

Lesson 2 – Barriers to Healthy Relationships

Specific Expectations:

By the end of the course, students will:

- demonstrate active listening skills (e.g., identifying non-verbal feelings expressed by others, paraphrasing the message, asking questions for clarification) when managing conflict
- describe specific types of physical and non-physical abuse (e.g., manipulation, intimidation, sexual harassment, verbal abuse)
- describe solutions and strategies to address violence in the lives of young people

Materials:

- Overhead Projector and Overhead Markers
- Masking Tape
- Rights and Responsibilities of a Friendship or Relationship (2.1 REF/OH)
- Active Listening Skills (2.2 H)
- Definitions (2.3 OH/H)
- Laminated Types of Violence Headings (2.4 H)
- Laminated Types of Violence Scenario Cards (2.5 H)
- Answers for Laminated Cards (2.5 REF)
- Types of Violence (2.6 H)
- Types of Violence (2.6 REF)
- Roles People Can Play in Potentially Violent Situations (2.7 H)
- Scenario 1- Dating (2.8 H)
- Scenario 2- Peer (2.9 H)
- Scenario 3- Peer (2.10 H)

Teaching/Learning Strategies:

- Take up the homework from yesterday's class using the overhead and reference sheet provided (2.1 REF/OH). (5-10 min)
- Introduce today's class by outlining the idea that communication is an important aspect in all healthy relationships. Explain that active listening is an important part of communication because people like to feel heard when communicating with others. Ask students: When people are trying to be supportive, they often tell you that they know how you feel. How does it make you feel when you are telling someone something important and he/she says, "Oh, I know exactly how you feel. I've had that happen to me." After discussing responses given by the class, it is important to point out that when someone tells you that he/she knows how you feel, etc., it "may not" make you feel better because he/she can't possibly know how you feel. It is also important to point out that when people think they know how you feel, they will often tell you about a similar situation they experienced, which means that they are thinking of themselves instead of actually listening to **you**. (3-5 min)
- Hand out a copy of "Active Listening Skills" (2.2 H) to each student and read through the information presented. Explain that this sheet is going to be a checklist that students can use to assess their classmates' active listening skills in the next activity. (3 min)
- Divide students into groups of three and explain that they are now going to practise their active listening skills. One person in the group will be the speaker, one will be the active listener, and the third person will be the observer/recorder. The observer/recorder will use the "Active Listening Skills" sheet (2.2 H) to record information about the listener. Explain that when you tell them to begin, the speaker will speak for 30 seconds about the topic you give them. The active listener will try to actively listen using good body language, and will then

try to summarize what is being said for 20 seconds. The person who is observing will watch for good active listening skills, and will have the opportunity to give feedback to the speaker at the end of the time allotted. Tell the class that the observer will be watching to see if the listener ignores distractions, makes eye contact, and summarizes well, as outlined on their sheet.

- Tell the speaker to choose one of the following situations to discuss with the listener and to begin talking about it for 30 seconds, while the observer watches them:

1. Talk about what you would do if you won a million dollars.

OR

2. Talk about a movie that you have seen recently.

After they have talked for 30 seconds, stop them and ask the person who was “active listening” to summarize everything the speaker said (they have 20 seconds to do this). Then, ask the “observer” to provide the listener with immediate feedback based on the criteria on their Active Listening Sheet (2.2 H). Ask the group members to switch roles and repeat this activity two more times so that everyone in the group has had a chance to work on their active listening skills. Each time, the observer will provide the listener with feedback. It is important to have the above structure in the activity to maintain the focus of active listening. At the end, ask students how they can relate this activity to their own lives. (10-15 min)

- **Bridge to the next activity by saying that although it is important to learn skills for healthy relationships (such as active listening), it is equally important to learn to recognize unhealthy relationships. Unhealthy relationships often involve abuse/violence, therefore it is important to learn skills to prevent unhealthy relationships from developing.**

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- Explain that you are now going to discuss different types of violence. Ask students for a definition of violence. Show the 'violence' definition from the overhead (2.3 OH) while keeping the other definitions covered. Explain that there are many different forms of violence. Ask students to list the different types of violence, and record these on the blackboard. (3 min)

There are two options for this activity. You may choose option one or two depending on the amount of space in the classroom. At the end of this activity (option 1 or 2), provide students with the handout, "Definitions" (2.3 H) which will define all other types of violence for them.

