced or non-consensual activity. The terms *sexual abuse* are also often used to describe the wide range of activities that constitute sexual assault.¹

¹ "About Sexual Violence." *California Coalition Against Sexual Assault*. N.p., n.d. Web.

SEXUAL ASSAULT



SEEKING SUPPORT

If you or someone you love has experienced or think they might have experienced sexual assault, seek support.

- Tell someone you trust.
- Contact an organization like SAFE or a medical provider for guidance and resources.
- The SAFE Alliance of Austin telephone hotline and online chat are available 24/7. Advocates are trained to help you understand your options. They will not contact law enforcement unless you tell them to. Everything is confidential and free of charge.

24-hr SAFEline – Call: 512.267.SAFE (7233) | Text: 737.888.7233 | SAFEline chat

SAFE | stop abuse for everyone

GET HELP OUR SERVICES GET INVOLVED OUR ISSUES ABOUT US ESPAÑOL Q DONATE NOW

Get Help NOW

Call: 512.267.SAFE (7233) Text: 737.888.SAFE (7233)

For Deaf people of all identities, please use relay / VRS Chat: www.safeaustin.org/chat

IF YOU ARE HURT OR IN DANGER - CALL 9-1-1 WHAT TO EXPECT WHEN YOU CONTACT SAFEline

LEAVE SITE

<https://www.safeaustin.org/get-help/>

REFLECTION

INSTRUCTIONS: REFLECTION

- Students will reflect on their learning by responding to several questions about their own rights, the rights of others and who is in control, responsible and at fault in bullying, harassment and abuse situations.
- We recommend you collect and review student responses. If students have communicated any concerns about this material, it is important that you catch it so that you can take appropriate action, as necessary.

REFLECTION

- Do **you** have a right to decide if and when to be touched in a sexual manner? Why or why not?
- Do **others** have a right to decide if and when they will be touched in a sexual manner by you? Why or why not?

In a situation that constitutes bullying, sexual harassment or sexual violence...

- Who is “responsible” or “at fault”?
- Who has control?
- Who has influence?

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ADDITIONAL INFORMATION ABOUT
SAFE ALLIANCE'S SERVICES

24-hr SAFELINE – Call: 512.267.SAFE (7233) | Text: 737.888.7233 | SAFELINE chat

SAFE | stop abuse for everyone

GET HELP OUR SERVICES GET INVOLVED OUR ISSUES ABOUT US ESPAÑOL 

DONATE NOW



Get Help

NOW

Call: 512.267.SAFE (7233)

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For Deaf people of all identities, please use relay / VRS

Chat: www.safeaustin.org/chat

IF YOU ARE HURT OR IN DANGER - CALL 9-1-1

WHAT TO EXPECT WHEN YOU CONTACT SAFELINE

IF YOU ARE HURT OR IN DANGER - CALL 9-1-1

WHAT TO EXPECT WHEN YOU CONTACT SAFELine



**Worried about the safety of a
child?**

LEARN MORE



**Feel that you've experienced
sexual assault, abuse or
exploitation?**

LEARN MORE



**Concerned about how you're
being treated in your
relationship?**

LEARN MORE

What To Expect When You Contact SAFEline

The decision to reach out is the first step in seeking help with sexual or domestic violence, child abuse, human trafficking, or parenting support. The call is completely free of charge, and you can provide as much, or as little, information about yourself as you like — you can even call anonymously. When you reach out, our SAFEline advocates can:

- Offer a safe space where you can talk about your concerns with someone who cares and won't judge
- Assist you in determining if you or a loved one is being abused verbally, emotionally or physically
- Help you build a safety plan so you can find ways to be safe and prepared to leave if/when the time is right
- Make referrals for shelter, either with SAFE or another agency if we are full
- Provide family and friends with the resources they need to support the survivor
- Give you access to support services so you can begin to heal from the trauma of rape, sexual abuse, domestic violence, child abuse, or human trafficking
- Provide information about and connection to all SAFE services and local resources

SAFEline crisis intervention specialists are trained to handle calls from survivors, families, and allies who need support with situations of sexual abuse, sexual harassment, domestic violence, child abuse, and human trafficking. Our specialists can also provide tips on healthy relationships and parenting.

