

WORKSHOP DISCUSSION GUIDE

# Dating Violence Awareness for Educators

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# About Kognito

Kognito is a leading provider of practice-based digital learning experiences that present strategies to improve mental health and well-being across schools, campuses, and communities. Built on an interactive platform, our products integrate several evidence-based models and techniques, game mechanics, and learning principles, allowing users to learn by engaging in role-play conversations with emotionally responsive humans. Through practice and personalized feedback, users learn and assess their competency to lead similar real-life conversations.

Kognito has been instrumental in providing training to over 1 million educators, administrators, students, and their communities. This innovative approach is changing lives by increasing user confidence and awareness on critical topics that impact critical thinking and decision-making.

## The Kognito Model

The Kognito model combines evidence-based SEL skills, learning science, and simulated conversation practice with virtual humans to create a learning experience that leads to improved confidence and behavior change. Learners immerse in simulated real-life scenarios, engaging in virtual human conversations and receiving feedback from a virtual coach. This model ensures a reflective and transformational experience.

At Kognito we believe that:

- **Adults learn best when they *do*.** Kognito’s simulations provide key knowledge on conversation and adult SEL skills, followed by practice opportunities. The active experimentation involved in the simulations turns abstract learning concrete.
- **Adult learners need opportunities for critical reflection.** The conversations provide coaching and other opportunities for learners to reflect on how they are doing and what steps they can take to improve. These critical reflection points allow for more transformative-learning moments and deeper understanding of the communication strategies taught.
- **Adult learning that evokes an emotional response creates a powerful learning experience that is not easily forgotten.** The scenarios are designed to provide these types of “aha” moments by revealing the cause-and-effect relationship between the learners’ communication strategies and the responses they elicit. The learner is then able to relate their experience in the simulation to past experiences and impart new meaning on previous interactions.



# How to Use this Guide

To help you facilitate a successful training, we've developed a comprehensive facilitator guide so that you can quickly and efficiently train educators, staff, and athletic personnel. Crafted by instructional design and learning experts, the guide features a road map for facilitating this session and offers a wealth of content and learning activities such as facilitator strategies, learning objectives, group activity and discussion ideas.

- The content found in this guide is intended to supplement, guide, or lead your experience with the Kognito product.
- This guide can be a resource to train workshop leaders discussion leaders.
- This guide can be used for professional development days, in-service days, individual meetings, or group meetings.





# Live Facilitation

The following tips offer instructions for leading a live facilitation session using the Kognito *Dating Violence Awareness* training module.

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Preparation Time: 1-2 hours

Facilitation Runtime: 2-3 hours

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## Preparation



### **Determine how to best implement the training at your school:**

Decision 1: Will staff complete the online program prior to the workshop?

- We recommend staff complete online programs on their own and then meet for a face-to-face workshop.
- Alternatively, staff can take the online program as part of the workshop (on separate computers). Then they rejoin the group for discussion. This would be a half-day training.

Decision 2: Will the workshop be face-to-face or online?

Tips for online workshops:

- Software: Zoom, Google Hangouts, WebEx, or Skype.
- The “breakout rooms” in Zoom allow participants to partner for role plays and discussion.
- Share your screen to show PowerPoint slides.
- Assign a co-host to help you manage the workshop.
- Complete a recording of the online workshop and make it available for those who cannot attend.

- ✔ **Review the *Dating Violence Awareness for Educators* training simulation, the Workshop Facilitator Guide and companion PowerPoint.** Customize the PowerPoint to include your school or district's logo and any mission- or vision-specific details. For workshops running less than three hours, you can select the facilitator guide content that best suits the need and time constraints.
- ✔ **Discuss your school's referral process with the school leader, counselor, and/or mental-health team.** Customize the final slide (Resources) and be ready to present this information to the group. Be sure to include the at-school referral process and the process for referral and connection if students are learning from home, including telehealth mental health services.
- ✔ **Cue up the companion PowerPoint presentation,** using slide content that aligns with your planned use of the Facilitator Guide, adding or removing discussion or activity items as needed.
- ✔ **Print or email the workshop handouts.**

*Dating Violence Awareness for Educators*

- Note-Taking Guide (printout or document file for remote learning)
- One-page summary
- Role-play scenarios
- Local resources page

✔ **Sample Planning Timeline.**

- **60 Days Prior:** Confirm training date and location
- **45 Days Prior:** Ensure account access for district/school staff
- **30 Days Prior** (If staff will take simulation prior to workshop): Confirm registration and that attendees have created their accounts
- **5 Days Prior:** Send reminder to staff

# Workshop Flow

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## Welcome & Hook Activity

**10 minutes**

### **Slide 1: Welcome and your role**

[customize]

- Welcome attendees and thank them for coming.
- Introduce yourself and (if necessary) your role within the school or district.
- Share contact information. Encourage attendees to reach out to you with questions or follow up after the training.

