

M.<sup>a</sup> Carmen Davó-Blanes, Rosario Ferrer-Cascales,  
Natalia Albaladejo-Blázquez, Miriam Sánchez-San Segundo,  
Vanessa Pérez-Martínez, Carmen Vives-Cases

# Lights, Camera and Action Against Dating Violence

**ACTIVITIES MANUAL**



PUBLICACIONS  
UNIVERSITAT D'ALACANT



LIGHTS, CAMERA AND ACTION  
AGAINST DATING VIOLENCE

Activities manual



M.<sup>a</sup> Carmen Davó-Blanes, Rosario Ferrer-Cascales,  
Natalia Albaladejo-Blázquez, Miriam Sánchez-San Segundo,  
Vanesa Pérez-Martínez, Carmen Vives-Cases

# LIGHTS, CAMERA AND ACTION AGAINST DATING VIOLENCE

ACTIVITIES MANUAL



This document was revised by  
Anna-Sofia Neves Antunes, Jaceb Pyszalsky,  
Belén Sanz-Barbero, Sylvia Sylwia Jaskulska



Co-funded by the Rights,  
Equality & Citizenship Programme  
of the European Union

This Manual was funded by the European Union's Rights,  
Equality and Citizenship Programme (2014-2020), under  
grant agreement No. 776905.

PUBLICACIONS DE LA UNIVERSITAT D'ALACANT

Publicacions de la Universitat d'Alacant  
03690 Sant Vicent del Raspeig  
publicaciones@ua.es  
<http://publicaciones.ua.es>  
Teléfono: 965 903 480

© M.<sup>a</sup> Carmen Davó-Blanes (Universidad de Alicante), Rosario Ferrer-Cascales (Universidad de Alicante), Natalia Albaladejo-Blázquez (Universidad de Alicante), Miriam Sánchez-San Segundo (Universidad de Alicante), Vanesa Pérez-Martínez (Universidad de Alicante), Carmen Vives-Cases (Universidad de Alicante y Ciber Epidemiología y Salud Pública), 2019  
© de esta edición: Universitat d'Alacant

ISBN: 978-84-9717-691-0  
Depósito legal: A 597-2019  
DOI: 10.14198/Lights4Violence-Activities-Manual-2019

Composició: Marten Kwinkelenberg



Esta editorial es miembro de la UNE, lo que garantiza la difusión y comercialización nacional e internacional de sus publicaciones.

Reservados todos los derechos. Cualquier forma de reproducción, distribución, comunicación pública o transformación de esta obra solo puede ser realizada con la autorización de sus titulares, salvo excepción prevista por la ley. Dirijase a CEDRO (Centro Español de Derechos Reprográficos, [www.cedro.org](http://www.cedro.org)) si necesita fotocopiar o escanear algún fragmento de esta obra.

# INDEX

<b>MODULE 1. ASSETS FOR POSITIVE ADOLESCENT DEVELOPMENT AND THE PROMOTION OF HEALTHY COUPLE RELATIONSHIPS</b> .....	11
<b>SESSION 1. ASSETS FOR POSITIVE ADOLESCENT DEVELOPMENT</b> .....	13
ACTIVITY 1: IDENTIFYING HEALTH AND WELLBEING IN IMAGES.....	15
Worksheet 1 .....	15
ACTIVITY 2: UNDERSTANDING WHAT ASSETS FOR POSITIVE ADOLESCENCE ARE AND WHERE THEY ARE .....	18
Worksheet 2 .....	18
<b>SESSION 2. IDENTIFYING ASSETS THAT PROMOTE HEALTHY COUPLE RELATIONSHIPS</b> .....	19
ACTIVITY 1: SHARING ASSETS TO BUILD POSITIVE COUPLE RELATIONSHIPS.....	21
Worksheet 3 .....	21
<b>SESSION 3. DEVELOPING A POSITIVE COMMON LANGUAGE</b> ...	23
ACTIVITY 1: RECONSTRUCTING STORIES.....	25
Worksheet 4 .....	25

<b>MODULE 2. COMPETENCIES THAT PROMOTE HEALTHY COUPLE RELATIONSHIPS .....</b>	<b>45</b>
<b>SESSION 1. DEBUNKING MYTHS AND IRRATIONAL BELIEFS ...</b>	<b>47</b>
SESSION 1. ACTIVITY 1: MYTHS OR REALITY? .....	49
Worksheet 1 .....	49
ACTIVITY 2: DEBUNKING FALSE BELIEFS .....	50
Worksheet 2 .....	50
Worksheet 3 .....	52
ACTIVITY 3: TEN CHARACTERISTICS OF POSITIVE COUPLE RELATIONSHIPS ..	53
Worksheet 4 .....	53
<b>SESSION 2. ANGER, SELF-CONTROL AND PROBLEM- SOLVING .....</b>	<b>55</b>
ACTIVITY 1: WRINKLED PAPER TECHNIQUE.....	57
Worksheet 5 .....	57
ACTIVITY 2: RELAXATION TECHNIQUE.....	58
ACTIVITY 3: BROEV METHOD FOR PROBLEM SOLVING.....	59
Worksheet 6 .....	59
<b>SESSION 3. SOCIAL SKILLS, ASSERTIVENESS AND SELF- ESTEEM .....</b>	<b>61</b>
ACTIVITY 1: COMMUNICATION STYLES AND EMPATHY .....	63
Worksheet 7 .....	63
Worksheet 8 .....	65
Worksheet 9 .....	66
ACTIVITY 2: ASSERTIVENESS: THE SANDWICH TECHNIQUE.....	67
ACTIVITY 3: STRENGTHENING SELF-ESTEEM .....	68
Worksheet 10 .....	68
<b>SESSION 4. CREATING STORIES ABOUT HEALTHY COUPLE RELATIONSHIPS.....</b>	<b>69</b>
ACTIVITY 1: CREATING STORIES (FOR EDUCATORS ONLY).....	71
Worksheet 11 .....	71
ACTIVITY 2: SHARING OUR STORIES (FOR EDUCATORS ONLY) .....	72



This activities manual includes a series of worksheets related to the project «Lights, Camera and Action Against Dating Violence!», a project that promotes positive relationships among the adolescent population. The worksheets are a part of students' classwork with the support of teachers.



## **MODULE 1**

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





**SESSION 1**

**ASSETS FOR POSITIVE  
ADOLESCENT DEVELOPMENT**





## Activity 1: Identifying Health and Wellbeing in Images

### Worksheet 1

Review the different images. All of them include aspects that can be positive for health and wellbeing. Identify these aspects and respond in the following text boxes what/who represents something good for health, and why.



Image 1

What or who or whom?

Why?



Image 2

What or who or whom?

Why?



Image 3

What or who or whom?

Why?



Image 4

What or who or whom?  
Why?



Image 5

What or who or whom?  
Why?



Image 6

What or who or whom?  
Why?



Image 7

What or who or whom?  
Why?



Image 8

What or who or whom?  
Why?





Image 9

What or who or whom?

Why?



Image 10

What or who or whom?

Why?



Image 11

What or who or whom?

Why?



Image 12

What or who or whom?

Why?



Image 13

What or who or whom?

Why?

## Activity 2: Understanding What Assets for Positive Adolescence Are and Where They Are

### Worksheet 2

Individually read the text in the box and the following table.

Resources or assets for positive development are qualities (psychological or behavioral) of a person, family, school or community that can help us feel good and provide a sense of security that supports healthy adolescence.

