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Lights, Camera and Action Against Dating Violence

MANUAL FOR TEACHERS



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AGAINST DATING VIOLENCE

Manual for teachers

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PROGRAM PRESENTATION

The Lights4Violence Program is a strengths-based approach to gender violence, based on the promotion of health assets and development of healthy relationships among young people. This program falls within a «positive youth development» model, centered on the potential of individuals, families and communities to improve health, wellbeing and to promote rejection of violence in couple relationships (Benson et al., 2007). The Lights4Violence Program is based on the premise that adolescence and youth is a critical developmental period in which one constructs and solidifies the basis for positive intimate relationships. Early intervention can therefore improve quality, equality and respect related to future couple relationships. This program is designed as a support tool for professionals in education, who can easily integrate the concepts and activities proposed into the educational curriculum. We hope that this manual will serve as a useful guide for educators and other professionals who work in the area of violence prevention.

THEORETICAL FRAMEWORK

Intimate partner violence is a specific type of violence that includes any act or manifestation of physical, emotional and/or sexual violence towards a member of a couple relationship (Centers for Disease Control and Prevention, 2016). This program focuses on dating violence (DV), which refers specifically to couple violence among adolescents and young adults not living together and without marital or legal ties (Health Canada, 1995), both in heterosexual and non-heterosexual relationships. Around 30% of adolescents declare having been victims of physical violence by a partner, and 50% have suffered psychological violence at some time (Strauss, 2004). Although boys and girls present similar rates of mild violence inflicted on their partner, severe acts of violence are committed two times more often by boys than by girls. Studies performed in some European contexts such as in Spain have confirmed the high prevalence of this phenomenon in adolescents and young couples. According to a study performed among students from 16 to 20 years old, 40% of Spanish surveyed participants used physical violence against their partner, and 90% had used verbal violence against their partner at some time in the relationship (Muñoz-Rivas et al., 2007).



Similar studies have found equally significant rates of couple violence of 46% for acts of physical aggression and 62% for acts of psychological aggression (Cáceres, 2004). However, despite the high prevalence of this behavior, the majority of young people find it difficult to recognize that they are victims of violence in the relationship, as they tend to attribute these behaviors to expressions of affection or demonstrations of romantic love (González and Santana, 2001; Soldevila, Domínguez, Giordano, Fuentes and Consolini, 2012).

Violence in intimate partner relationships in both adolescents and adults is preceded by a number of risk factors that begin during dating and become consolidated over time. Some risk factors such as anger, jealousy, control, verbal attack, threats, humiliation and hostile attitudes have been found to be precursors of violence in the relationship (Corsi and Ferreira, 1998; Fernández-González, Calvete, Orue, & Echezarraga, 2018). A number of studies have shown that the effects of intimate partner violence lead these victims to suffer a large number of psychological and social problems that appear, by nature, in both the short and long term. These include loss of self-esteem and self-confidence, guilt feelings, fear, depressive symptoms, low level of achievement in the academic arena and labor market, and social rejection (Singer, Anglin, Song and Lunghofer, 1995). In adult relationships, the existence of a violent relationship among partners has been significantly associated with factors such as economic dependence, the presence of children and the social and family pressure to continue the relationship. However, these factors lack predictive value in adolescent relationships.

Some studies have shown that the factors that most contribute to the permanence of a violent relationship among adolescents are related to personal and social characteristics. Nevertheless, they are subject to change, such as emotional immaturity, the lack of social skills, the intensity of romantic feelings, social influences or stereotypical beliefs about gender roles, and social models that are sexist (Vizcarra, Poo, and Donoso, 2013).

Different studies carried out to date have shown that for the great majority of adolescents who are victims of couple violence, it is very difficult to find professional help, and frequently they tend to keep the situation under secret due to the lack of knowledge of social support services and legal resources, in addition to the fear of not being believed by the legal system in case of filing a complaint (Ocampo et al., 2007). Studies that analyze the role played by support systems in the prevention of violence in dating relationships show that when adolescents seek for support and advice, they do so primarily among their peers, because they consider them to be those who best understand the social context in which the violence occurs (Ashley and Foshee, 2005). From this perspective, different programs have been developed in the past decade. Their aim to raise awareness among adolescents about the warning signs that can occur in the



beginnings of a couple relationship. They also aim to debunk the myths, roles and gender stereotypes, and to highlight the consequences of violence and the community resources that are available for the victim and aggressor (Vizcarra et al., 2013). Although these aspects have been shown to be relevant in the prevention of dating violence, more recent research suggests that the possibility of behavioral change in the long term for both victims and aggressors is unlikely without promotion of personal strategies and assets that support development of social skills, capacity for empathy, problem-solving or conflict management and the use of assertive negotiation techniques as relevant factors to modify risk behaviors that predispose people to partner violence (Foshee, 1996; Wolfe and Feiring, 2000).

Within this perspective, the present project is based on the «positive youth development» model, which focuses on the potential that exists within individuals as well as in their surrounding environments (family, school and community), to support protective competencies against couple violence (Benson et al., 2007).

CONTEXT FOR USE

This program is aimed at young people ages 13 to 17. However, it is also possible to use this program with people of other ages, if necessary.

The Lights4Violence Program is designed to be applied in a group setting in weekly sessions of approximately 55 minutes in duration. The implementation of the program requires the presence of an educator or a professional who— using this manual— has become familiar with the knowledge needed to identify elements that influence violence in young couples, manage emotions, and manage and resolve conflicts, and who has the capacity for leadership to direct and motivate the group.

In the school context, the program can be applied by the person in charge of the center or by trained educators. Those who carry out the program must receive training in order for the program to be implemented properly.

CONTENT AND STRUCTURE

The initial training module of the Lights4Violence Program is structured into two modules that are each composed of three or four sessions of approximately 50 minutes, in conformity with the length of the classes. Program development can be adjusted to the specifics of planning the work to give at least one session per week (although there is a certain margin for attending to unforeseen events that could arise during implementation).



The following figure presents the structure of the following modules with their respective sessions and activities:

Module 1: Assets for Positive Adolescent Development and the Promotion of Healthy Relationships

Module 2: Competencies that Promote Healthy Couple Relationships

Module 1: Assets for Positive Adolescent Development and the Promotion of Healthy Couple Relationships

Session 1: Assets for Positive Adolescent Development

- Identifying health and wellbeing in images
- Understanding what Assets for Positive Adolescent are, and Where they are

Session 2: Identifying assets that promote healthy couple relationships

- Sharing assets to build positive couple relationships

Session 3: Developing a positive common language

- Reconstructing stories

Module 2: competencies that promote healthy couple relationships

Session 1: Debunking Myths and Irrational Beliefs

- Myth or reality?
- Debunking irrational beliefs
- Ten characteristics of healthy couple relationships

Session 2: Anger, Self Control and Problem-Solving

- Wrinkled paper technique
- Relaxation technique
- BROEV technique for problem-solving

Session 3: Social Skills, Assertiveness and Self-Esteem

- Communication styles and empathy
- Assertiveness: The sandwich technique
- Strengthening self-esteem

Session 4: Creating Stories about Healthy Couple Relationships (for educators only)

- Creating stories
- Sharing our stories



MODULE 1: ASSETS FOR POSITIVE ADOLESCENT DEVELOPMENT AND THE PROMOTION OF HEALTHY COUPLE RELATIONSHIPS			
	Activities or phases included in the session	Time / Activity	Related worksheets
Session 1: Assets for Positive Adolescent Development	<ul style="list-style-type: none"> 📺 Presentation 	10 minutes	Worksheet 1
	<ul style="list-style-type: none"> 📺 Identifying health and wellbeing in images 	20 minutes	
	<ul style="list-style-type: none"> 📺 Understanding what assets for development are, and where they are 	25 minutes	Worksheet 2
Session 2: Identifying assets that promote healthy couple relationships	<ul style="list-style-type: none"> 📺 Presentation 	10 minutes	Worksheet 3
	<ul style="list-style-type: none"> 📺 Sharing assets to build positive couple relationships • Phase 1: Think and write in the box 	25 minutes	
	<ul style="list-style-type: none"> • Phase 2: Sharing responses with my class 	20 minutes	
Session 3: Developing a positive common language	<ul style="list-style-type: none"> 📺 Presentation 	5 minutes	Worksheet 4
	<ul style="list-style-type: none"> • Phase 1: Reading and adding text to illustrations 	20 minutes	
	<ul style="list-style-type: none"> • Phase 2: Group discussion 	25 minutes	