- **Option #1**- Divide students into groups of four. Hand out the laminated "Types of Violence" headings (2.4 H) and the laminated "Types of Violence" scenarios (2.5 H) to each group. Instruct students to place the scenarios under the corresponding headings. (5-10 min)
- Ask students to look at other groups' classification of the types of violence. Ask if they think any of the cards should be moved to be under other headings. Refer to the teacher reference sheet (2.5 REF). It is important to point out that some behaviours may fit under several headings. Ask students if they think that some of the types of abusive behaviours are worse than others, or whether they are all equal in terms of the impact on the victim. **It is important to point out that non-physical abuse has severe implications just as physical abuse does, and that they are both harmful to the victim.** (5-10 min)
- **Option #2** - Hand out, "Types of Violence" (2.6 H) to students. Divide students into pairs. Have them complete the handout by matching the scenarios with the correct headings. (5-10 min)
- Take up the responses using the teacher reference sheet (2.6 REF). It is important to point out that some

behaviours may fit under several headings. Ask students if they think that some of the types of abusive behaviours are worse than others, or whether they are all equal. **It is important to point out that non-physical abuse has severe implications just as physical abuse does, and that they are both harmful to the victim.** (5-10 min)

- **Both option #1 and #2 continue from here.** Discuss the idea that people should not be labelled necessarily as a person who is an instigator, or a bully, etc., because people often take on different roles during different situations. Explain that you are now going to take a look at what some of these roles are by observing various scenes. Hand out a copy of “Roles People Can Play in Potentially Violent Situations” (2.7 H). Read through the various roles with the class and tell them that you are going to be asking volunteers to come forward and role play various scenes while the rest of the class tries to decide which role each person in the scenario is taking on by referring to this handout. Note: There are three different options for “Role Play Scenarios.” The first is a dating role play (2.8 H), the second is a peer role play (2.9 H), and the third is another peer role play (2.10 H). Choose one of the role plays to hand out to students, based on whether you think students would respond better to a peer or dating role play. Ask the appropriate number of student volunteers to get up to role play each of the scenarios for the option you choose – they will get a script to help them (there are four different scenes to be acted out for each role play option). It is important that Brad and Tyla (from scenario 1), Seth and Marcel (from scenario 2) or Amber and Jayla (from scenario 3) remain as the same actors each time. Do not tell the class what roles the extra people are playing in the scene (written across top), as the class will be asked to identify the various roles. As you work through each scene, ask students to refer to the handout (2.7 H) and ask the following:

1. What are the roles played by each person in the scene?

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2. Did the presence of other people improve the situation or make it worse? How? (15 min)
- Once the role plays are completed, point out the fact that a person can take on different roles at different times, and that someone who is generally considered to be a “nice” person could also be a bully, etc. (5 min)

2.1 REF/OH

RIGHTS AND RESPONSIBILITIES OF A FRIENDSHIP OR RELATIONSHIP

In a friendship/relationship, I have the RIGHT to:	In a friendship/relationship, I have the RESPONSIBILITY to:
state my opinion	accept the opinions of others
set my boundaries	respect the boundaries of others
be heard	listen
say no	respect other people's limits
have other friends	encourage my partner/friend to have other friends
spend time with people I care about	give my partner/friend space to spend time with people who are important to him/her
have friends of the opposite sex	accept that my partner has friends of the opposite sex

2.2 H

Active Listening Skills

An active listener is someone who genuinely shows interest in what you are saying.