SAFEline features a relay/VRS for the Deaf, Hard of Hearing, and DeafBlind community, advocates speak Spanish, and our staff can use interpretation services to respond to callers who speak other languages.

**Due to the number of contacts we receive, we have been experiencing occasional dropped or misdirected calls. If that occurs, we ask that you please call or text or chat our SAFEline again. We are here to help and are grateful for your patience.*

Walk-In Support at SAFE

Not safe to call/chat?

SAFEline advocates are available to provide up to 30 minutes of face-to-face support at 1515 Grove Blvd, Building A, during walk-in hours from 8 a.m.–4 p.m. Monday through Friday. For more information, call 512-267-7233 or visit www.safeaustin.org/chat.

What you should know before visiting us:

What we can offer

- Crisis intervention and emotional support
- Safety planning
- Resource referrals and information to SAFE and other community resources
- Address Confidentiality Program paperwork
- Information about laws related to lease termination for survivors of sexual and domestic violence

What we can't offer

- Immediate shelter
- Financial assistance
- Case Management
- A counseling session
- Basic need items (food, clothing, etc)
- Bus pass or taxi voucher
- Legal Advice

What to expect

Walk-in support is available on a first come, first serve basis and may be a wait time based on staff availability to provide these services.

Be Safe

One of the ways that SAFEline advocates can support you is by helping to create a safety plan, which helps you think of strategies for keeping safe.



Documents

If you take notes or get a brochure, keep those things private. Think about asking a friend or relative to keep them for you.



Identification

Make or get copies of important papers to keep safe: IDs, birth certificates, legal documents, etc.



Quick Escape Button

Click the "Leave site" button. Any time you use this website and need fast privacy, clicking the "quick escape" button will take you to the Google website.



LEAVE SITE



Smartphones

Use your smart phone carefully by disabling or not using any program that may allow people to find you (i.e., GPS, Wi-Fi, and even social media). You could even consider getting a second, pre-paid phone to use while you are safety planning.

Don't forget how easy it is for someone to pick up your phone and hit re-dial, look at the call log or even track down a detailed phone bill.



Computers

Use a safe computer (i.e., a computer at the library or of a friend, one where you know no monitoring software is installed), so that no one can look over your shoulder, or even get into your computer and see what websites you visit or read your email, even if you delete your browser history and delete files.

RELATIONSHIPS EXIST ON A SPECTRUM

All relationships exist on a spectrum, from healthy to abusive to somewhere in between. Below, we outline behaviors that occur in healthy, unhealthy and abusive relationships.

HEALTHY

A **healthy relationship** means that both you and your partner are:

Communicating: You talk openly about problems, listen to each other and respect each other's opinions.

Respectful: You value each other as you are. You respect each other's emotional, digital and sexual boundaries.

Trusting: You believe what your partner has to say. You do not feel the need to "prove" each other's trustworthiness.

Honest: You are honest with each other, but can still keep some things private.

Equal: You make decisions together and hold each other to the same standards.

Enjoying personal time: You both can enjoy spending time apart, alone or with others. You respect each other's need for time apart.

UNHEALTHY

You may be in an **unhealthy relationship** if one or both partners is:

Not communicating: When problems arise, you fight or you don't discuss them at all.

Disrespectful: One or both partners is not considerate of the other's feelings and/or personal boundaries.

Not trusting: One partner doesn't believe what the other says, or feels entitled to invade their privacy.

Dishonest: One or both partners tells lies.

Trying to take control: One partner feels their desires and choices are more important.

Only spending time with your partner: Your partner's community is the only one you socialize in.

ABUSIVE

Abuse is occurring in a relationship when one partner:

Communicates in a way that is hurtful, threatening, insulting or demeaning.

Disrespects the feelings, thoughts, decisions, opinions or physical safety of the other.

Physically hurts or injures the other partner by hitting, slapping, choking, pushing or shoving.

Blames the other partner for their harmful actions, makes excuses for abusive actions and/or minimizes the abusive behavior.

Controls and isolates the other partner by telling them what to wear, who they can hang out with, where they can go and/or what they can do.

Pressures or forces the other partner to do things they don't want to do; threatens, hurts or blackmails their partner if they resist or say no.