These are some examples of *assets for positive development*:

PERSONAL	<ul style="list-style-type: none"> <li>Ability for problem-solving</li> <li>Communication ability</li> <li>Responsibility</li> <li>Self-esteem</li> <li>Autonomy</li> <li>Personal initiative</li> <li>Empathy</li> <li>Ability to recognize and manage emotions</li> <li>Optimism and sense of humor</li> <li>Creativity</li> <li>Capacity to decision making</li> <li>Availability to support others</li> </ul>
FAMILY	<ul style="list-style-type: none"> <li>Affect</li> <li>Ability for problem-solving</li> <li>Establishment of limits (education)</li> <li>Family support</li> <li>Positive communication</li> <li>Promotion of autonomy</li> <li>Supervision</li> <li>Safety</li> <li>Guarantee of basic needs (e.g., food, hygiene, comfort)</li> </ul>
SCHOOL	<ul style="list-style-type: none"> <li>Positive relationships with teachers and other school staff</li> <li>Promotion of peer relationships, respectful, caring, secure and school climate</li> <li>Implementation of participatory and group activities</li> <li>Activities that support socialization, confidence and sharing emotions</li> <li>Confidence and trust</li> <li>Promotion of a culture of non-violence</li> </ul>
COMMUNITY	<ul style="list-style-type: none"> <li>Security, empowerment</li> <li>Leisure and cultural activities for young people</li> <li>Adolescents are valued in a positive way</li> <li>Adolescents participate in community activities</li> <li>There are resources for young people (cultural centers, leisure activities and youth groups)</li> <li>Financial support for youth associations</li> <li>Existence of support entities (e.g., sexual and reproductive health, substance abuse, dating violence)</li> </ul>

Now, think as a group about what type of asset (personal, family, school or community based) is represented in each of the images on worksheet 1. Indicate the type of asset next to the image.

**SESSION 2**

**IDENTIFYING ASSETS THAT PROMOTE  
HEALTHY COUPLE RELATIONSHIPS**





# Activity 1: Sharing Assets to Build Positive Couple Relationships

## Worksheet 3

Phase 1: Think and write in the following table

a) Respond to the following questions (group)

Assets Identified to Support Positive Couple Relationships (PCR) There are good and positive things that are important for building a positive couple relationship. What good and positive things do you possess? Write your answer and explain your response.	
In yourself (Personal)	
In your family (Family)	



In your school (School)	
In your community (Community)	

Phase 2: Sharing responses with my class

b) One representative of each group may present the prior table to the rest of the classmates.

**SESSION 3**  
**DEVELOPING A POSITIVE**  
**COMMON LANGUAGE**







## Activity 1: Reconstructing Stories

### Worksheet 4

Next, you will see a series of vignettes that represent different possible couple situations.

After reading them, you will work in groups of 5-6 people to reconstruct the vignettes, filling the empty word call-outs with phrases that resolve the situation in a positive way. After finishing the activity, there will be group sharing and discussion.

All of these vignettes were made through the platform PIXTON © 2019 Pixton Comics Inc. All rights reserved. Pixton trademark owned by Pixton Comics Inc. Reg. USPTO & CIPO. To know more visit <https://www.pixton.com>

Scene 1.

por uve93



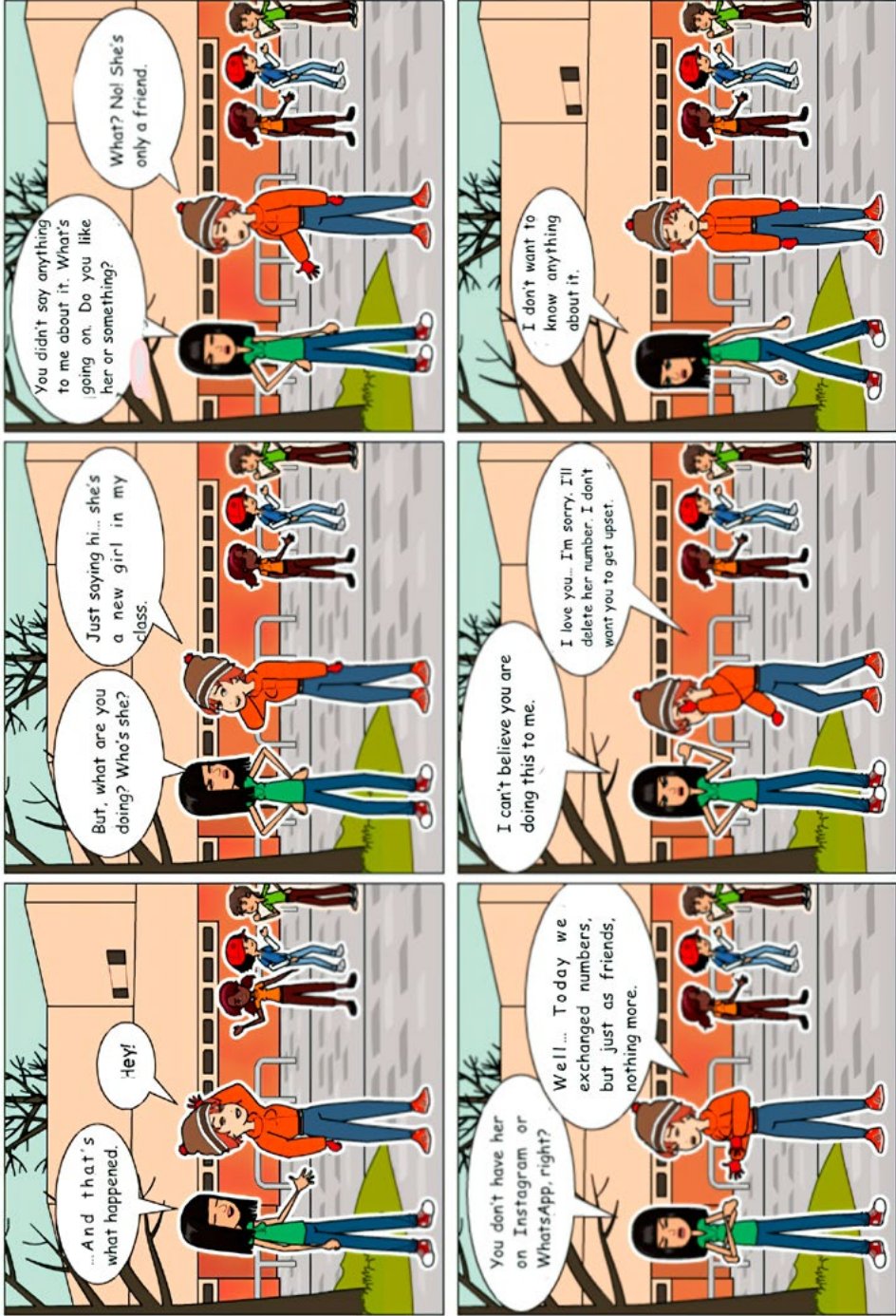
Scene 2.