Use the following checklist to assess active listening skills:

An active listener is someone who....	Y if the listener <i>does this</i>	Y if the listener <i>does not do this</i>
Looks at the speaker (makes eye contact)		
Ignores distractions (doesn't look around at other things going on)		
Asks for additional information to clarify what is being said (eg. "What did you mean when you said...")		
Summarizes what has been said in his/her own words (when the speaker has finished speaking)		

2.3 OH/H

Definitions

Violence

Any action by a person or group of people that directly or indirectly causes physical and / or emotional harm to another person. Violence can include (but is not limited to) the following types of abuse:

Psychological / Emotional Abuse

Direct:

Verbal and/or emotional threats
group
or abuse directed towards another
Can include intimidation and harassment
Controlling behaviour in a relationship

Indirect:

Excluding someone from a
Rumour spreading
Cyber harassment/bullying

Physical Abuse

Threatened or actual use of force to injure or hurt another

Financial Abuse

- extortion (threat of violence so that an individual has to pay to avoid violence or unpleasant consequences)
- blackmailing
- continuously borrowing money (the lender does not feel like s/he has a choice)

Sexual Abuse

- Rape, incest, unwanted sexual touching, date rape, harassment

Bullying

- Repeated and intentional attacks on others that can be perpetrated by individuals or groups
- The perpetrator often has more power than the target
- Bullying can take the form of psychological abuse, physical abuse, financial abuse or sexual abuse

* Although psychological abuse has its own category, ALL forms of violence have a psychological impact on victims.

2.4 H

Option 1 - Types of Violence Headings (laminated)

Psychological/Emotional Abuse
Physical Abuse
Financial Abuse
Sexual Abuse
Bullying

2.5 H

Option 1 - Types of Violence Scenarios (laminated)

1. A grade eleven student makes a grade nine student pay money to get down a certain hallway at school
2. Calling someone “fat” every day
3. Calling someone a fag/lesbian/dyke
4. Ignoring your dating partner because they were talking to someone else
5. Threatening to hit your partner
6. Borrowing money from a friend on a regular basis, but never paying it back
7. Threatening to fight with someone if they tell on you about something you have done
8. Spreading rumours about someone in your class
9. A group of friends makes fun of the way another student dresses each day
10. Forcing someone to participate in sexual activity

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2.5 REF

Types of Violence

Financial Abuse	Physical Abuse	Sexual Abuse	Bullying	Emotional/ Psychological Abuse
1 - A grade eleven student makes a grade nine student pay money to get down a certain hallway at school	5 - Threatening to hit your partner 7 - Threatening to fight with someone if they tell on you about something you have done	3 - Calling someone a fag/lesbian/dyke 10 - Forcing someone to participate in sexual activity	2 - Calling someone "fat" every day 9 - A group of friends makes fun of the way another student dresses each day	4 - Ignoring your dating partner because they were talking to someone else 8 - Spreading rumours about someone in your class
6 - Borrowing money from a friend on a regular basis, but never paying it back				

* **Please note:** Many scenarios could be classified in a number of categories. For example, all scenarios could be classified as bullying if they are repeated and intentional in nature. All scenarios involve emotional/psychological abuse.

2.6 H

Types of Violence

For each of the following scenarios, write the correct number of the heading in the space beside it. Each heading may be used more than once.

Headings:		Scenarios:
1. Financial abuse	A. _____	A grade eleven student makes a grade nine student pay money to get down a certain hallway at school
2. Physical abuse	B. _____	Calling someone "fat" every day
3. Sexual abuse	C. _____	Calling someone a fag/lesbian/dyke
4. Bullying	D. _____	Ignoring your dating partner because they were talking to someone else
5. Psychological/Emotional abuse	E. _____	Threatening to hit your partner
	F. _____	Borrowing money from a friend on a regular basis, but never paying it back
	G. _____	Threatening to fight with someone if they tell on you about something you have done
	H. _____	Spreading rumours about someone in your class
	I. _____	A group of friends makes fun of the way another student dresses each day
	J. _____	Forcing someone to participate in sexual activity

2.6 REF

Types of Violence - Answers

Note: All scenarios could be classified as bullying if they are repeated and intentional in nature. All involve emotional/psychological abuse.