MODULE 2: COMPETENCIES THAT PROMOTE HEALTHY COUPLE RELATIONSHIPS			
	Activities or phases included in the session	Time / Activity	Related worksheets
Session 1: Debunking Myths and Irrational Beliefs	<ul style="list-style-type: none"> 📺 Presentation 	10 minutes	Worksheets 1, 2, 3 y 4
	<ul style="list-style-type: none"> 📺 Myth or reality? 	15 minutes	
	<ul style="list-style-type: none"> 📺 Debunking false beliefs 	15 minutes	
	<ul style="list-style-type: none"> 📺 Ten characteristics of healthy couple relationships 	15 minutes	
Session 2: Anger, Self Control and Problem-Solving	<ul style="list-style-type: none"> 📺 Presentation 	5 minutes	Worksheets 2, 5 y 6
	<ul style="list-style-type: none"> 📺 Wrinkled paper technique 	10 minutes	
	<ul style="list-style-type: none"> 📺 Relaxation technique 	15 minutes	
	<ul style="list-style-type: none"> 📺 BROEV technique for problem-solving 	25 minutes	
Session 3: Social Skills, Assertiveness and Self-Esteem	<ul style="list-style-type: none"> 📺 Presentation 	10 minutes	Worksheets 7, 8, 9 y 10
	<ul style="list-style-type: none"> 📺 Communication styles and empathy 	15 minutes	
	<ul style="list-style-type: none"> 📺 Assertiveness: the sandwich technique 	15 minutes	
	<ul style="list-style-type: none"> 📺 Strengthening self-esteem 	15 minutes	
Session 4: Creating Stories about Healthy Couple Relationships (for educators only)	<ul style="list-style-type: none"> 📺 Presentation 	10 minutes	Worksheet 11
	<ul style="list-style-type: none"> 📺 Creating stories 	25 minutes	
	<ul style="list-style-type: none"> 📺 Sharing our stories 	20 minutes	

MODULE 1

ASSETS FOR POSITIVE ADOLESCENT DEVELOPMENT AND THE PROMOTION OF HEALTHY COUPLE RELATIONSHIPS



Module 1: Assets for Positive Adolescent Development and the Promotion of Healthy Couple Relationships

Description

This module focuses on assets for positive adolescent development as a point of departure for recognizing its influence in the development of personal competencies that promote healthy couple relationships. The work in this module also focuses on concepts associated with couple relationships from a positive perspective.

Theoretical Basis

The *Positive Adolescent Development Model* recognizes that the adolescent population has strengths that can bloom in a positive way when they are aligned with healthy resources in the different environments in which they live and interact (Lerner et al., 2005). It emphasizes that the healthy conditions can support competencies in the adolescent that support resistance to the factors that put health and wellbeing at risk (Benson, Mannes, Pittman and Ferber, 2004).

This module describes not only those competencies that make up healthy development (of the emotional, social, cognitive, moral and personal areas), it also describes the resources or assets that promote positive or healthy development (Scales and Leffert, 1999).

Resources or assets for development are those personal, family, school or community resources that provide the support and experiences necessary to promote positive development during adolescence. Assets or personal resources refer to psychological resources or behaviors of the adolescent, considered internal, and the characteristics of families, schools and the community in which the adolescent lives, considered external (Scales and Leffert 1999).

Tables 1 and 2 show some of the internal and external assets identified for positive development (Scales and Leffert, 1999; Oliva, Parra and Arranz, 2008; Oliva et al, 2010) and the association between basic competencies of positive adolescent development and external assets.



Table 1. Examples of Internal and External Assets for Positive Adolescent Development

INTERNAL ASSETS	
PERSONAL	<ul style="list-style-type: none"> • Assertiveness • Abilities for interaction • Making friendship relationships • Abilities for problem-solving • Abilities for negotiation • Communication abilities • Social commitment • Responsibility • Prosocial behavior • Sense of justice • Respect for diversity • Self-esteem • Self-concept • Self-efficacy • Self-control • Autonomy • Sense of belonging • Personal initiative • Empathy • Recognition and management of emotions • Tolerance of frustration • Optimism and sense of humor • Capacity for critical analysis and analytical thinking • Creativity • Planning capacity • Decision-making capacity
EXTERNAL ASSETS	
FAMILY	<ul style="list-style-type: none"> • Affect • Adequate conflict resolution • Establishment of limits • Family support • Positive communication • Promotion of autonomy
SCHOOL	<ul style="list-style-type: none"> • Positive relationship with educators • Safe and caring school climate • Opportunities for participation and leadership in group activities (empowerment) • Offering programs that promote personal, social and emotional competencies to handle adolescence and contribute to holistic development



COMMUNITY	<ul style="list-style-type: none"> • Safety • Availability of structured extracurricular activities • Positive perception of the adolescent • Assignment of responsibilities and roles to the adolescent • Existence of resources and/or activities for young people
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Source: Author’s summary based on Scales and Leffert, 1999 and Oliva *et al.*, 2010.

Table 2. Basic Competencies for Positive Adolescent Development Associated with External Assets

PERSONALES	
FAMILY	<ul style="list-style-type: none"> • Assertiveness • Ability for problem-solving • Ability for negotiation • Behavioral adjustment • Psychosocial competencies • Self-esteem • Emotional wellbeing • Prosocial competencies
SCHOOL	<ul style="list-style-type: none"> • Sense of belonging • Self-concept • Self-esteem • Personal initiative • Empathy • Sociability • Increase in output • Creativity • Capacity for decision making
COMMUNITY	<ul style="list-style-type: none"> • Personal and social development • Sense of belonging • Involvement in the community • Prosocial behavior models

In carrying out the activities that make up this module, it is necessary to clarify and develop a common language around a series of key concepts related to gender violence and dating violence, described in Table 3.

Table 3. Key Concepts of Gender Violence in Lights4Violence

Concept	Definition
Gender	Refers to the socially constructed characteristics of women and men –such as norms, roles and relationships of and between groups of women and men. This social construction varies from society to society and can change. The concept of gender includes five important elements: relational, hierarchical, historical, contextual and institutional. While most people are born either male or female, they are taught appropriate norms and behaviors –including how they should interact with others of the same or opposite sex within households, communities and work places. When individuals or groups do not «fit» established gender norms they often face stigma, discriminatory practices or social exclusion –all of which adversely affect health (World Health Organisation, WHO, 2011).
Gender inequality	Refers to unequal chances or opportunities for groups of women and men to access and control social, economic and political resources, including protection under the law (such as health services, education and voting rights) (World Health Organisation, WHO, 2011).
Gender discrimination	Any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on the basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field (European Institute for Gender Equality, EIGE).
Gender violence	Gender-based violence against women is a form of discrimination and a violation of their fundamental freedoms and rights. It includes all acts of violence against women that result in, or are likely to result in, physical, sexual, psychological or economic harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life (European Institute for Gender Equality, EIGE).
Misogyny	Refers to hatred, rejection, aversion and contempt of men towards women and, in general, everything related to the feminine (Ferrer and Bosch, 2000).
Dating violence	Type of intimate partner violence on behalf of at least one member of a couple caused in first dates. It occurs between two people in a close relationship. The nature of dating violence can be physical, emotional, or sexual (including stalking). Dating violence can take place in person or electronically, such as repeated texting or posting sexual pictures of a partner online (European Institute for Gender Equality, EIGE).