por uve93



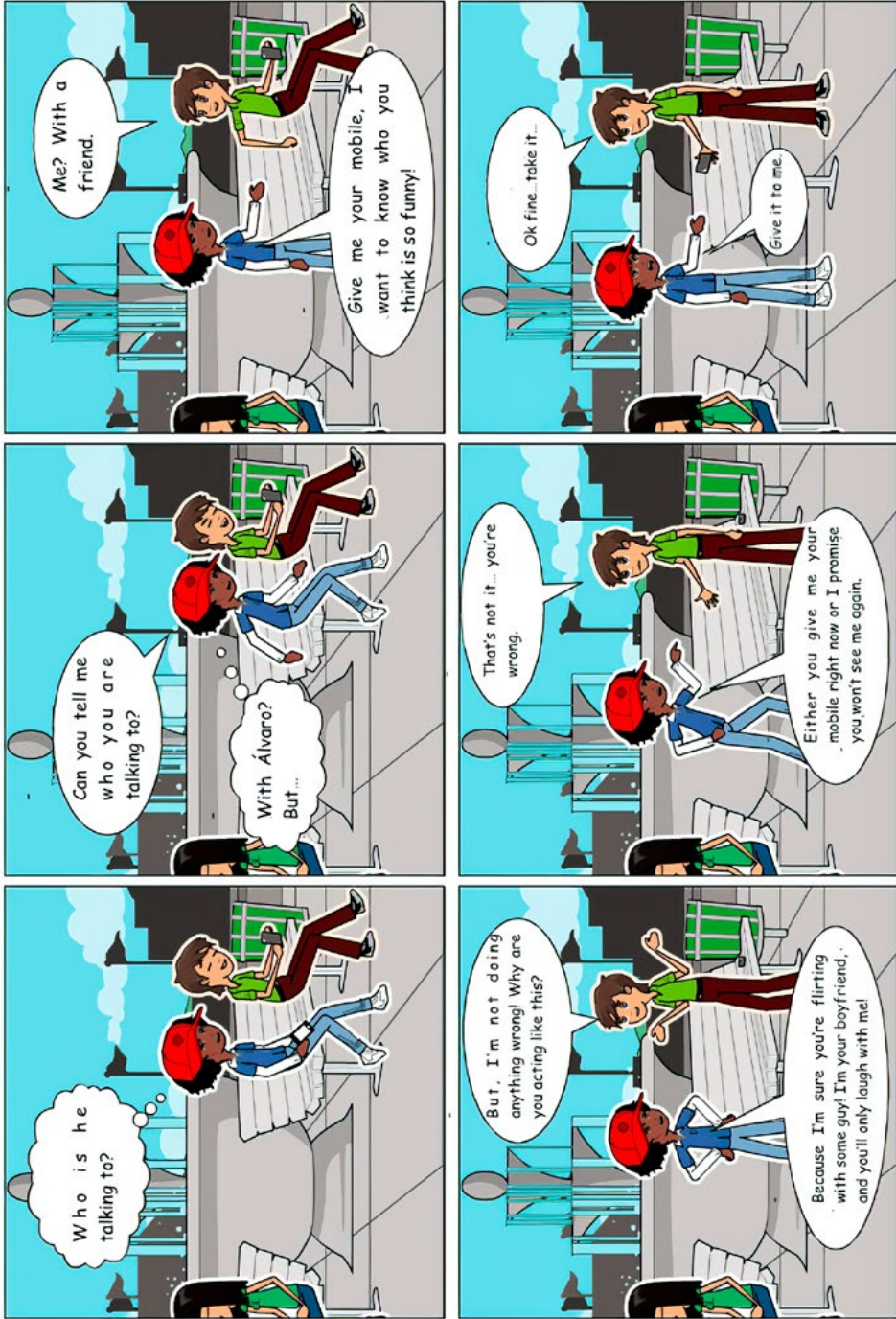
All of these vignettes were made through the platform PIXTON © 2019 Pixton Comics Inc. All rights reserved. Pixton trademark owned by Pixton Comics Inc. Reg. USPTO & CIPO. To know more visit <https://www.pixton.com>

Scene 3.



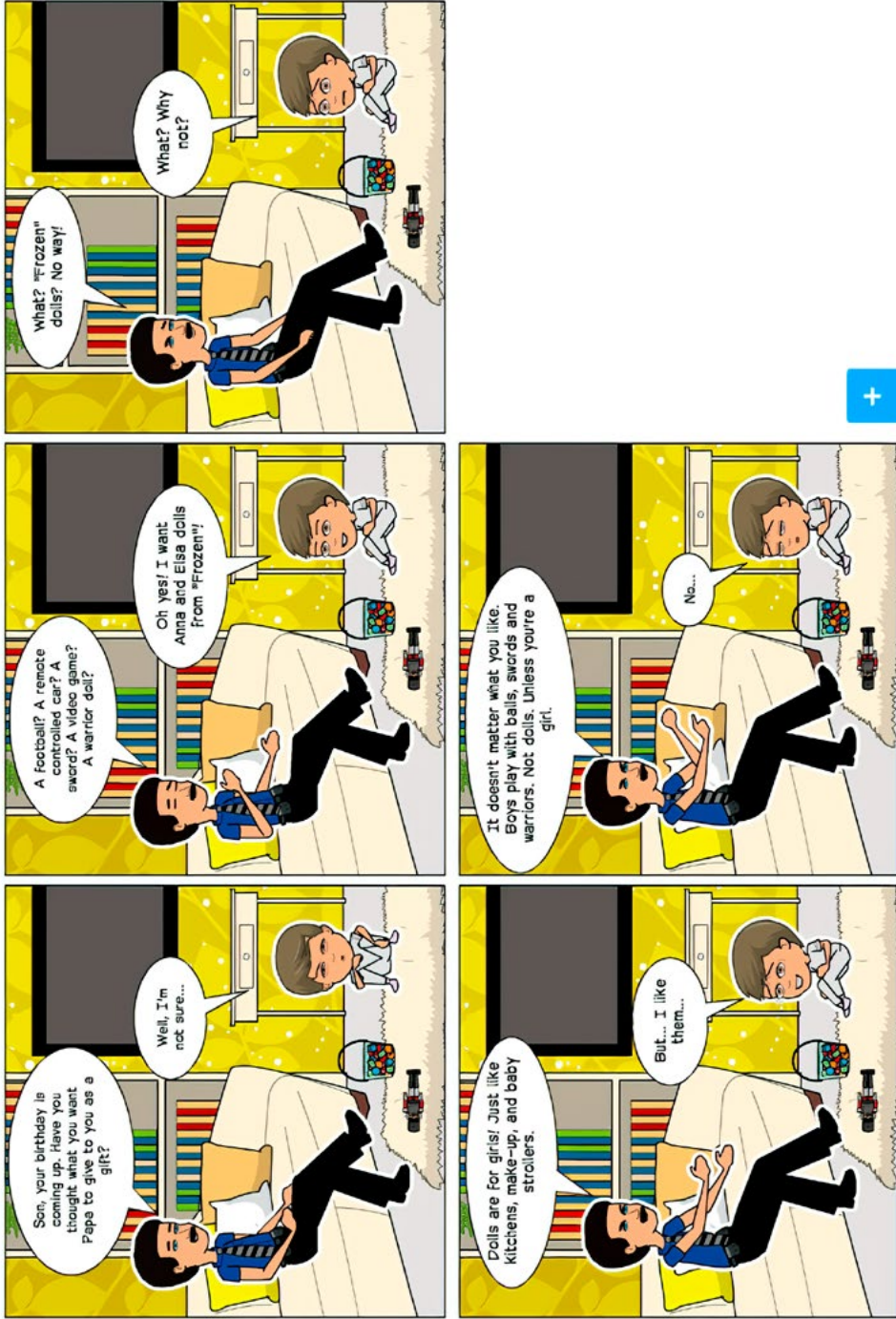
All of these vignettes were made through the platform PIXTON © 2019 Pixton Comics Inc. All rights reserved. Pixton trademark owned by Pixton Comics Inc. Reg. USPTO & CIPO. To know more visit <https://www.pixton.com>

Scene 4.



