

Living Well Safe and Free WORKSHOP #6

Dating & Intimate Relationships

Wisconsin Living Well adapted these materials from the Green Mountain Self-Advocates' Stay Safe Curriculum

Materials Needed:

- Computer, speakers, projector and internet access
- Presentation flip chart paper
- Access to Open Future Learning Side by Side Learning Module Series on Relationships, Dating and Intimacy Part 1, 2, and 3
- Copies of "Dating Bill of Rights" handout
- Copies of "What is Consent?" handout
- Copies of "Setting Your Own Boundaries" handout
- Copies of "Standing Up for Your Boundaries" handout

This class teaches people to:

- Participants should understand that relationships are a give and take from each person. Participants should also recognize that they have rights that a romantic partner needs to respect, and that they in turn must respect their partner's rights.
- Participants will understand the different kind of boundaries- physical, emotional, and privacy. Participants will also gain strategies for setting appropriate boundaries in different situations and relationships. Participants will identify ways to protect their boundaries and respect others'.

Open the Class by Explaining: People with disabilities have the right to date and have intimate relationships. Everyone has to learn the dos and don'ts of relationships so that they are not taken advantage of and they don't take advantage of others. Explain we all have boundaries, even with people we care about and love. Understanding and keeping firm on our boundaries is an important part of being safe.

Activity 1: Dating and Consent

Step 1: Hand out copies of "Dating Bill of Rights." Review the handout. Ask if anyone has had any of these rights denied (remind people they don't have to share private information). Discuss how this made them feel, and how this can be avoided in the future.

Step 2: Watch OFL Side By Side Module “Relationships, Dating and Intimacy Part 1.” Use the discussion questions provided in the module. This will take about 30 minutes.

Step 3: Handout and review the “What is Consent” handout. Make sure participants understand not only what consent is, but also how it affects the relationships they have. Stress that without consent, there will not only be legal problems, but also that they will not have a healthy fulfilling relationship.

Step 4: Watch OFL Side by Side Module “Relationships, Dating and Intimacy Part 2.” Use the discussion questions provided in the module. This will take about 30 minutes.

Step 6: Watch OFL Side By Side Module “Relationships, Dating and Intimacy Part 3.” Use the discussion questions provided in the module. This will take about 30 minutes.

Step 7: Use the questions¹ below for a group discussion.

1. What kinds of things influence how and when we assert our personal boundaries?
2. How do you know when your boundaries or rights are being violated?
3. How do you know when you are violating someone else's boundaries or rights?
4. What does it mean to have equal rights? 5. What happens in relationships when partners do not have equal rights?
5. What does the word responsibility mean in a relationship?
6. What responsibilities do you have toward a partner?
7. How does it feel to exercise your rights?

Activity 2: Setting Boundaries

Step 1: As a large group brainstorm a list of all the different relationships they are involved in. Talk about the differences between the relationships. Explain that the relationships all have different boundaries, meaning that what is comfortable and acceptable in each relationship is different. Go over examples of differences in boundaries such as a teacher shouldn't give a student a back massage, but a friend could.

Step 2: Have participants fill out the handout “Setting Your Own Boundaries”. You might need

¹ Source: Dating Violence: An Anti-Victimization Program. Texas Council on Family Violence and The Bridge Over Troubled Waters, Inc. Austin, TX (512)794- 1133.

to read each aloud and help people answer. Once everyone is finished, discuss people's answers. Stress the importance of boundaries in any relationship so that everyone involved can feel both safe and fulfilled.

Step 3: Ask participants if anyone would like to share a story of a time when their boundaries have been violated. If appropriate, use some of the participants' stories as role plays to practice how to be assertive even when their boundaries aren't being respected.

Step 4: Handout and talk about "Standing Up for Your Boundaries" as a group.

Wrap Up Discussion:

On flip chart paper write down the relationship examples below. Ask people explain the different kind of boundaries they would set with each person. Also ask and talk about how they would handle the situation if their boundaries were being violated.

Relationship examples:

- Student and teacher
- Parent and child
- Coach and player
- Boyfriend and girlfriend
- Boss and employee
- Coworkers
- Siblings
- Friends
- Roommates