Intimate partner violence (IPV)	General definition: A pattern of assaultive and coercive behaviours, including physical, sexual and psychological acts, as well as economic coercion, which adults or adolescents may use against their intimate partners without their consent. The largest burden of intimate partner violence is inflicted by men against their women partners. Statistical definition: Any act of physical, sexual, psychological or economic violence that occurs between former or current spouses or partners, whether or not the perpetrator shares or has shared the same residence with the victim (European Institute for Gender Equality, EIGE).
Same sex intimate partner violence	Intimate partner violence in same-sex relationships is a pattern of violence that occurs within same-sex relationships.
Sexism	Actions or attitudes that discriminate against people based solely on their gender (European Institute for Gender Equality, EIGE).
Anti-sexism	Actions or attitudes that are anti-sexist and promote the elimination of stereotypes based on sexual differences (Glick and Fiske, 1996).
Social rejection of gender violence	Attitudes that are contrary to tolerance of gender violence or dating violence that tend to justify the behavior of aggressors or empathize with them, blame victims or underestimate both the magnitude and the severity of the problem (Gracia, 2004).
Anti-machista attitudes	Against the belief that men are superior to women (Walker, 2005).
Gender equality	Refers to equal chances or opportunities for groups of women and men to access and control social, economic and political resources, including protection under the law (such as health services, education and voting rights). This concept is also known as equality of opportunity –or formal equality. Gender equality is often used interchangeably with gender equity, but the two refer to different, complementary strategies that are needed to reduce gender-based health inequities (World Health Organisation, WHO, 2011).



Basic Competencies of the Module

- Capacity to recognize protective factors against violence in couple relationships in one's self, in the family, the school and in the community.
- Ability to know how to use protective factors against violence in couple relationships that are present in their environments.
- Capacity to identify and transform situations and attitudes that are sexist or tolerant of gender violence or dating violence.

SESSION 1

ASSETS FOR POSITIVE ADOLESCENT DEVELOPMENT



Session 1: Assets for Positive Adolescent Development

<p>General Objective</p> <p>To help the student to identify resources and people in their surrounding environments (family, school, community) that, because of their characteristics, can help them improve their wellbeing during their development.</p>	
Application	Small groups.
Age of application	Young people ages from 13 to 17.
Duration	Approximately 55 minutes.
Material	Worksheet No. 1 and 2. Pencil, computer, projector.
<p>Session components</p> <ul style="list-style-type: none"> • Resources and characteristics of the surrounding environment that promote wellbeing and healthy development (assets for positive development). • Relationship between assets for positive development and acquiring health competencies that are protective against risk factors. • Surrounding environments that promote assets of positive development. 	
<p>Specific objectives</p> <ol style="list-style-type: none"> 1. To identify assets for adolescent positive development. 2. To recognize and evaluate the different environments in which there could be assets for positive adolescent development. 3. To discuss the influence of assets for development in learning health competencies. 	
<p>Activities to carry out</p> <ol style="list-style-type: none"> 1. Identifying health and wellbeing in images. 2. Understanding what assets for positive adolescent development are, and where they are. 	

Activity 1: Identifying Health and Wellbeing in Images

Introduction

This activity described in worksheet 1 (from module 1 of the Activities Manual) includes a series of images that the students should observe in order to identify whether they represent something considered «good» or that could contribute to health. Beside each image there is a box where the student should describe his or her response.

Procedure for carrying out the activity

- 1) The activity should be carried out in groups of 5 to 6 students. Each group can work on all of the images, or each group can work on a subset of images (assigning a similar number of images to each group). This second option allows a more fluid activity and requires less time, but it is important to ensure that all groups will participate and share their opinions with the group in the session that will take place at the end of the activity.
- 2) Each group must observe the images carefully and identify something «good» or that could contribute to improved wellbeing. It is important to ask them to identify the «what, who or whom» that represent something favorable for wellbeing and the «why». This justification (expressed briefly and with a couple of ideas) should be included in the box that appears at the side of each image.
- 3) Once all of the groups have finished, there will be a group discussion session of the results of each group. It would be ideal if the teachers or those carrying out the activity project each of the images so that each group, independently of which images have been worked on, can share the selection and arguments of their classmates and make their own observations. The person responsible for the activity can act as a moderator and highlight some aspects of the images he/she considers relevant that have not been identified by any group. ANNEX 1 presents the possible responses.

Activity 2: Understanding what Assets for Positive Adolescent are and where they are

Introduction

This activity described in worksheet 2 (from module 1 of the Activities Manual) includes a brief summary of assets for development and a classification of these assets in different areas. The students should read the annex and then classify the images of activity 1 by deciding whether they represent personal, family, school or community assets.

Procedure for carrying out this activity

- 1) This activity is carried out in groups of 5 or 6 students (the same as in activity 1).
- 2) We begin with an individual reading of the first part of worksheet 2, which contains a table that summarizes assets for positive development and the areas in which they can be identified. The person in charge of carrying out the activity can provide clarity about concepts that the students are not familiar with.
- 3) Later, each group must classify all of the images in activity 1 and decide whether they are related to the personal, family, school or community environments. The students should assign each area to an image.
- 4) Once the groups finish the activity, there will be a brief discussion session for sharing results. The person in charge of the activity should act as a mediator and facilitate the resolutions of the classifications. Each classification should be noted on the blackboard, in order to serve for use in the next activity (worksheet 3 activity). It is important to note that the classification can be determined by the justification for each asset, and therefore different areas may be considered to be related to the same asset. ANNEX 1 shows a possible classification of images.

SESSION 2

**IDENTIFYING ASSETS THAT PROMOTE
HEALTHY COUPLE RELATIONSHIPS**



Session 2: Identifying Assets that Promote Healthy Couple Relationships

<p>General objective Ayudar al alumnado a identificar sus propios activos personales, familiares, escolares y comunitarios para construir una relación de pareja saludable.</p>	
<p>Application</p>	<p>Small groups.</p>
<p>Age of application</p>	<p>Young people ages from 13 to 17.</p>
<p>Duration</p>	<p>Approximately 55 minutes.</p>
<p>Material</p>	<p>Worksheet No. 3. Pencil, computer (optional), projector (optional).</p>
<p>Session components Concepts related to couple relationships: gender equality, sexism, personal relationships based on respect.</p>	
<p>Specific objectives</p> <ol style="list-style-type: none"> 1. To identify personal assets in their surrounding environment that could contribute to a healthy couple relationship. 2. To evaluate the importance of incorporating positive personal competencies in couple relationships so that they are healthier. 	
<p>Activity to carry out</p> <ol style="list-style-type: none"> 1. Sharing assets to build positive couple relationships. 	



Activity 1: Sharing assets to build positive couple relationships

Introduction

This activity is implemented in groups of 5 to 6 students.

Procedure for carrying out the activity

Phase 1: Thinking and writing in the box. Reading and answering questions in section A. Each group must read and respond to the four questions that appear in worksheet 3. The aim is that students will think and respond about what they see as good and positive in themselves, their families, schools and communities that could be important or that might help them develop a healthy couple relationship.

Phase 2: Sharing responses with my class. Group sharing of section B. Once all of the groups have finished the activity, there will be a group discussion. Each group will read their assets. The person responsible for the activity will act as a moderator and will ask students to explain their responses.

SESSION 3
DEVELOPING A POSITIVE COMMON LANGUAGE



Session 2: Developing a Positive Common Language

<p>General objective To help the students identify different couple situations that can generate conflicts or unhealthy relationships and that could be modified by incorporating personal competencies of positive development.</p>	
Application	Small groups.
Age of application	Young people ages from 13 to 17.
Duration	Approximately 55 minutes.
Material	Worksheet No. 4. Pencil, computer (optional), projector (optional).
<p>Session components</p> <ul style="list-style-type: none"> • Concepts related to couple relationships: violence, gender equality, sexism, personal relationships based on respect. 	
<p>Specific objectives</p> <ol style="list-style-type: none"> 1. To identify unhealthy couple situations and understand their causes. 2. To evaluate the importance of developing positive personal competencies to promote healthy couple relationships. 3. To design positive communication and resolve conflicts in couple relationships. 	
<p>Activity to carry out</p> <ol style="list-style-type: none"> 1. Reconstructing stories. 	