All of these vignettes were made through the platform PIXTON © 2019 Pixton Comics Inc. All rights reserved. Pixton trademark owned by Pixton Comics Inc. Reg. USPTO & CIPO. To know more visit <https://www.pixton.com>

Scene 5.



por uve93

Scene 6.



All of these vignettes were made through the platform PIXTON © 2019 Pixton Comics Inc. All rights reserved. Pixton trademark owned by Pixton Comics Inc. Reg. USPTO & CIPO. To know more visit <https://www.pixton.com>

Scene 7.





por uve93

Scene 8.



All of these vignettes were made through the platform PIXTON © 2019 Pixton Comics Inc. All rights reserved. Pixton trademark owned by Pixton Comics Inc. Reg. USPTO & CIPO. To know more visit <https://www.pixton.com>

Scene 9.

por uve93

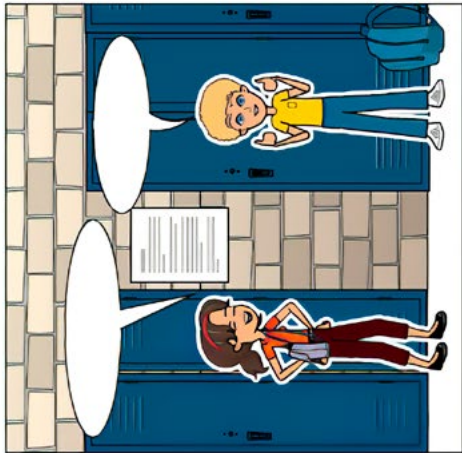
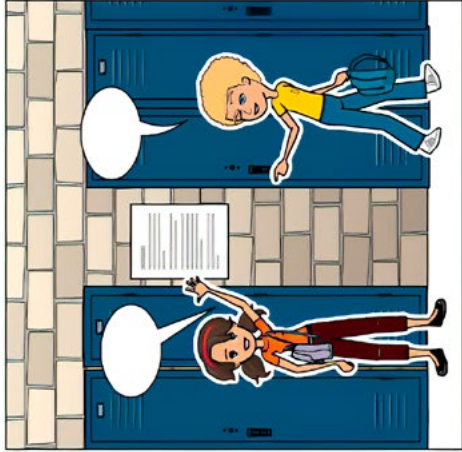
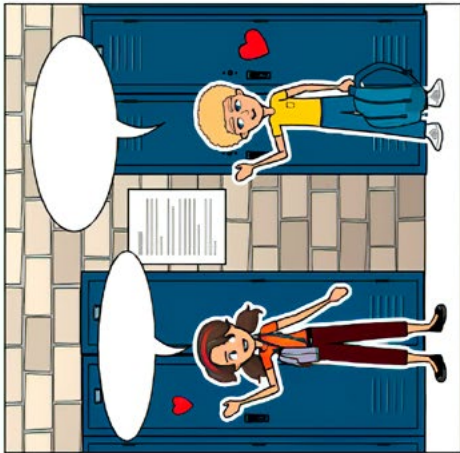
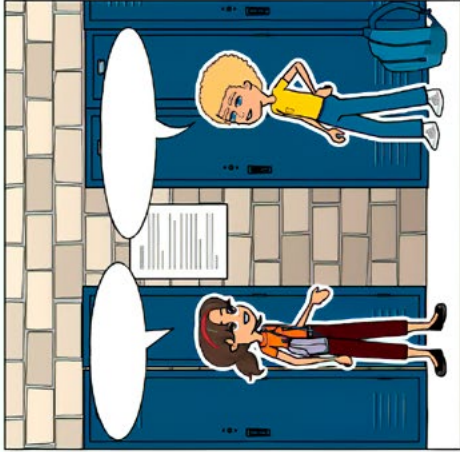
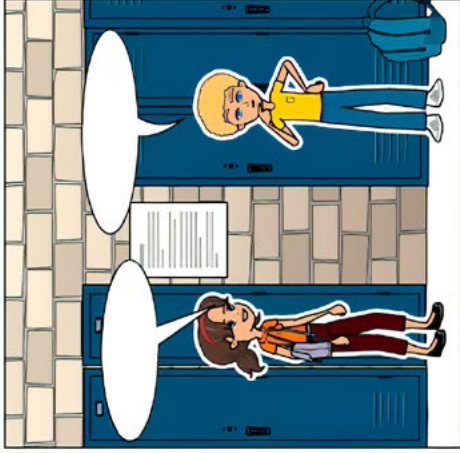


All of these vignettes were made through the platform PIXTON © 2019 Pixton Comics Inc. All rights reserved. Pixton trademark owned by Pixton Comics Inc. Reg. USPTO & CIPO. To know more visit <https://www.pixton.com>

### Illustrations to redevelop

por uve93

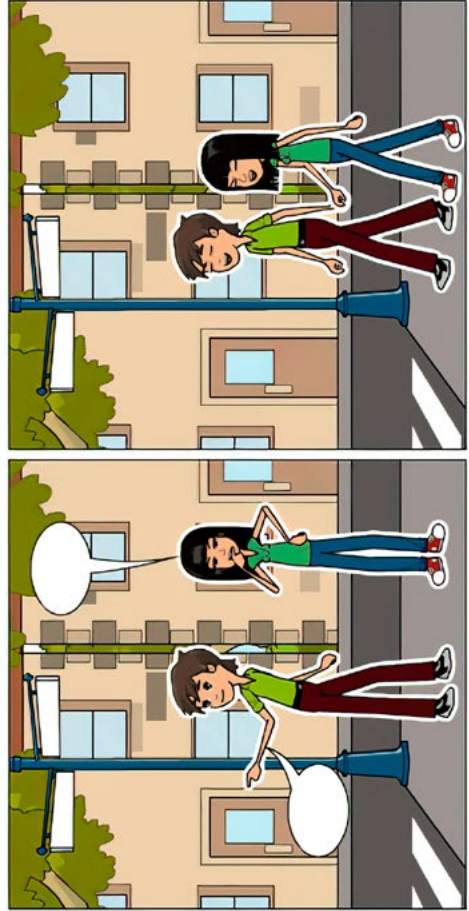
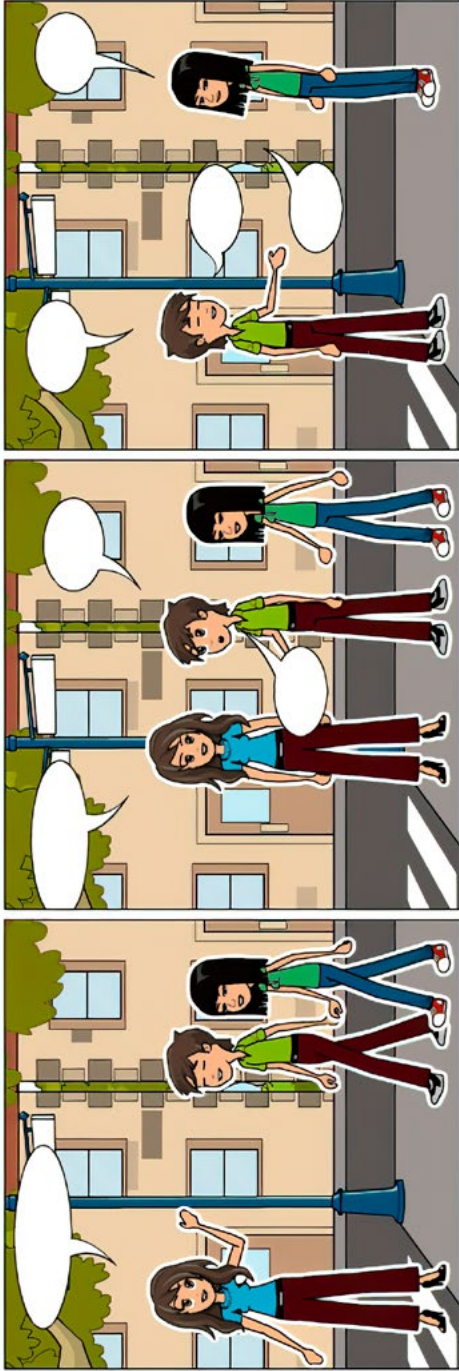
Scene 1.