Reporting Suspected Abuse or Neglect of a Child in Texas: Reporting Basics

How does reporting abuse or neglect of children in Texas work? What do I need to do to make a report?

State law requires anyone who suspects child abuse or neglect to report those suspicions to the Texas Department of Family and Protective Services (DFPS) or to a local law enforcement agency.



Any person making a report to DFPS is immune from civil or criminal liability as long as the report is made in good faith. The reporter's name is also confidential and will not be provided directly to the accused person by any DFPS employee. *There are circumstances under which DFPS is required to disclose a reporter's identity to law enforcement, a court of law, or another state agency. Please see the section below on Confidentiality for more information.*

A person who suspects child abuse or neglect, but fails to report it, can be charged with a misdemeanor or state jail felony. Remember, reporting suspected child abuse or neglect makes it possible for a child to get help.

Report child abuse or neglect in two ways:

Telephone	Internet
<p>You may call the Texas Abuse Hotline at 1-800-252-5400 to report abuse or neglect. The hotline is answered by DFPS Intake Specialists (who are all degreed professionals) 24 hours a day, 365 days a year.</p> <p>You will be asked to provide your name and contact information.</p> <p>You will be asked to explain your concerns. The Intake Specialist might ask additional questions to determine if the situation that you describe meets the Texas Family Code's definitions of abuse or neglect.</p>	<p>You may report your allegations to the Texas Abuse Hotline through the Internet at http://www.txabusehotline.org. This secure website provides a way to explain your concerns in writing.</p> <p>You must provide your name and a valid e-mail address. Your identity remains confidential and will not be provided directly to the accused person by any DFPS employee.</p> <p>Once an Intake Specialist processes your report, you will receive a confirmation e-mail with a Call Identification Number. The e-mail will also tell you whether or not your report was forwarded to a local DFPS office for further investigation.</p>

Please note that the Internet Reporting System is for ***non-urgent situations***. Receipt of internet reports may be delayed during times of high call volume to the Texas Abuse Hotline. The Internet Reporting System should NOT be used in urgent or emergency situations, including but not limited to:

- Injuries to a child age 5 or under or serious injuries to any age child
- Immediate need for medical care (including a suicidal child)
- Sexual abuse where the perpetrator has access or will have access to the child in the near future
- A child age 5 or younger who is alone or is likely to be left alone in the next 24 hours
- Any other situation you feel requires a response within 24 hours

**Call in reports about these (and similar situations) to the
Texas Abuse Hotline at 1-800-252-5400.
Always call local law enforcement first if a child is in imminent danger.**

What information do I need when I make a report? What will I be asked to provide?

Intake Specialists need specific information before they can forward a report of abuse or neglect to a local Child Protective Services (CPS) office for investigation. This information includes the alleged victim's address (or other information to help CPS contact the family) **and** an allegation that indicates abuse or neglect as defined by the Texas Family Code.

Not every allegation reported to DFPS will result in a CPS investigation. This is because not every situation involving concern for a child meets the legal definition for abuse or neglect under the Texas Family Code. It is crucial that you provide as many details as possible about the alleged abuse or neglect, as well as the family demographics, so that the Intake Specialist can make an accurate assessment of the situation.

Before making your report, please take a moment to gather any records or notes you have on the family so you have easy access to the necessary information. While you may not have all of the information noted below, providing as much of it as possible will allow DFPS to make the best decision about how to proceed.

Persons Involved/Persons with Knowledge		
<p>Household Members All known persons living in the child's home (adults and children)</p>		
<p>Alleged Perpetrator(s) The person or persons suspected of abusing or neglecting the child. They may or may not be household members</p>		
<p>Collaterals Any other people who may have information about the situation. This may include school employees, neighbors, other relatives, medical staff, etc.</p>		
Information Requested for Each Person		
<p>Identification</p> <ul style="list-style-type: none"> • Name, • Date of birth (preferred) or age • Social Security number, • Race/ethnicity • Marital status 	<p>Location</p> <ul style="list-style-type: none"> • Home address (including apartment name and number) • Directions to the home • Home phone number & cell phone number(s) • Work • School, or daycare name • Address, phone number, hours in attendance, and grade level. <p>Note: <i>Multiple forms of locating information are important so we can find the family as quickly as possible. For example, having only a school address is challenging if we need to locate the family quickly on a Saturday morning.</i></p>	<p>Special Needs</p> <ul style="list-style-type: none"> • Do the child, parents, siblings, or alleged perpetrator have any special needs? • If so, how do those needs affect their normal functioning?