Activity 1: Reconstructing Stories

Introduction

This session consists of a single activity that is carried out in different phases and uses illustrations that represent different possible situations in a couple relationship.

Procedure for carrying out the activity

- 1) This activity is carried out in groups of 5 to 6 students.

Phase 1: Reading and filling out illustrations

Each group will be given worksheet 4 (from module 1 of the Activities Manual) which consists of illustrations that represent different situations that can result in a conflict in a couple relationship. The worksheet consists of text and illustrations that, while representing the same situation, contain empty text boxes. Each group will work on 1 or 2 illustrations. First, they will read them, and later they will add text into the blank boxes in the empty illustrations. It is important to note that the conflict situation need not be modified, therefore the students can incorporate the same text, however, they must add a different final conclusion that serves to resolve the conflict situation. That is to say, it should have a good ending.

Phase 2: Group discussion

Once all of the groups have finished the activity, there will be a group discussion session. Each group will read the original text of the illustrations and express the type of situation represented (jealousy, sexism, emotional blackmail, etc.). Later, they will again read the illustration, this time adding their own conclusion that resolves the conflict situation. They will be asked what type of competency (self esteem, communication, safety, etc.) they have included that changed the situation.

- 2) The person responsible for the activity should act as a moderator. This activity could generate debate, and it is important to use this as a teaching point to remind students that couple conflict situations shouldn't be normalized. There is always the possibility to transform these conflicts in a positive way using their own competencies.

MODULE 2

**COMPETENCIES THAT PROMOTE
HEALTHY COUPLE RELATIONSHIPS**



Module 2: Competencies that promote healthy couple relationships

Description

This module is primarily focused on social and emotional competencies that facilitate positive development in the adolescent and that expand the capacities of the student. These competencies include well-known social skills as well as components of assertiveness and empathy. In taking a step towards empowering students to use their capacities, it is necessary to work on cognitive distortions and irrational beliefs, in addition to learning how to control emotions like anger and irritation, given that a large part of conflicts are due to errors in external information processing and poor emotional regulation. It also includes a final session with the teachers, which will consist of the elaboration of a story line, so that students will experience the same situation as the students in the creation of the short film.

Theoretical basis

Lights4Violence is based on the premise that youth is a critical developmental period in which the bases of healthy couple relationships are developed and strengthened. Thus, early intervention can help determine the quality, equality and mutual respect of future couple relationships.

From this perspective, with its focus on the personal strengths of young people, we highlight the importance of emotional and cognitive competencies of adolescents that help minimize risky behaviors and help promote healthy couple relationships.

The aim of the module «Competencies that Promote Healthy Relationships» is to reflect on the myths and social and cultural beliefs about dating violence and provide adolescents competencies in social skills to resolve the differences and conflicts inherent in couple relationships, through reflection, anger control, problem-solving, empathy, assertive communication and self esteem, in order to support couple relationships based on respect.

In this way, in this module on competencies, we begin to work on identification of biases and erroneous cognitive interpretations that can occur in social situations and in couple relationships. The objectives aim to identify i) what are



automatic thoughts, cognitive distortions and irrational thoughts, and ii) what is the role of these elements in a conflict situation? Working with this content through case studies, reflection and discussion activities help participants to assume a critical and reflexive posture towards erroneous beliefs that legitimize the use of violence in couple relationships. Distorted cognitive processes have been shown to interfere with the perception and understanding of social situations and experiences (Roncero, Andreu & Peña, 2016). Aggressive behavior is related to biases in the interpretation of certain social situations. Violence in couple relationships has been shown to be related to greater propensity to attribute hostile intentions to the victim's behavior, with a greater risk of generating aggressive solutions towards a conflict or neutral situation (Roncero *et al.*, 2016).

In this module adolescents also work on anger control, self-control and problem-solving with the objectives of: i) recognizing the emotions of anger and irritation and the consequences they bring about in a couple relationship, ii) teaching self-control and relaxation techniques that allow participants to control the anger wave, iii) and identifying the phases of the problem-solving technique. Through the practical activities developed in the manual, the participants will be capable of generating alternative solutions to anger to resolve a conflict. Prior research has shown that couple violence is a result of an intense emotional state, such as anger, that is interrelated with hostile attitudes, a scarce toolkit of communication and conflict resolution abilities and a number of factors such as stress and jealousy that precipitate violent conduct (Echeburúa, Corral, Fernández-Montalvo & Amor, 2004). The states leading to violence include anger, hostility, jealousy, controlling behavior and antisocial behaviors and prognostic factors of aggression among couples (Bookwala, Frieze, Smith & Ryan, 1992; Fernández-Fuertes & Fuertes, 2010; Foshee, Reyes & Ennett, 2010; Gorman-Smith, Tolan, Sheidow & Henry, 2001; O'Leary & Slep, 2003; Parrot & Zeichner, 2003).

Finally, the module concerns social skills, assertiveness and self esteem, in order to i) learn about the role empathy plays in couple relationships based on love and respect, ii) promote social skills and assertive communication styles to express displeasure, disgust or being bothered by a problematic situation in a prosocial way, and iii) promote improvement in self-esteem in couple relationships as key elements in a healthy couple relationship. The focus in this module is based on the results of research that shows that these abilities are essential for inhibiting aggressive conduct in couple relationships (Blázquez-Alonso, Moreno-Manso & García-Baamonde, 2012; Warkentin, 2008; Richardson, Hammock, Smith & Gardner, 1994).



Basic Competencies of the Module

- To promote abilities to manage problems and conflict, for interpersonal communication, mediation and negotiation among young people.
- Empower young people to feel the capacity and safety to reclaim their rights and those of their peers to be held in esteem, and to prevent or combat abusive or risky relationships.

SESSION 1
DEBUNKING MYTHS AND IRRATIONAL BELIEFS



Session 1: Debunking Myths and Irrational Beliefs

<p>General objective To reflect on myths and social and cultural beliefs about violence in couple relationships, the influence of culture, and beliefs and the way that we think about feelings and behavior.</p>	
Application	Group.
Age of application	Young people ages from 13-17.
Duration	Approximately 55 minutes.
Material	Worksheet No. 1, 2, 3 and 4. Paper, pencil, computer, projector, blackboard, large piece of cardboard, makers.
<p>Session components</p> <ul style="list-style-type: none"> • Social and cultural myths about couple relationships. • Distorted thoughts and irrational beliefs. • Debunking false beliefs. 	
<p>Specific objectives</p> <ol style="list-style-type: none"> 1. To debunk false beliefs and social and cultural myths that support couple violence. 2. Reflect with the students in order to make an appropriate assessment of distorted thoughts and/or irrational beliefs in couple relationships. 3. To motivate a change in attitudes to support equality in relationships. 	
<p>Activities to carry out</p> <ol style="list-style-type: none"> 1. Myth or reality? (15 minutes). 2. Debunking false beliefs (15 minutes). 3. Ten characteristics of healthy couple relationships (15 minutes). 	



Activity 1: Myths or Reality?

Introduction

This activity aims to help the student identify certain myths and beliefs related to couple relationships that are rooted in our society and to construct a new reality.

Procedure for carrying out this activity

- 1) Educational personnel provide the student with worksheet 1 from module 2 of the Activities Manual: myths or reality?
- 2) Students work in groups of 5 to 6 people to carefully read each belief or social myth and classify them in terms of whether they agree or not, and why, as indicated in the Activities Manual. If there is insufficient time to carry out work on all of the beliefs or myths, they can be divided up among the groups.
- 3) Once all of the groups have carried out the exercise, there will be a group discussion and session regarding irrational beliefs and cultural myths that are rooted in our society and how we can debunk them.