All of these vignettes were made through the platform PIXTON © 2019 Pixton Comics Inc. All rights reserved. Pixton trademark owned by Pixton Comics Inc. Reg. USPTO & CIPO. To know more visit <https://www.pixton.com>

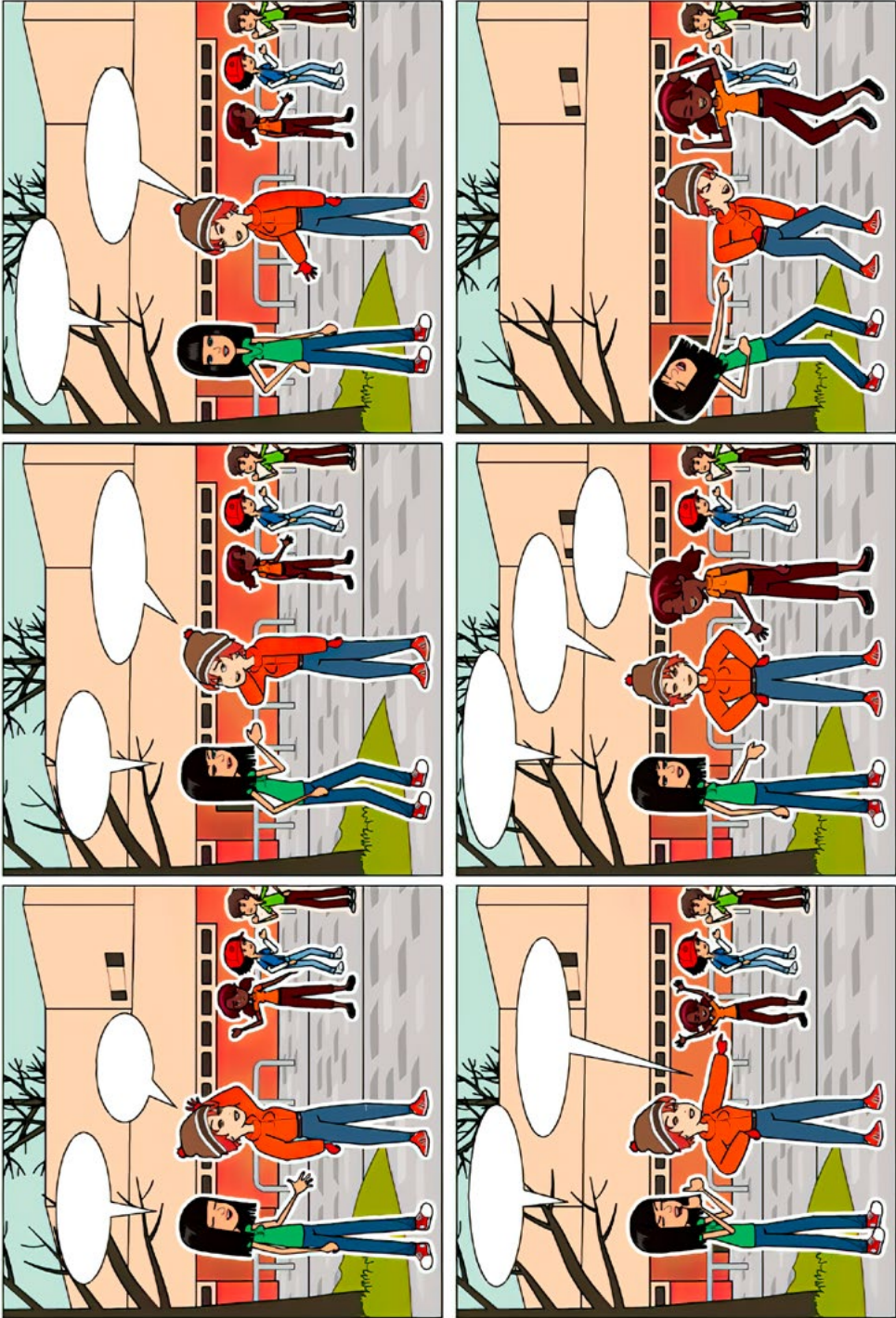
por uve93

Scene 2.



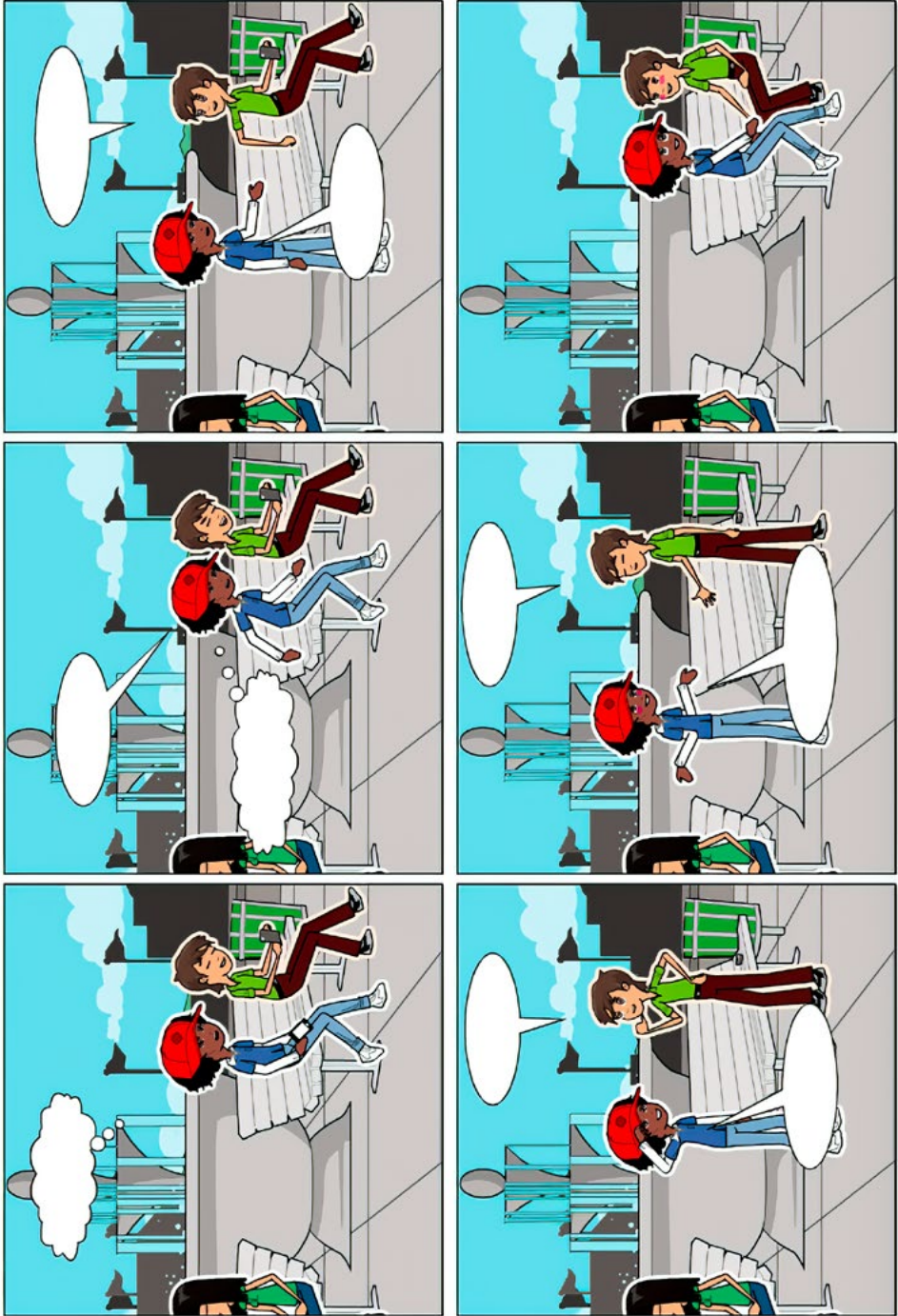
All of these vignettes were made through the platform PIXTON © 2019 Pixton Comics Inc. All rights reserved. Pixton trademark owned by Pixton Comics Inc. Reg. USPTO & CIPO. To know more visit <https://www.pixton.com>