Headings:	Scenarios:	
1. Financial abuse	A - 1	A grade eleven student makes a grade nine student pay money to get down a certain hallway at school
2. Physical abuse	B - 4	Calling someone "fat" every day
3. Sexual abuse	C - 3	Calling someone a fag/lesbian/dyke
4. Bullying	D - 5	Ignoring your dating partner because they were talking to someone else
5. Psychological/Emotional abuse	E - 2	Threatening to hit your partner
	F - 1	Borrowing money from a friend on a regular basis, but never paying it back
	G - 2	Threatening to fight with someone if they tell on you about something you have done
	H - 5	Spreading rumours about someone in your class
	I - 4	A group of friends makes fun of the way another student dresses each day
	J - 3	Forcing someone to participate in sexual activity

2.7 H

Roles People Can Play in Potentially Violent Situations

Perpetrator

- Person or persons acting in a violent or aggressive way

Victim

- Person being targeted by perpetrator(s) in that particular situation

Passive Bystander

- People who watch the events unfolding and do not intervene
- The presence of bystanders can increase the intensity of the violence because it creates an audience effect
- Examples: 1) People who look the other way when someone is yelling at their girlfriend in a parking lot; 2) A group of students gathering around a fight that is taking place and yelling

Instigator

- Someone who helps to start a conflict, or encourages a peer to be violent, but may not be directly involved in the conflict themselves
- Example: Someone who spreads rumours or encourages someone to pick a fight with another person

Defender of Victim

- Someone who tries to stand up for somebody being bullied, harassed or targeted by someone else

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- This can include direct defending (such as telling a bully to stop) or indirect defending (such as inviting a targeted victim to join a different group)

Help Seeker

- Someone who tries to get help from an adult or other peers
- Examples: 1) a student who tells a teacher that a fight is going to happen after school; 2) a student talking to a guidance counsellor because he or she is worried that a friend is being abused by a dating partner

Mediator / Peace Maker

- Someone who tries to help problem solve a conflict or situation, typically before it becomes violent
- Example: two students who are usually friends have got into an argument and rumours are starting that there is going to be a fight - a third friend talks to both of the friends separately and finds out what each is most upset about, and then helps the two friends talk things out in a calm manner

2.8 H

SCENARIO 1- Dating Scenarios

Scene 1 Perpetrator and Victim Only (Narrator + 2 volunteers required to role play)

Narrator: Brad and Tyla have been dating for two months. Lately, Tyla has noticed that Brad seems to be more and more critical of her. He criticizes her clothing and appearance, and makes fun of her friends. He has also become increasingly jealous and does not want her to talk to other guys at all. They are at the school dance and Brad has been drinking. He notices Tyla talking to Jeremy, a guy who is in her math class.

Brad: Tyla, get over here right now!

Tyla: Brad, what's the matter with you?

Brad: I've told you that I don't want you flirting with other guys.

Tyla: I wasn't flirting with him. He's in my math class and we are just friends.

Brad: There is no such thing as a guy and girl being just friends. Stay away from him.

Tyla: Brad, I wasn't...

Brad: Just shut up, if you're more interested in being with him, then maybe we should break up. You obviously don't want to be with me.

Tyla: That's not true I...

Brad: Whatever, I can't even stand to look at you right now.

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Scene 2 Passive Bystanders (4 volunteers required to role play)

Brad: Tyla, get over here right now!

Tyla: Brad, what's the matter with you?

Brad: I've told you that I don't want you flirting with other guys.

Tyla: I wasn't flirting with him. He's in my math class and we are just friends.

Brad: There is no such thing as a guy and girl being just friends. Stay away from him.

Tyla: Brad, I wasn't...

Brad: Just shut up, if you're more interested in being with him, then maybe we should break up. You obviously don't want to be with me.

Tyla: That's not true I...

Brad: Whatever, I can't even stand to look at you right now.

Doug and Maria are walking by and look over at the commotion.

Brad: What are you staring at?

Doug: Nothing. We are just getting some fresh air.