The students' possible responses for this activity are added as an annex (ANNEX 2). If the responses given by the students do not follow along the lines of the possible responses, redirect or guide the debate towards these responses.

Activity 2: Debunking False Beliefs

Introduction

Most frequently, we tend to generate automatic thoughts related to a certain situation, and these thoughts can be «unconscious» and are often biased.

These irrational thoughts, also called cognitive distortions, are misinterpretations that we make about our surroundings that generate multiple negative consequences (Sánchez, 2012). They are made up of irrational beliefs that we generate based on a situation that make us see reality in a non-objective and dysfunctional way.

This activity aims to help young people learn to identify in a case study the irrational thoughts or beliefs that cause difficulties for healthy couple relationships, in order to motivate attitudes for change and promote healthy relationships based on equality.

Procedure for carrying out the activity

- 1) Educators will introduce the content and objective of the activity in the following way:

In this activity we are going to see how our thoughts influence our emotions and our behavior. In order to do this, we need to keep in mind the following sequence:



The educators will display the sequence on the blackboard, while explaining:

Thoughts are protagonists in all situations, and it is important to be familiar with the types of thoughts that exist, in order to identify them and change them if there are erroneous. In this way, they won't generate negative emotions and can help us act in an appropriate way.

On many occasions, when we face a certain situation, we generate automatic thoughts. These are thoughts that come to us subconsciously and tend to be biased by irrational beliefs. Thus, it is necessary to stop for a moment to be conscious of these automatic thoughts and substitute them with other, rational thoughts.

- 2) Later, educators distribute worksheet 2 of module 2 from the Activities Manual, which presents a case that depicts a problematic issue or conflict in an adolescent couple relationships, and he/she provides the following instructions:

Now we are going to read carefully in small groups about the situation described in the case, and we are going to identify the irrational beliefs and thoughts we see in the text.

Once you have identified the irrational beliefs, the group needs to complete the table (Worksheet 3 of module 2 in the Activities Manual) and, through consensus, indicate in the table which beliefs and thoughts are irrational. You'll also identify an alternative thought that would be objective.

- 3) Once the groups have finished, ask each group to present their work to the whole class. Facilitate discussion, above all for those thoughts and beliefs that have generated the most disagreement among the students.

Help the students to reflect on the thoughts, feelings and actions of the couple in the case study, both in terms of what they've thought, felt and done and what could have been possible. The aim is for the students to be



able to understand the importance of respect and proper treatment in couple relationships.

The students' possible responses for this activity are added as an annex (ANNEX 3). If the responses given by the students do not follow along the lines of the possible responses, redirect or guide the debate towards these responses.

Activity 3: Ten Characteristics of Positive Couple Relationships (optional activity if time permits)

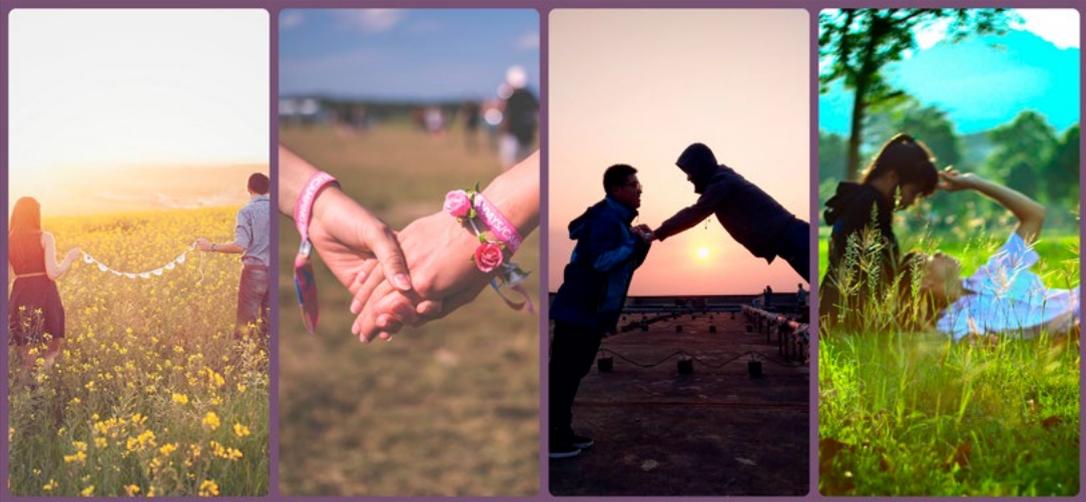
Introduction

Through defining ten characteristics of good treatment in a couple relationship, the aim is to gather characteristics that couple relationships should have in order to be satisfactory. (This activity is optional if time permits).

Procedure for carrying out the activity

- 1) To end the session, the whole group will develop a set of characteristics of good conduct in relationships (Worksheet 4 of module 2 in the Activities Manual).
- 2) Later, the ten phrases will be written as a part of a mural on the cardboard to be later displayed in the classroom.

SESSION 2
ANGER, SELF-CONTROL AND PROBLEM-SOLVING



Session 2: Anger, Self-Control and Problem-Solving

<p>General objective To work with anger, self-control and the steps of the problem-solving technique. Recognition, self-control and proper emotional expression of anger and/or irritation is a key for the proper management of conflicts in healthy couple relationships.</p>	
Application	Collective.
Age of application	Young people ages from 13 to 17.
Duration	Approximately 55 minutes.
Material	Worksheet No. 2, 5 and 6. Paper, pencil, computer, projector, music player.
<p>Session components</p> <ul style="list-style-type: none"> • Recognition of emotions and feelings: anger and/or irritation and their consequences. • Self-control and relaxation techniques. • Phases of problem-solving. 	
<p>Specific objectives</p> <ol style="list-style-type: none"> 1. To understand the importance of recognition and proper expression of feelings and emotions. 2. To identify and apply strategies such as relaxation to help control intense emotions of anger. 3. To understand and practice different phases of problem-solving, the BROEV model. 	
<p>Activities to carry out</p> <ol style="list-style-type: none"> 1. Wrinkled paper technique (10 minutes). 2. Relaxation technique (15 minutes). 3. BROEV technique for problem-solving (20 minutes). 	

Activity 1: Wrinkled paper technique

Introduction

Anger is a cognitive, emotional and physiological response to perceived threats, intrusions into personal territory and/or frustrations related to a conduct directed towards an objective (Caballo, 1998).

The inadequate control and management of anger is a risk factor related to the manifestation of aggressive behavior and the deterioration of couple relationships. It is accompanied by the experience of feelings of guilt and sadness, when one sees they are incapable of controlling it (Fernández-Abascal & Palmero, 1999; Larkin & Zayfert, 2004; Mckay, Rogers & Mckay, 1991; Sanford & Rowatt, 2004).

In adolescent couple relationships, it is common for conflicts to arise frequently, and therefore it is important to be familiar with the consequences of inadequate management of anger and to be able to express emotions in a constructive way to support a positive relationship.

Procedure for carrying out the activity

- 1) Greet the students and motivate them to participate in the activity.
- 2) Educational personnel should introduce the activity and give the necessary instructions to correctly carry out the activity in the following way:

To begin this activity, you'll need a blank sheet of paper (Woksheet 5 of module 2 of Activities Manua)l. Then try to remember a situation you experienced that provoked anger or irritation.

Now, with this situation in mind, you'll wrinkle the blank paper, as much as you can.



Now you must try to smooth out the paper and leave it in its original state, as much as possible.



- 3) Educational personnel will work with the students on their conclusions related to this exercise in the following way:

As you have seen, it is impossible to bring the paper back to its original form. With this example, we can see the consequences of certain actions that are carried out with inappropriate anger management.

This is why it is important that adolescents gain strategies for anger control that allow them to appropriately resolve their problems.

Activity 2: Relaxation Technique

Introduction

In the anger response, the physiological components that are activated are very relevant, given that when their activation is very high, it is impossible to control behavior.

Learning relaxation techniques is fundamental for a person so that he/she can interrupt the process of increasing tension in the moment it is perceived, when levels of physiological activation are still at a low or medium level.