### **Slide 3: Workshop overview**

[customize this slide if participants will not take the simulation during the workshop]

- Discuss what participants will learn in the workshop.

### **Slide 4: Group norms**

[customize as necessary]

- Sample norms: actively participate, be respectful, do not share names or identifying information of students or staff, seek help if you would like to discuss personal issues, reach out to the presenter at the end if you are concerned about a student.

### **Slides 5-6: Self-Assessment Activity (approximately 5 min)**

[customize as necessary]

- Ask attendees to use paper or online notes to record their answers to the following self-assessment questions.



### Self-Assessment Questions:

Rate yourself on a scale of 1-10, 1 being 'needs improvement' and 10 being 'excellent', for the following questions:

- Q. How confident are you connecting with your students?
- Q. How comfortable are you responding effectively to a disclosure of dating violence?
- Q. How would you describe your confidence in supporting students who are experiencing or have experienced dating violence?
- Q. How comfortable are you approaching a student whom you believe is experiencing dating violence?

- Allow at least one minute for attendees to write their responses and reflect
- Invite participants to share their responses with a neighbor (Optional).
- Invite participants to share a few reflections with the whole group.

**Note:** If staff have completed the Kognito program prior to the workshop (recommended), then skip to section 4 (Discussion) (PPT Slide 13).

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## 2. Preparing for the Practice Simulation

**Up to 10 minutes**

### **Slides 7-9: Brief overview of Kognito and the simulations they are about to take**

- Kognito experiential learning simulations use a conversation platform based on research in neuroscience and social cognition and proven effective in changing behavior.
- Encourage staff to choose the conversation pathway that best reflects what they would say in a real-life conversation.
- Let staff know they are not expected to be experts... but rather to capitalize on the limited time they have with students to provide effective support.

### **Slide 8: Simulation Overview**

*Dating Violence Awareness for Educators* provides strategies and practice talking with both an educator peer and a student about dating violence. You will talk with a peer concerned about a student in her class who is showing signs of distress. In another scenario, you will have a conversation with a student who is experiencing dating violence.

### **Slide 11: Learning Objectives**

- Learning Goal:
  - Learners will gain awareness, knowledge, skill, and confidence to identify teen dating violence, and to have a supportive disclosure conversation with a student.
- Learning Objectives:
  - Identify signs of abusive relationships, including manipulation, control, verbal/mental/emotional abuse, inappropriate physical and emotional boundaries
  - Gain or refine understanding of abusive behaviors in dating relationships
  - Explore strategies and techniques for supportive conversations with students or coworkers relating to teen dating violence
  - Practice supportive simulated conversation techniques with students or coworkers relating to dating violence
  - Determine the difference between the characteristics of healthy vs. unhealthy relationships
  - Identify local and national resources for referral or reporting physical abuse, neglect, sexual abuse, and emotional abuse.

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## Practice

45 minutes

### Slide 12: Take the *Dating Violence Awareness for Educators* Experiential Learning Simulation

- Ensure participants can log in to their account.
- Provide headphones to all participants.
- Distribute the Note-Taking guide to all participants.
- Proctor the room, allowing attendees needing assistance to communicate with you.
- Participants who finish early can begin their break. Inform participants at what time the workshop will reconvene for discussion.

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## Break

15 minutes

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## Discussion

30-40 minutes

### Slide 13: Conversations Overview

- Summarize the conversations in the simulation (include more detail if the participants took the program prior to the workshop).
- Ask a few discussion ice breaker questions.
- Sample questions:
  - How similar are the conversations to those you have had in real life?
  - Did you try novel approaches in these conversations?
  - Have you met students like Jules, or supported educators like Octavia?

### Slide 15: Best practices for talking to a peer about dating violence

- Understand the warning signs your peer is noticing.
- Validate their concerns.
- Avoid generalizing or trivializing.
- If a peer identifies a concern, they should always follow up.
- Encourage them to give the student space to share while avoiding asking overly invasive personal questions.



- Remember, it isn't necessary to know all the details to effectively refer the student.
- Help your peer understand support options and the duty to report.
- Let them know you are there for them if they would like to talk more.

### **Slide 16: Best practices for talking to a student about dating violence**

The course mentioned the following strategies when talking to a student about dating violence:

- Do not discourage these conversations.
- Allow the student to lead the conversation.
- Listen without judgment to what the student tells you and give them space to tell their own story, in their own time.

Sample Discussion question:

- Have you used any of these strategies in your own teaching experience?
- How did they go?
- How do you feel about using these strategies?

### **Slide 17: What is dating violence?**

Sample discussion question:

- What are some of the different forms of dating abuse?

### **Slide 18: Identifying signs of distress**

Sample discussion questions:

- What are some behavioral signs?
- What are some physical signs?
- Have you noticed any of these signs in your students?

### **Slide 20: Techniques: Identify**

Sample discussion question

- How would you use a neutral observable statement to begin a conversation?

### **Slide 21: Techniques: Approach**

Sample discussion question:

- How could you show that you're listening?