Brad: Can't we have a private conversation?

Maria: Forget it Doug. It's not worth it. He's drunk and looking for a fight. Let's go.

Maria and Doug walk back inside.

Scene 3 Defender of Victim and Peace Maker (4 volunteers required to role play)

Brad: Tyla, get over here right now!

Tyla: Brad, what's the matter with you?

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Brad: I've told you that I don't want you flirting with other guys.

Tyla: I wasn't flirting with him. He's in my math class and we are just friends.

Brad: There is no such thing as a guy and girl being just friends. Stay away from him.

Tyla: Brad, I wasn't...

Brad: Just shut up, if you're more interested in being with him, then maybe we should break up. You obviously don't want to be with me.

Tyla: That's not true I...

Brad: Whatever, I can't even stand to look at you right now.

Jeremy comes outside and sees what is going on.

Jeremy (to Brad): Hey, stop it. What's your problem?

Brad: Stay out of this. I want you to stay away from my girlfriend.

Jeremy: We're just friends. Besides, you don't own her.

Brad: We can settle this right now. (points finger at Jeremy)

Justin comes outside and hurries over to the other three.

Justin: Hey guys, settle down. (Pulls Jeremy aside) Jeremy, you know that Brad's been drinking. Go inside -- I'll make sure Tyla's okay.

Jeremy: Fine. I'll go inside. (Jeremy walks away.)

Justin: Why don't you guys call it a night and you can talk tomorrow.

Brad: Mind your own business. We're fine.

Justin: Brad, obviously you've had too much to drink and you two are not going to solve anything tonight. Go home and talk about it tomorrow. Come on Tyla, I'll give you a ride home. (Takes Tyla by the arm and leads her back towards the school).

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Scene 4 Instigator and Passive Bystanders (5 volunteers required to role play)

Brad: Tyla, get over here right now!

Tyla: Brad, what's the matter with you?

Brad: I've told you that I don't want you flirting with other guys.

Tyla: I wasn't flirting with him. He's in my math class and we are just friends.

Brad: There is no such thing as a guy and girl being just friends. Stay away from him.

Tyla: Brad, I wasn't...

Brad: Just shut up, if you're more interested in being with him, then maybe we should break up. You obviously don't want to be with me.

Tyla: That's not true I...

Brad: Whatever, I can't even stand to look at you right now.

Jenny, Tess and Joey walk out of the school.

Jenny: Ooooooh, looks like Brad and Tyla are having a fight.

Tess: This should be good. She thinks she's too good for him -- it looks like he's putting her in her place.

Joey: You guys want to watch this? That's pathetic. (Joey stands there looking uncomfortable, but doesn't leave).

Jenny: Hey Brad, what's the matter? Have you finally had enough of your girlfriend's flirting? (She laughs and the three of them keep walking).

Brad: See that? Everyone is laughing at me. I don't know why I put up with you. (Brad walks away).

2.9 H

SCENARIO 2 - Peer Scenarios

Scene 1 - Perpetrator and Victim Only (Narrator + 2 volunteers required to role play)

Narrator: Last weekend, when Seth's parents were out of town, he had a party. There were a lot of people at his house, and they were all drinking. After the party, when Seth was cleaning up, he realized his new iPod was broken. A couple of his friends told him that they saw Marcel playing with it at the party and are pretty sure he broke it. When Seth sees Marcel in the hallway at school, he confronts him about the situation:

Seth: Hey, I heard you were the one who broke my iPod. That's going to take big bucks to replace it- are you going to pay for a new one?

Marcel: I don't know what you are talking about. I didn't touch it.

Seth: Don't lie to me... everybody saw you.

Marcel: I was just listening to it-- I didn't break a thing.

(Marcel starts to walk away)

Seth: Hey -- I'm not finished talking to you.

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Scene 2 - Instigator (3 volunteers required to role play)

Seth: Hey, I heard you were the one who broke my iPod. That's going to take big bucks to replace it- are you going to pay for a new one?

Marcel: I don't know what you are talking about. I didn't touch it.