The decrease in the levels of physiological activation means that an impulsive or aggressive behavior is not produced. With this activity, adolescents learn to control physiological activation produced by anger and/or irritation in order to successfully resolve conflicts or problems in couple relationships.

There are many relaxation techniques. For this activity, we have selected the simplest and most quickly applied, such as the technique of breathing.

Procedure for carrying out this activity

- 1) Educational personnel will create an appropriate climate among the students in order to carry out this activity, motivating them and highlighting the importance of breathing for working on self-control and as a prior phase to working on problem-solving.



The educator should be sure that the group is calm. We recommend asking all participants to get into a comfortable position that allows them to carry out the exercise in an appropriate way.

- 2) Explain to the group that we are going to practice a relaxation technique that will serve them to help control the level of activation in response to many situations that occur in daily life. Briefly explain that the technique is easy to learn and practice in any situation or location.

To begin the relaxation technique, follow the instructions indicated in ANNEX 4.

- 3) To finish up, ask the participants how they feel, for example, whether they feel relaxed, etc. To end the activity, tell them:

If we practice diaphragmatic breathing a few minutes each day, we will rapidly develop the ability to calm ourselves after a few seconds, when we feel angry or when our feelings/emotions are becoming too intense.

Activity 3: BROEV method for problem-solving

Introduction

Conflict is a part of life, and it affects all areas of life. Thus, conflicts arise as a normal part of couple relationships and are considered a natural phenomenon that can be positive or negative, depending on the motivation, the reactions and the way people resolve them.

Problem-solving is a cognitive, affective and behavioral process that permits identifying the adequate means for solving daily conflicts. Acquiring strategies for recognizing and resolving problems efficiently and adaptively is a key to promote healthy couple relationships among adolescents.

Procedure for carrying out this activity

- 1) Educational personnel will explain the content of the problem-solving technique and that steps required, indicated in ANNEX 5:
- 2) Later, the BROEV Method for Problem-Solving will be applied to the case study available in the Activities Manual (Worksheet 2 of Module 2) and small groups will complete the tables (Worksheet 6 of Module 2).
- 3) To finish up, the educator will present the conclusions, address doubts and reinforce the contents of the session.

SESSION 3
SOCIAL SKILLS, ASSERTIVENESS
AND SELF-ESTEEM



Session 3: Social Skills, Assertiveness and Self Esteem

<p>General objective Provide assertive social skills to promote appropriate interpersonal relationships among adolescents and build their self-esteem.</p>	
Application	Collective.
Age of application	Young people ages from 13 to 17.
Duration	Approximately 55 minutes.
Material	Worksheet No. 7, 8, 9 and 10 Paper, pencil, computer, projector, blackboard and chalk, music player.
<p>Session components</p> <ul style="list-style-type: none"> • Aggressive, passive-inhibited and assertive communication styles. • Assertiveness techniques. • Empathy: learn to understand one's own emotions and those of others. • Our self-esteem and that of others. 	
<p>Specific objectives</p> <ol style="list-style-type: none"> 1. To know how to differentiate between aggressive, inhibited and assertive communication styles. 2. To learn to communicate and practice assertiveness. 3. To be familiar with the importance of empathy and to learn to understand one's own feelings and those of others. 4. To improve our self-esteem and that of others. 	
<p>Activities to carry out</p> <ol style="list-style-type: none"> 1. Communication styles and empathy (15 minutes). 2. Assertiveness: the sandwich technique (15 minutes). 3. Strengthening self-esteem (15 minutes). 	

Activity 1: Communication styles and empathy

Introduction

Communication is both a capacity and a necessity of human beings, whose abilities develop and improve over the course of our lives.

Communication helps us both in our personal and group development. Some of these styles will serve us to build relationships with others, while others will make it more difficult and affect the bond that unites us with that person.

Procedure for carrying out the activity

- 1) This activity requires the presence of two adults (the person who applies the program and any other member of the education team).

The group is told that they will represent the three communication styles for a single situation (Worksheet 7 of Module 2 of the Activities Manual). They will represent a total of three scenes, one for each of the communication styles (passive or submissive, assertive and aggressive).

It is important that the group practice the scripts of each of the situations before the session, so that the performance is as realistic as possible.

- 2) At the end of each of the performances, the group will complete the following table on the blackboard, in which they will analyze each scene and identify the communication styles used, the characteristics of the style, and they will identify whether people used empathy in each situation:

Situation 1	Passive style	Aggressive style	Assertive style	Why? Characteristics	Did they show empathy?
Scene 1					
Scene 2					
Scene 3					

There will be promotion of discussion and active group participation. Groups should indicate what communication style is being represented in each situation, explaining the characteristics of each of the scenes. The activity will be guided to arrive at the following conclusions (ANNEX 6):

- 3) To finish up the activity, reference will be made to the summary page (Worksheet 8 of Module 2 of the Activities Manual) that defines the three communication styles and the 10 characteristics of abilities that facilitate assertive communication (Worksheet 9 of Module 2 in the Activities Manual).

Activity 2: Assertiveness: The sandwich technique

Introduction

The purpose of this activity is to promote assertive responses to avoid unnecessary conflicts and discussions. Therefore, students will put into practice the ability to resolve interpersonal problems, developing empathy based on assertive communication, specifically, the sandwich technique (Inglés, 2003).

The objective of the activity is to increase the students' efficacy and develop creativity in the search for assertive and empathetic solutions in couple relationships.

Procedure for carrying out the activity

- 1) Educators will introduce the content and objective of the activity in the following way, described in ANNEX 7:
- 2) Divide participants into groups of 5 to 6 people. Explain that each group will go to the front of the room, and the rest of the participants will observe what takes place.
- 3) Educators will explain the dynamic to the whole group in the following way:

We will begin with the first group. All of the members of the group are going to form a wall, while one person intends to break through. The person trying to pass through the wall will put him/herself in front of each member of the wall, and the objective is to try to convince each member to give permission to let him/her through the wall using an objective argument.

Those who are trying to pass through the wall cannot change the content of the argument, but they can change the main idea, they can modify their tone of voice, posture, the length of the argument, and they can use other strategies with the objective of trying to pass through the wall.
- 4) The educator will speak quietly with those who will make up the wall, explaining to them that the way in which their classmate will be given permission to pass through the wall is using an assertive communication style, including the sandwich technique, and using certain codes, for example: asking politely for permission to pass through the wall, using an appropriate tone of voice and language, being empathetic and sincere, among other similar attitudes. Using these codes, the wall will permit entrance; they are the key to opening the wall.
- 5) The person directly in front of the first member of the wall will provide a phrase in order to pass. The wall will decide together whether the person is allowed to pass. In case of a «no», the person will approach the second

member of the wall, and this process will be repeated until the wall decides that the objective has been reached.

- 6) Once the first group has concluded the exercise, the second group will be invited to do the same.
- 7) Once all of the groups have carried out the exercise, reflect aloud with all of the group about the reasons why on occasions they did not achieve appropriate communication and what they could change.

Activity 3: Strengthening Self-Esteem

Introduction

Self-esteem is considered important for acquiring knowledge and to develop personal responsibility, as the base of that which allows us to relate to other people and that allows us to confront conflicts efficiently. Without good self-esteem, it would be much more difficult to resolve the situations that arise over the course of our lives.

Procedure for carrying out the activity

- 1) The educators will ask the students to fold a piece of paper (worksheet 10 from module 2 of the Activities Manual) into a fan, putting the name of the student at its base, such as is shown in the following image:



- 2) Later, each fan will be passed to the classmate to the right, who will have to anonymously add a positive quality of the owner of the fan in each of the folds.
- 3) Each fan will be passed around by the students until all of the folds are filled with positive qualities.

While the students make their fans and carry out the activity, the following songs will be played in the background, in order to create a fun and positive environment (optional):

- Macaco – «Moving»
 - Ricky Martin – «Vida»
 - Chayanne – «Madre tierra»
 - Rozalén – «Girasoles»
- 4) To finish up, each fan to will returned to its owner, who will voluntarily read some of the qualities from the fan aloud, helping to reaffirm the qualities of their classmates.