Scene 3.



All of these vignettes were made through the platform PIXTON © 2019 Pixton Comics Inc. All rights reserved. Pixton trademark owned by Pixton Comics Inc. Reg. USPTO & CIPO. To know more visit <https://www.pixton.com>

Scene 4.



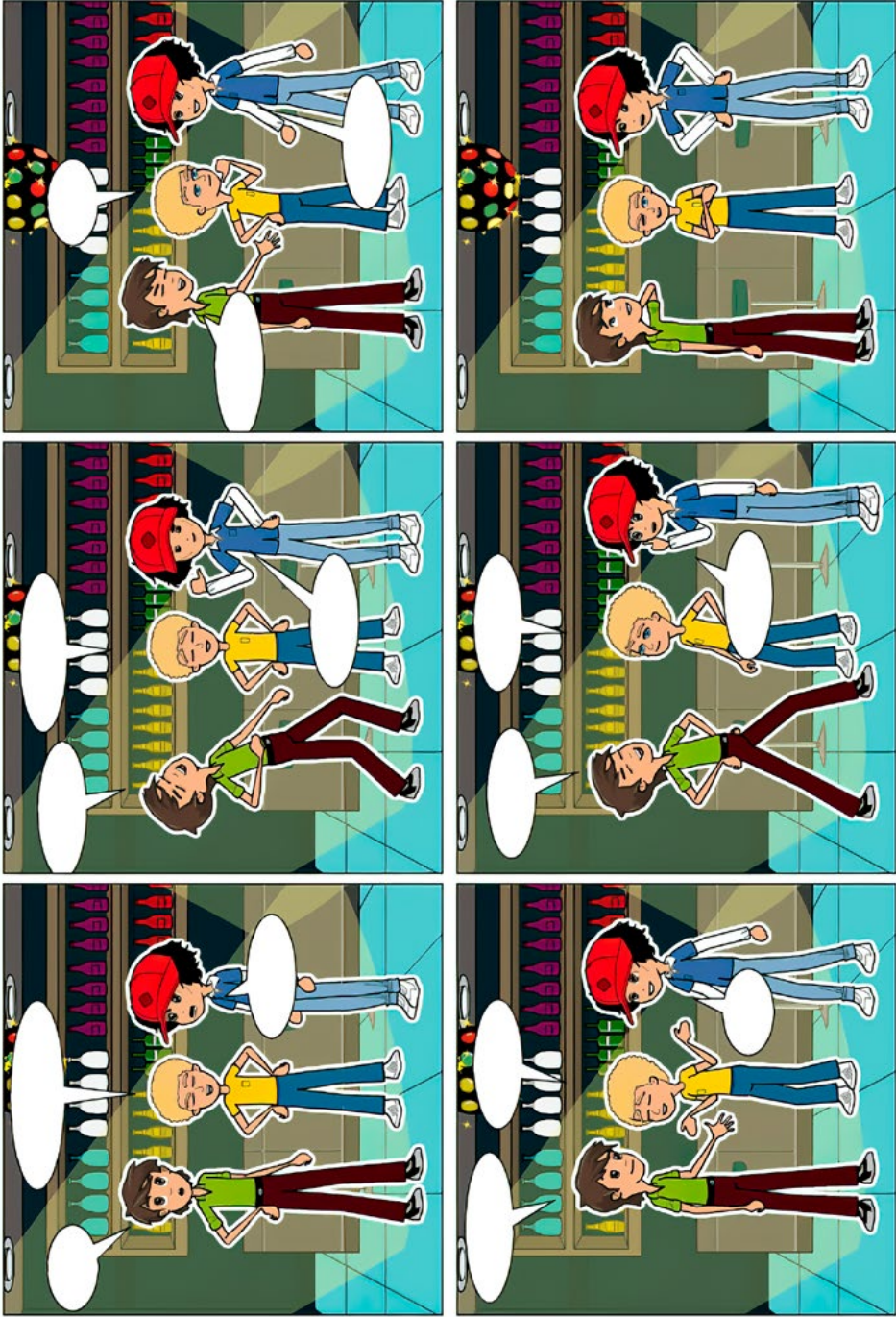
Scene 5.



All of these vignettes were made through the platform PIXTON © 2019 Pixton Comics Inc. All rights reserved. Pixton trademark owned by Pixton Comics Inc. Reg. USPTO & CIPO. To know more visit <https://www.pixton.com>

Scene 6.