Seth: Don't lie to me... everybody saw you.

Marcel: I was just listening to it-- I didn't break a thing.

(Marcel starts to walk away)

Seth: Hey -- I'm not finished talking to you.

Seth stands there not sure what to do. As Marcel walks away, Jordan walks up to Seth.

Jordan: Are you going to let him get away with that? He broke your iPod and now he's just walking away?

Seth: Well, maybe he didn't break it... there were a lot of people there.

Jordan: Everybody knows he hates you. I heard that he was laughing about your iPod to his friends.

Seth: Are you sure?

Jordan: Yeah, I'm sure...I heard it from a few people. You can't let him get away with this.

Seth: You're right...I'm going to find him. (walks off to find Marcel)

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Scene 3 - Peace Maker (3 volunteers required to role play)

Seth: Hey, I heard you were the one who broke my iPod. That's going to take big bucks to replace it- are you going to pay for a new one?

Marcel: I don't know what you are talking about. I didn't touch it.

Seth: Don't lie to me... everybody saw you.

Marcel: I was just listening to it-- I didn't break a thing.

(Marcel starts to walk away.)

Seth: Hey -- I'm not finished talking to you.

Jason walks up and puts a hand on each of their shoulders.

Jason: Wait a second... what's going on?

Seth: Stay out of this Jason, this guy broke my iPod.

Marcel: No I didn't...someone else must have.

Jason (interrupting them before they can start arguing again): Come on guys, let's talk about this calmly.

Seth (taking a deep breath): Look, Marcel, I just need you to come up with the money to fix my iPod and I heard that you broke it.

Marcel: Listen, I swear it wasn't me. I'm sorry it got broken. I can give you \$20.00 to go towards fixing it.

Jason: Maybe we can get everyone who was at the party to throw in \$10.00 each.

Marcel: Yeah, it was a great party -- they'll help you out.

Seth: Thanks ... anything will help.

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Scene 4 - Passive Bystander (4 volunteers required to role play)

Seth: Hey, I heard you were the one who broke my iPod. That's going to take big bucks to replace it- are you going to pay for a new one?

Marcel: I don't know what you are talking about. I didn't touch it.

Seth: Don't lie to me... everybody saw you.

Marcel: I was just listening to it-- I didn't break a thing.

(Marcel starts to walk away)

Seth: Hey, I'm not finished talking to you yet.

(Seth and Marcel freeze on the spot, looking toward each other.)

(Jack and Danny walk up.)

Jack to Danny: Looks like there's going to be a fight.

Danny: I'm not sticking around -- I don't want to get suspended again. (Danny walks away)

Jack: You're right...let's get out of here. (follows Danny as he walks away.)

2.10 H

SCENARIO 3 –Peer Scenarios

Scene 1 Perpetrator and Victim Only (Narrator + 2 volunteers required to role play)

Narrator: Amber and Jayla hang out with the same group of girls, but they are not particularly close friends themselves. Amber was out of town last weekend and missed a big party. Her boyfriend, Luke, went to the party without her. At school on Monday, she has heard rumours that Jayla was flirting with Luke, and totally all over him. At lunch, Amber has cornered Jayla in the washroom to confront her.

Amber: So Jayla, did you have fun at the party Saturday?

Jayla: It was okay... you didn't miss much.

Amber: That's not what I heard. Everyone's been telling me that you were getting pretty friendly with Luke.

Jayla: I wasn't flirting with him or anything. You know he and I have been friends since...

Amber (interrupting): Come on, Jayla, I am not falling for your innocent crap. Everybody knows how you act when you have a drink or two.

Jayla: Amber, I wasn't...

Amber: Just shut up and stay out of my face or I'll make sure everyone in the whole school knows what you did with Tyrone at that party last summer.

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Scene 2 Passive Bystanders (4 volunteers required to role play)

Amber: So Jayla, did you have fun at the party Saturday?

Jayla: It was okay... you didn't miss much.

Amber: That's not what I heard. Everyone's been telling me that you were getting pretty friendly with Luke.