SESSION 4
CREATING STORIES ABOUT
HEALTHY COUPLE RELATIONSHIPS



Session 4: Creating Stories About Healthy Couple Relationships (for educators only)

<p>General objective To experience one of the products produced by the students during the prior activities included in the training phase.</p>	
<p>Application</p>	<p>Working groups.</p>
<p>Grupo de aplicación</p>	<p>Educators.</p>
<p>Duration</p>	<p>Approximately 55 minutes.</p>
<p>Material</p>	<p>Worksheet No. 11 Pencil, computer (optional), projector (optional), cell phone (optional).</p>
<p>Session components</p> <ul style="list-style-type: none"> • Interaction among assets, competencies and healthy couple relationships. 	
<p>Specific objectives</p> <ol style="list-style-type: none"> 1. To relate family, school and community assets with personal competencies to promote a healthy couple relationship. 2. To create a brief story about a couple relationship that includes assets and competencies. 3. To evaluate the positive influence of assets and competencies in couple relationships. 	
<p>Activities to carry out</p> <ol style="list-style-type: none"> 1. Creating stories (25 minutes). 2. Sharing our stories (20 minutes). 	



Activity 1: Creating stories

Introduction

This activity involves creating a brief story centered on a couple relationship, with the presence of assets and competencies studied in prior sessions that represent the positive influence of these assets and competencies in couple relationships.

Procedure for carrying out the activity

- 1) The activity is carried out in groups of 5 to 6 people.
- 2) The participants will have access to an example on Worksheet 11 (of Module 2 in the Activities Manual) about a story of a couple relationship in which assets and competencies are present. After reading the story, students must identify the situation or motive that could have generated conflict (jealousy, emotional blackmail, sexism...) and which assets or competencies have contributed to the favorable resolution of the conflict. Later, there will be a brief group discussion. ANNEX 8 includes the possible responses of the students, to serve as a guide.
- 3) The prior activity serves as an inspiration for the participants to create their own stories in groups.

Activity 2: Sharing our Stories

Procedure for carrying out the activity

- 1) Each one of the groups reads their story, and the rest of the participants must identify the situation or motive that could have generated a conflict in a couple relationship. They'll also identify the assets and competencies that facilitate the resolution of the situation. The person in charge of the activity will facilitate and moderate any debate that arises.
- 2) Once all of the groups have presented their stories, the group will choose a single story that best connects the three elements: couple relationship, assets and competencies.
- 3) This last phase is optional and will be carried out if there is time. Participants will be asked to perform and record their story with their mobile phone. If possible, these video capsules will be presented.

CONCLUSIONS

Throughout the program, there should be special focus on the importance of developing emotional and social skills in order to promote healthy relationships among equals, both in social relationships and intimate relationships.

Different studies show how changing attitudes and building skills for the development of positive relationships is possible using educational programs based precisely on the promotion of these competencies.

All of these aspects make sense in the context of partner violence. Dating violence is preceded by sexism and machista attitudes, which are rooted in our society, where gender roles are clearly differentiated: masculinity supposes inhibition, as much as possible, of emotions, in addition to control over intimate relationships. Femininity supposes the opposite, the exacerbation of emotions and ceding control to the masculine figure in intimate relationships. All of this is bound up in the idea of romantic love that is established in society. This romantic love is made up of constant controlling behaviors, jealousy and emotional blackmail.

It is for this reason that it is important to build emotional and social skills and not only strengthen them, but learn to identify and extrapolate them to relationships in day to day life. Working on these issues supposes the prevention of partner violence, since they help to identify disadvantageous relationships and debunk gender stereotypes and myths about romantic love.

It should be kept in mind that the earlier we intervene in these aspects of violence, the lower the probability of their occurrence in the future. The stage of adolescence is crucial for education about equality and promotion of healthy intimate relationships, because, as mentioned earlier, it is the stage in which the first relationships occur. These first couples are not experts and have little information about what defines a healthy couple relationships.

Therefore, it is important to implement programs that contemplate these types of competencies in order to prevent both aggression and victimization.

The **Lights4Violence** project permits continuous development of social and emotional skills through participatory and interactive activities among students themselves and between teachers and students. Giving an active role to students permits them to develop their creativity and strengthen their qualities.

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ANNEXES



ANNEX 1

Image 1. COMMUNITY ASSET



Who? The youth.

Why? Because they are helping pick up trash, because they are cleaning together.

Image 2: FAMILY ASSET



Who? The father, the mother, the mother and the father, the parents and the children.

Why? Because they are having breakfast together and talking each other and having family fun is healthy.

Image 3: SCHOOL ASSET



What? The Classroom.

Why? Because it seems clean, neat, and there is a blackboard and large windows.

Image 4: COMMUNITY ASSET



What? The countryside, the natural environment, nature, lonely.

Why? Because it allows for relaxing, tranquility, being with one's self.

Image 5: SCHOOL ASSET



Who? The teacher.

Why? Because he seems nice to the boys, because they have fun while they learn, and they get along well.

Image 6: FAMILY ASSET



Who? The father.

Why? Because he's consoling the child. Because he gives him emotional support.

Image 7: PERSONAL ASSET



Who? The girl.

Why? Because she's happy and optimistic.

Image 8: FAMILY ASSET



Who? The father, the father and the kids.

Why? Because he teaches them to help around the house. Because he involves the boy and girl, and he promotes equality.

Image 9: COMMUNITY ASSET



What? The apples, the stores, the sales person.

Why? Because they offer a healthy option, eating fruit is healthy.

Image 10: PERSONAL ASSET



Who? The girl in the middle.

Why? Because he's mediating to avoid a fight, mediating in the conflict.

Image 11: COMMUNITY ASSET



What? The volleyball pit.

Why? Because the young people can do sports.

Image 12: FAMILY ASSET



Who? The mother.

Why? Because she's scolding the boy so that he learns to do things, because she's teaching limits, because she's educating the boy.

Image 13: PERSONAL ASSET



Who? The boy.

Why? Because he is independent about laundry.

ANNEX 2

The students have to answer «I do not agree» in all sentences.

Myth or belief	I agree	I don't agree	Why
A couple should do everything together.			I don't agree, because each member of a couple needs his/her own space.
A woman isn't a woman if she doesn't have a partner.			I don't agree, because whether or not a woman has a partner is not important.
He/she's jealous because he/she loves me.			I don't agree. Just because you're jealous doesn't mean you should prohibit anything.
If I love my partner, we need to have a sexual relationship.			I don't agree, because no one should have to have sex when they don't feel like it. Being part of a couple is much more than having a sexual relationship.
When he/she says «no» he/she really means «yes».			I don't agree, because it's always important to respect someone's word and decision.
When I don't like something, it's better to keep quite than ruin the fun.			I don't agree, because it's always important to express what one feels and thinks, without obligations.
Men are more aggressive and violent than women, and it's easier for them to lose control.			I don't agree, because there are also women who are more aggressive and violent than men and who can lose control.
My partner should be my only friend and my best friend.			I don't agree, it's always important to have Friends.
What makes a woman happy is to be a mother.			I don't agree, because a woman can be happy even without being a mother, if she doesn't want to be.
When we really love each other we can guess what each other thinks/feels.			I don't agree, because each person has his/her own way of thinking and feeling, and on some occasions, it's really difficult to know.