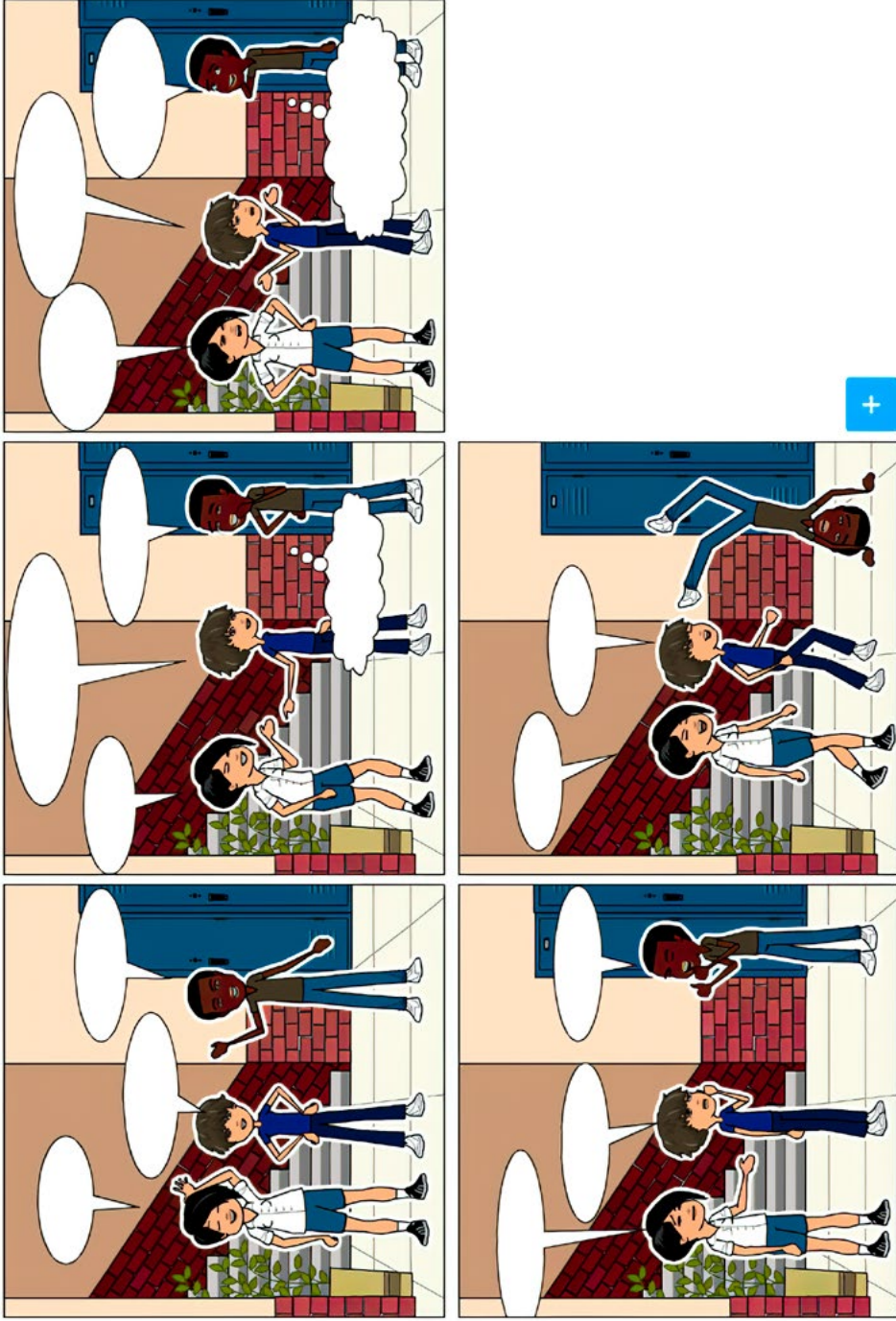
por uve93



All of these vignettes were made through the platform PIXTON © 2019 Pixton Comics Inc. All rights reserved. Pixton trademark owned by Pixton Comics Inc. Reg. USPTO & CIPO. To know more visit <https://www.pixton.com>



Scene 7.



All of these vignettes were made through the platform PIXTON © 2019 Pixton Comics Inc. All rights reserved. Pixton trademark owned by Pixton Comics Inc. Reg. USPTO & CIPO. To know more visit <https://www.pixton.com>

por uve93

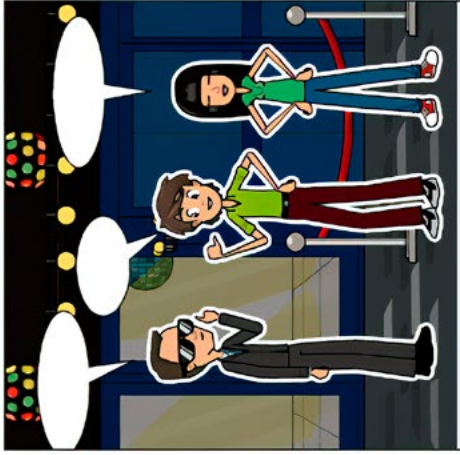


Scene 8.

All of these vignettes were made through the platform PIXTON © 2019 Pixton Comics Inc. All rights reserved. Pixton trademark owned by Pixton Comics Inc. Reg. USPTO & CIPO. To know more visit <https://www.pixton.com>

por uve93

Scene 9.



All of these vignettes were made through the platform PIXTON © 2019 Pixton Comics Inc. All rights reserved. Pixton trademark owned by Pixton Comics Inc. Reg. USPTO & CIPO. To know more visit <https://www.pixton.com>



**MODULE 2**

**COMPETENCIES THAT PROMOTE  
HEALTHY COUPLE RELATIONSHIPS**





**SESSION 1**  
**DEBUNKING MYTHS AND**  
**IRRATIONAL BELIEFS**







## Activity 1: Myths or reality?

### Worksheet 1

Carefully read each belief of social myth. Then, in groups of 5-6 people classify them in terms of whether you agree or not and why, as indicated in the following table.

Myth or belief	I agree	I don't agree	Why?
A couple should do everything together.			
A woman isn't a woman if she doesn't have a partner.			
He/she's jealous because he/she loves me.			
If I love my partner, we have to have a sexual relationship.			
When he/she says «no» he/she really means «yes».			
When I don't like something it's better to keep quiet than to ruin the fun.			
Men are more aggressive and violent than women, and it's easier for them to lose control.			
My partner should be my only friend and my best friend.			
What makes a woman most happy is to be a mother.			
When we really love each other we can guess what each other thinks/feels.			
Problems between a couple should stay between the couple. We don't need to share them with anyone else.			

## Actividad 2: Debunking False Beliefs

### Worksheet 2

Pablo and Laura have been dating for a short time. They get together at the park with friends and chat and laugh with them. Laura's mobile phone rings and she starts to speak and laugh with someone.



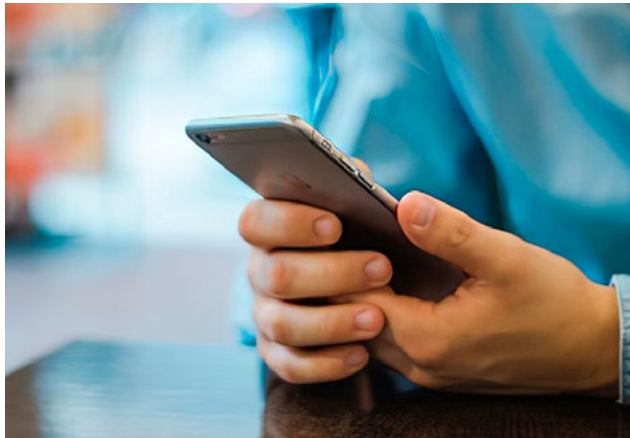
Pablo notices and thinks, «I'm sure she's texting to that guy from class she's always talking to.» He comes closer to her because he wants to know who she is texting to. «I'm sure it's him, I'm sure of it,» he thinks. He silently gets behind Laura and takes a look at the screen. He sees the name Sergio, and since



he doesn't recognize the name, he's sure it's that guy from class. He looks at her, irritated.

Irritated, Pablo tells her to stop fooling around with the guy from class, and that lately she's been spending a lot of time with him. Laura is surprised, and after arguing for a bit, Pablo asks her for her mobile phone and the password. Laura thinks, «I don't want him to be angry, maybe I should share my password to show him that I love him. They say a couple should tell each other everything, and I can show it. I guess if he knows all my passwords it's a sign of love in showing him he can trust me».

Pablo grabs the mobile, and Laura, feeling bad, shows him the password.





### Worksheet 3

In small groups, carefully read the case study shown above. You will identify the irrational beliefs and thoughts in the text. Once you have identified the irrational beliefs and thoughts, you should complete the following table, and indicate an alternative thought that you consider rational or objective.

Belief / irrational thought	Rational thought

## Activity 3: Ten Characteristics of Positive Couple Relationships

### Worksheet 4

The objective of this activity is to think of ten characteristics of good treatment that couple relationships should have.

#### TEN CHARACTERISTICS OF COUPLE RELATIONSHIPS:

1. He/she loves me if...
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ...
9. ...
10. He/she loves me if he/she treats me well!