Jayla: I wasn't flirting with him or anything. You know he and I have been friends since...

Amber (interrupting): Come on, Jayla, I am not falling for your innocent crap. Everybody knows how you act when you have a drink or two.

Jayla: Amber, I wasn't...

Amber: Just shut up and stay out of my face or I will make sure everyone in the whole school knows what you did with Tyrone at that party last summer.

Sherry and Katie walk into the restroom and look over at Amber and Jayla.

Amber: What are you looking at?

Sherry: Nothing. Just heard loud noises and wanted to make sure everything was okay.

Amber: Jayla and I are just discussing her problem with boyfriend-stealing – although I guess her jumping all over Luke is not a big surprise after what happened last summer.

Katie: You know, it's really none of our business – come on Sherry – we'll be late for our meeting.

Sherry and Katie walk out.

Scene 3 Defender of Victim / Peace Maker (3 volunteers required to role play)

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Amber: So Jayla, did you have fun at the party Saturday?

Jayla: It was okay... you didn't miss much.

Amber: That's not what I heard. Everyone's been telling me that you were getting pretty friendly with Luke.

Jayla: I wasn't flirting with him or anything. You know he and I have been friends since...

Amber (interrupting): Come on, Jayla, I am not falling for your innocent crap. Everybody knows how you act when you have a drink or two.

Jayla: Amber, I wasn't...

Amber: Just shut up and stay out of my face or I will make sure everyone in the whole school knows what you did with Tyrone at that party last summer.

Tessa walks into the restroom.

Tessa: What's up? I can hear you guys yelling all the way in the hall.

Amber: Jayla and I are just discussing her problem with boyfriend-stealing – although I guess her jumping all over Luke is not a big surprise after what happened last summer.

Jayla: Tessa – you were at the party. You know nothing happened.

Tessa: Yeah... I was there. Jayla was just talking with Luke. Come on Amber, you know how people make things up about parties.

Amber: And I'm supposed to take your word for it? You and Jayla are pretty good friends.

Tessa: Have you talked to Luke about it? Maybe you should care more about what your boyfriend and friends say than stupid rumours.

Jayla: Honestly Amber – nothing happened. I know how you feel about Luke.

Amber: Fine, but if Luke tells me differently, then this discussion is not over.

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Tessa: Just talk to Luke and some of your close friends and don't worry so much about what random people say.

Amber walks out of the restroom.

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Scene 4 Instigators (4 volunteers required to role play)

Amber: So Jayla, did you have fun at the party Saturday?

Jayla: It was okay... you didn't miss much.

Amber: That's not what I heard. Everyone's been telling me that you were getting pretty friendly with Luke.

Jayla: I wasn't flirting with him or anything. You know he and I have been friends since...

Amber (interrupting): Come on, Jayla, I am not falling for your innocent crap. Everybody knows how you act when you have a drink or two.

Jayla: Amber, I wasn't...

Amber: Just shut up and stay out of my face or I will make sure everyone in the whole school knows what you did with Tyrone at that party last summer.

Charmaine and Marie walk into the restroom.

Charmaine: This looks good – what's going on?

Amber: Jayla and I are just discussing her problem with boyfriend-stealing – although I guess her jumping all over Luke is not a big surprise after what happened last summer.

Marie: So obviously you heard about the party. Can't say it's a big surprise.

Jayla: You weren't even there Marie – you don't know what you're talking about.

Charmaine: But I was there – everyone saw you falling all over Luke and I heard you left with him.

Amber: And you can stand there and lie to my face telling me nothing happened.

Jayla: He gave me a ride because Max and I had a big fight and I had no way to get home.

Barriers to Healthy Relationships

Marie: Save your excuses Jayla. The whole school knows you're a tramp.

Charmaine: Guess you better find a new group to hang out with.

Jayla: I can't believe this is happening because of a bunch of stupid rumours.

Marie: Well, believe it. We are done with you. Come on girls.

Amber: I can't believe I thought we were friends.

Amber, Charmaine and Marie walk out.