Lights, Camera and Action
Against Dating Violence

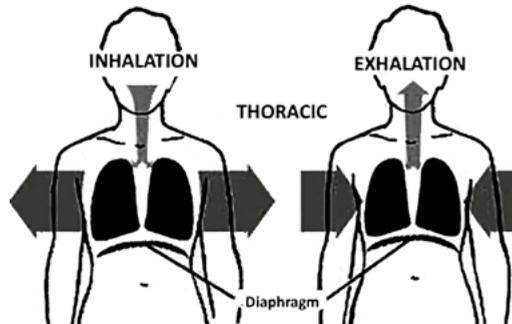
<p>Problems between a couple should stay between the couple. We don't need to share them with anyone else.</p>		<p>I don't agree, because some problems can be shared with those you trust, who can help. I don't agree, because whenever there is a problem, it's helpful to have the support of friends and family.</p>
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ANNEX 3

Belief/irrational thought	Rational thought
«Surely she's talking to that guy from class she always talks to»	«Surely she's talking to a friend, like I do sometimes».
«He stands behind Laura silently, looking at her cell phone screen. He sees the name Sergio, and since it is a name he doesn't recognize, he is sure that it's the boy from class. He comes up to her, annoyed».	«He sees the name Sergio, a name he doesn't recognize, and he's sure it's the boy from class. He approaches her with a smile».
«Irritated, Pablo tells her to stop flirting with the guy from class, that lately she's been spending a lot of time with him.»	«Smiling, Pablo asks who she's talking to, noting that the guy from her class seems nice».
«I don't want him to get mad, maybe I should give him my password to show him I love him».	«I don't want him to get angry, but giving him my password means I'll lose my privacy. If he wants to control me then he doesn't trust me».
«They say that couples tell each other everything, and I want to show him this. I guess giving him all of my passwords is a way to show him I love him and that he can trust me».	«He says that couples tell each other everything, but I don't agree. If I show him all my passwords it doesn't show him I love him, it shows him I'm scared of him. He needs to trust in me and in my word».

ANNEX 4

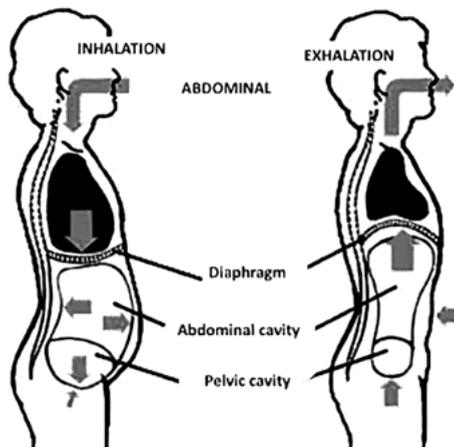
There are two ways to breathe: thoracic breathing, which is what we do most of the time.



We are usually not conscious of our breathing, and we do not realize the way in which we breathe – except when we have been running and we are out of breath–.

I am going to ask you to pay attention to how you breathe, and I am going to show you other ways to breathe.

Let's talk about diaphragmatic breathing, also called abdominal breathing or deep breathing.



Ensure that your head, neck and spine are in a straight line. Let's take a moment to get comfortable.

Close your eyes and place one hand at the top of your chest and the other on your abdomen, with your little finger just above your belly button. This will allow for controlling the movements.

Inhale slowly through your nose, so that the hand on your abdomen feels the pressure of the in breath. The hand on the chest should not move. Our breathing should not be so deep that we hyperventilate.

Take a short pause in your breathing before exhaling.

Exhale slowly through your mouth, so that you feel the muscles of your abdomen descend. Remember that the hand on your chest should be as immobile as possible.

Continue just 2 to 3 minutes (put background music on).

Afterwards comment:

This is deep breathing.

After you have practiced for a few minutes, you will be able to do it without putting your hands on your stomach.

It is easy to practice. If you practice often, you will be able to get into a state of calm and self-control quickly.



ANNEX 5

The problem-solving technique is a cognitive-affective-behavioral process through which a person intends to identify or discover a solution or response to effectively control a particular problem.

This technique involves a series of steps to follow: definition and formulation of the problem; generation of alternative solutions, taking a decision and applying the solution and assessing its utility.

Based on these steps, and in order to apply this activity, we have developed the BROEV method (Explore-Identify-Operate-Emerge-Evaluate):

- **Explore:** exploring a problem is fundamental to resolving it. First one has to admit that a problem exists. Thus, it's necessary to explore objective information about what is happening and distinguish between facts and opinions:
 - Fact: that which we are CERTAIN has occurred or is occurring.
 - Opinions: are what we THINK has happened or is happening related to a situation.

In order to obtain information, it is necessary to observe all of the details of our surroundings, listen and ask questions that can help us to obtain the most reliable information possible on the problem.

This is important to keep in mind because the majority of the discussions and conflicts that are generated related to a problem are based on the opinions of other people and not real facts that have occurred.

- **Identify:** allows us to see that **possible solutions** exist to resolve a conflict and keep in mind each of the possible **consequences** of the different alternatives.
- **Operate:** elaborating a plan of action based on the analysis carried out in the prior phase.
- **Emerge and Evaluate:** once the solution has been put into practice, it is necessary to evaluate it. In this sense, we must ask ourselves, has this solution brought about the desired consequences? Was it the best option? Could something improve next time?

ANNEX 6

Scene 1: The response is passive because:

- He/she did not say what he/she really wanted to say.
- You might not get your money back.
- Doesn't look at his/her face, head lowered, low volume etc.
- Etc.

Scene 2: The response is assertive because:

- He/she explained the situation without discussion.
- He/she will probably give you your money back.
- Looks at his/her face when speaking, uses an appropriate volume, makes gestures that are appropriate for what is being expressed.

Scene 3: The response is aggressive because:

- He/she speaks rudely to you.
- He/she may not give you your money back.
- Doesn't look at his/her face, high voice volume, disrespectful tone, etc.



ANNEX 7

On certain occasions, we find ourselves in difficult situations. Many times, something bothers us about the other person and we don't say anything because of fear of offending him/her. Other times, we mention it in a way that makes the other person uncomfortable, and this generates a conflict. It is important, therefore, to know how to express what bothers us in an appropriate way.

Today we are going to learn a technique for communicating in an assertive way in times in which we want to express our irritation or displeasure towards the behavior of another person. It is a simple technique that diminishes the probability of creating conflicts. It is called the «sandwich technique», and it involves presenting a positive expression and the beginning and at the end of the phrase, having made a negative criticism of the other person in the middle.

In this way, by presenting a positive expression before and/or after a negative one, we can verbalize our displeasure without the other person becoming angry. The idea is to verbalize our desires, which respecting and keeping in mind the rights and the opinions of others.»

In order to clearly remember this technique, we use the expression «bread-filling-bread», structured like this:

BREAD = AGREEABLE EXPRESSION

See Inma, how I know you tend to forget things and surely you haven't remembered...

FILLING = EXPRESSION OF DISPLEASURE OR IRRITATION

... I left you a Pen Drive a week ago in computer class, and the truth is that I'd like you to give it back, because I need it...

BREAD = AGREEABLE EXPRESSION

... but, in any case, when you need it again, just ask me, ok?

We should have empathy at all times, meaning that we should try to put ourselves in the place of the other person in order to better understand the situation.

ANNEX 8

Three boys and a girl are at the park.

The girl is typing something on her mobile phone and laughs. Suddenly she gets up and goes to say hi to a friend. They talk and laugh together.

One of the boys says to his friends:

Boy: I would love to listen in and record that conversation...

Friends: What do you mean, man! Don't be so controlling.

The girl returns.

Girl: What's up honey?

Boy: I was saying that I felt like coming over to see what was making you laugh so much with that guy. I'm angry that you're looking at him and laughing.

Girl: Really? You're jealous? I don't like that and I wouldn't like it if you were spying on me or recording my conversations... Plus, we can laugh together all you want... Next time, if you want, come over and I'll introduce you to him.

Boy: You're right, I would like that better too.

Is there an *asset* that facilitated the situation not resulting in conflict?

- Friends (community or school assets), because they positively influence the behavior of the boy.
- The park (community asset), because the young people are in a calm place, perhaps if they were in a pub or discotheque with music and alcohol, the situation could be different.

Is there a *competency* that facilitated that the situation has been resolved without conflict?

- Anger management (boy)
- Communication (boy)
- Assertiveness (girl)
- Affect (girl)