**SESSION 2**  
**ANGER, SELF-CONTROL**  
**AND PROBLEM-SOLVING**







## Activity 1: Wrinkled paper technique

### Worksheet 5

In this activity, you will need a blank sheet of paper. Later, try to remember a situation you have experienced that made you angry. Now, thinking about that time, crumple up the piece of paper, as much as you can.





## Activity 2: Relaxation technique

The objective of this activity is to learn how to use a simple relaxation technique to control physiological activation (sensations) produced by anger and/or irritation in order to resolve problems in the couple relationship successfully.

### Procedure for carrying out the relaxation technique

- 1) Find a relaxed environment, without distractions.
- 2) Make sure that your head, neck and spine are straight. Take a moment to get comfortable.
- 3) Close your eyes and put one hand on the upper part of your chest and the other on your abdomen, with your little finger just above your belly button. This will allow you to control your movements.
- 4) Breathe slowly through your nose, so that the hand on your abdomen can feel the sensation of inhaling. The hand on your chest should not move. Do not breathe so deeply that you hyperventilate.
- 5) Pause briefly before exhaling.
- 6) Exhale slowly from your mouth, so that you feel the muscles of your abdomen descend. Remember that the hand on your chest should move as little as possible.

### Activity 3: BROEV method for problem solving

#### Worksheet 6

Para esta actividad tienes que aplicar el método BROEV de resolución de problemas al caso práctico anterior (ficha 2), completando las siguientes tablas.

EXPLORE	
FACTS	OPINIONS

IDENTIFY POSSIBLE SOLUTIONS	
POSITIVE ASPECTS	NEGATIVE ASPECTS



EMERGE Y EVALUATE	
POSITIVE ASPECTS	NEGATIVE ASPECTS

**SESSION 3**  
**SOCIAL SKILLS, ASSERTIVENESS**  
**AND SELF-ESTEEM**





## Activity 1: Communication Styles and Empathy

Now, three communication styles will be presented in regards to the same situation. Three scenes will be presented, one for each communication style (passive or submissive, assertive or aggressive).

### Worksheet 7

Situation 1: You have gone to the kitchen to drink water, and when you return and look for your mobile phone, you realize it's gone. You realize that your boyfriend is seated on the sofa, reading your WhatsApp conversations. You think that what he is doing is not okay.

#### Scene 1:

*You:* (You don't say anything to him, waiting for him to realize what he is doing and apologize)

*Pablo:* (He returns the mobile to you as though nothing is wrong), should we go now?

*You:* (You don't bother to look at him when he talks to you, because you are irritated) Yes...

*Pablo:* What's wrong with you? Why don't you look at me when I talk to you?

*You:* Nothing...

*Pablo:* If it's because I was looking at your mobile, I think I have right to know who are you texting to.

*You:* Yes...

#### Scene 2:

*You:* Listen, Pablo, I know you have the best of intentions, but I don't think you should look at my mobile without my permission, and certainly not to read my private conversations. Next time, please, if you need something on my mobile, ask my permission, ok?

*Pablo:* Well, I thought we shared everything and it wasn't necessary to ask your permission. I think I have a right to know who you are talking to.

*You:* You're wrong, sharing everything doesn't mean being disrespectful towards the other person, loving means having trust, and there is no need for that.



*Pablo:* Yes, you are right, I'm sorry.

**Scene 3:**

*You:* What on earth are you doing with my mobile? How dare you take it without my permission! Are you stupid or what?

*Pablo:* I'll take your mobile when I want to! I have a right to know who you are talking to.

*You:* You have no such right! Don't you dare do it again!

*Pablo:* I didn't mean anything by it, eh?

[Discussion]

Once you have finished, you will need to complete as a group the following table at the blackboard, in which you will analyze each scene and identify the communication styles used, which characteristics are present of the identified style and whether the people showed empathy in the situation:

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



## Worksheet 8

### Communication styles

*Passive style* is characterized by distancing yourself from situations you need to address, and giving little importance to your own rights and needs. The consequences of this style include difficulties and the impossibility of achieving your objectives.

The components of passive style include: Non-visual contact, low voice volume, sunken posture, use of expressions such as «maybe, I suppose, would it matter to you if, it's really not important, etc.»

*Aggressive style* is characterized by overpowering others, not respecting them and stepping on their rights and needs. The consequences include difficulties or the impossibility of achieving your objectives, although in some cases they may be achieved immediately, but with an increasing loss of other objectives not taken into account, above all related to interpersonal relationships.

Aggressive style is characterized by: A fixed and defiant gaze, high voice volume, an aggressive tone, intimidating or threatening posture, use of expressions such as «you would be better to, if you're not careful, you should, etc.»

*Assertive style* is characterized by expressing your opinions, desires, needs and feelings, but always taking into account the opinions and rights of others. The effects of using this style are positive, because, in addition to achieving your objectives, it increases your self-esteem and improves interpersonal relationships.

The components of assertive style include: Direct visual contact, firm voice, fluid speech, upright posture, direct responses, loose hand position, use of expressions such as «I think, I feel, I want, what do you think? what would you like? positive messages, etc.»



## Worksheet 9

### **Ten characteristics that facilitate assertive communication in couple relationships**

1. Remain calm.
2. If it's not the right moment to talk about something, wait for an appropriate time.
3. Ask clarifying questions.
4. Express your feelings.
5. Determine what is important to you.
6. Speak always in term of «I».
7. Find out what is important to your partner.
8. Find out what your partner feels.
9. Exchange ideas about possible solutions.
10. Control irrational thoughts.

## Activity 2: Assertiveness: The sandwich technique

The objective of this activity is to help you develop assertive responses to avoid conflicts and un-necessary discussions.

The sandwich technique is a communications technique used for assertive communication in those moments in which we want to express annoyance or dislike about the behavior of another person. It's a simple technique that decreases the possibility of creating conflict.

This technique presents a positive expression at the beginning and at the end of the conversation, after having inserted a negative criticism about the other person in the middle.

In this way, by presenting a positive element both before and after a negative one, we can verbalize our dislike without upsetting the other person. It's about verbalizing our wishes while respecting and taking into account the rights and opinions of others.

To remember this expression clearly, the expression «bread-filling-bread» is used. It works like this:

### **BREAD = POSITIVE EXPRESSION**

*See Inma, how I know that you tend to forget things and you surely didn't remember it...*

### **FILLING = EXPRESSION OF DISLIKE**

*...remember that I gave you my pen drive a week ago in technology class, and the truth is I'd like it back because I need it...*

### **BREAD = POSITIVE EXPRESSION**

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

## Actividad 3: Strengthening Self-Esteem

### Worksheet 10

With this paper, you have to fold it into a fan, putting your name at its base. Each fan will be passed to the classmate to the right, who will have to add anonymously a positive quality of the owner of the fan in each of the folds.



**SESSION 4**

**CREATING STORIES ABOUT  
HEALTHY COUPLE RELATIONSHIPS**





## Activity 1: Creating Stories (for educators only)

### Worksheet 11

1. Read the following story in a group, then respond to questions A and B.

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? Are you 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.

- a) Is there an *asset* that facilitated the situation not resulting in conflict?
  - b) Is there a *competency* that facilitated that the situation has been resolved without conflict?
2. As a group, create a brief story in which the following elements are present:
    - A couple relationship
    - At least one family, school or community asset
    - At least one competency that promotes healthy couple relationships

## **Activity 2: Sharing our Stories (for educators only)**

Present and share the story you created as a group with the rest of the class.