To send a report to CPS for investigation, an Intake Specialist also **must** have an allegation that meets the Texas Family Code definition of abuse or neglect. Giving as much detailed information as possible helps the Intake Specialist make as

accurate an assessment as possible. *This is especially important with Internet reports because the Intake Specialist cannot ask follow-up questions.*

Learning to identify child abuse and neglect and deciding to make a report is very distressing for many people. However, DFPS can more accurately assess a situation if you frame your statements as objectively as possible. Clear and detailed information allows the Intake Specialist to make the most accurate assessment possible.

When you make your telephone or Internet report, you will be guided through a series of questions. The questions below are ones most commonly asked by our staff when assessing information.

Allegation Information
<p>What happened?</p> <ul style="list-style-type: none">• What led you to suspect abuse or neglect?• Did you witness something?• If so, what did you see?• Where and when did it occur?• Was anyone else present?• If someone said something to you, who was it (the child or someone else)?• What did the person say?• When did the person tell you?• Are you aware of anyone else who may have been told?
<p>Who abused or neglected the child?</p> <ul style="list-style-type: none">• Do you know who may be abusing or neglecting the child?• Does that person live in the home with the child?• If not, how often does the perpetrator have access to the child or when will the person see the child again?• Does the perpetrator have access to other children?
<p>What is the role of the parent/guardian?</p> <ul style="list-style-type: none">• If the parent or guardian is not the perpetrator, is he or she aware of the concern?• Do the parents or guardians seem protective?• If they are not aware of the concern, will you tell them?• How do you think they will react?
<p>What else is happening in the family?</p> <ul style="list-style-type: none">• Are there factors at work that put additional stress on the family such as drug or alcohol abuse, domestic violence, gang activity, recent marital problems or job loss?• Are there any issues that could pose a safety risk to our staff?• Is anyone helping to support the family?• Have there been any previous concerns?• Do you know if they have been reported to our agency or another agency before?• How is the family likely to react when we contact them?

Questions Specific to Different Types of Abuse & Neglect

Emotional Abuse

- How is the child being emotionally abused?
- If verbally, what is being said to the child?
- How is the child reacting to the abuse?
- Has the child demonstrated or verbalized any self-harming thoughts or behaviors?
- Is this child being treated differently than others in the home?

Sexual Abuse

- What makes you think the child has been sexually abused?
- Has the child said anything?
- Are there physical indicators of sexual abuse (e.g., physical injury or sexually transmitted disease)?
- Has the child been examined by a medical professional?
- Is there a known sex offender in the home?

Medical Care

- Does the child have medical needs (regular or acute) that are not being met?
- If so, what are those needs?
- Have these needs been determined by a doctor or other professional?
- What medicines should the child be taking and for what conditions are the medicines prescribed?
- What are the short term and long term consequences of not receiving care?

Physical Care

- Are there concerns about the child's physical care?
- Does the child appear malnourished or seem to be losing weight?
- Is the child extremely dirty or inappropriately dressed for the weather?
- Is there a bug or rodent infestation in the home?
- Are there concerns about trash, rotting food, sewage, or animal waste in the home?
- Are there hazardous home conditions that pose a safety risk to the child (e.g., exposed wiring, broken glass, loose nails, or holes in the floor)?
- What effects (if any) have the home conditions or the cleanliness of the child had on the child's health (e.g., constant illness, rashes, etc.)?

Supervision

- Is a young child being left alone or in the care of someone not capable of providing supervision (e.g., child is young; caregiver is intoxicated)?
- Are children living alone?
- Are very young children left outside unsupervised?

Reminder: Call 911 if a child appears to need immediate medical attention or otherwise appears to be in immediate danger!



If you have questions about a situation or are unsure if abuse or neglect is occurring, call the Texas Abuse Hotline at 1-800-252-5400. Our staff will help you determine if the situation needs to be reported.