### **Slide 22: Techniques: Refer**

Sample discussion questions:

- In a conversation with a student who discloses intimate partner violence, when should you mention support options?
- How do refer the student supportively?

### **Slide 23: Healthy vs. unhealthy relationships**

Sample discussion questions:

- What are some signs of a healthy relationship?
- What are some signs of an unhealthy relationship?
- What signs have you noticed in your students?

### **Slide 24: Checking in with students**

Sample discussion questions:

- What are some check-in conversations you have tried with your students?
- What do you struggle with when checking in with students?
- What has worked well?

### **Slide 25: Acknowledging the disclosure**

Sample discussion questions:

- What are some ways to affirm a student sharing their experience with you?
- How have you let your students know you are available for them?

### **Slide 26: Resources for referring students**

Sample discussion questions:

- How familiar are you with your school's resources?
- What questions do you have?

### **Slide 27: Reporting dating violence**

Sample discussion question:

- How would you inform them?

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## Discussion (Role Play)

**30 min**

### **Slide 28: Discussion Roleplay A: Talk with Kay**

Preparation (5 min)

- Ask participants to break into groups of two for a set of role plays. Note: online-meeting systems like Zoom offer randomized break-out rooms for set periods of time and set group sizes.
- Tell participants they will role play two conversations. Ask them to decide who will play the teacher role.

During the Role Play (10 min)

- Share the role-play handout with all participants. Ask them to read Scenario A on the handout and read ONLY about their character (the concerned teacher or the peer).
- Optional: Display Slide 12 (Best practices for talking with a peer).
- Give participants a one-minute reminder before the end of the role play.

### **Slide 29: Discussion Role-Play Scenario A Handout**

Kay:

You have noticed some signs of distress in one of your students, Alex. They have been getting into arguments with classmates, and overall seem easily angered. You reach out to one of your peers to talk about how to support Alex.

Peer:

Your coworker Kay is concerned about a student in their class who may be experiencing dating violence. They Kay approaches you to talk about how to support the student.

Role Play discussion (15 min)

- If you played the role of the concerned teacher, what strategies that your peer offered made you feel more comfortable about talking to Alex?
- If you played the role of the peer, what were Kay's biggest concerns about talking to Alex?
- What strategies should Kay keep in mind when offering Alex support?
- What are some resources that Kay can refer Alex to?



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## Role Play B

30 min

### Slide 30: Discussion Roleplay B: Talk with Robin

Preparation (5 min)

- Ask participants to break into groups of two for a set of role plays. Online-meeting systems like Zoom offer randomized break-out rooms for set periods of time and set group sizes.

During Role Play (10 min)

- Share the role-play handout to all participants. Ask them to read Scenario B on the handout and read ONLY about their character (the concerned teacher or the student). Together, they can decide a target age/grade for Robin based on the age of their real-life students. Begin the role play.
- Optional: Keep up Slide 13 (Best practices for talking with a student about dating violence).
- Give participants a one-minute reminder before the end of the role play.

### Slide 31: Roleplay Scenario B Handout

Concerned Teacher:

Your student, Robin, who used to be the first person in the classroom, has been arriving late to class recently, often seeming tired. You want to approach Robin about the signs you have noticed and offer support.

Robin:

Your partner insists you spend all your time together and becomes jealous when you do not. You've been getting little sleep, answering the phone at all hours to avoid your partner's accusations of cheating if you don't answer your calls right away.

### Role Play Discussion (15 min)

- If you played the role of the concerned teacher, what did you learn about Robin's relationship with their partner?
  - If you played the role of the student, what did your teacher do in this conversation to help you feel comfortable and respected?
  - How was the disclosure acknowledged? Did the student feel affirmed?
  - In what other ways can you show support?
  - What are some resources the teacher can refer Robin to?
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### Our School's Processes 10 min

#### Slide 32: Local Resources

- Share copies of the "Local Resources" page from the simulation.
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### Conclusion Activities 20 min

#### Slide 33: 3, 2, 1 Activity

- On a new piece of paper, write down 3 things you learned today, 2 questions you have, and 1 way you're going to change your practice.
- Allow participants to share their answers.

#### Slide 34: Bridging the Gap Activity

- Let's do some action planning, think about your students, and commit to some takeaways. Visualize where you are, where you would like to be, and what it takes to get there."
  1. Where you are: First, list some of your observations of yourself in talking with students about dating violence.
  2. Where You'd Like to Be: Second, list some of the qualities of your ideal version of yourself.
  3. What It Takes: Finally, list some ideas that might bridge the gap between where you are and where you would like to be.
- Allow participants to share their ideas.

### Slide 35: Conclusion

- Faculty and staff don't necessarily have to become well-versed in the most current psychological studies to support their students.
- It's important to have supportive conversations to offer the best opportunity for the student to share in a space that reduces barriers from fear of embarrassment, judgment, or repercussions.

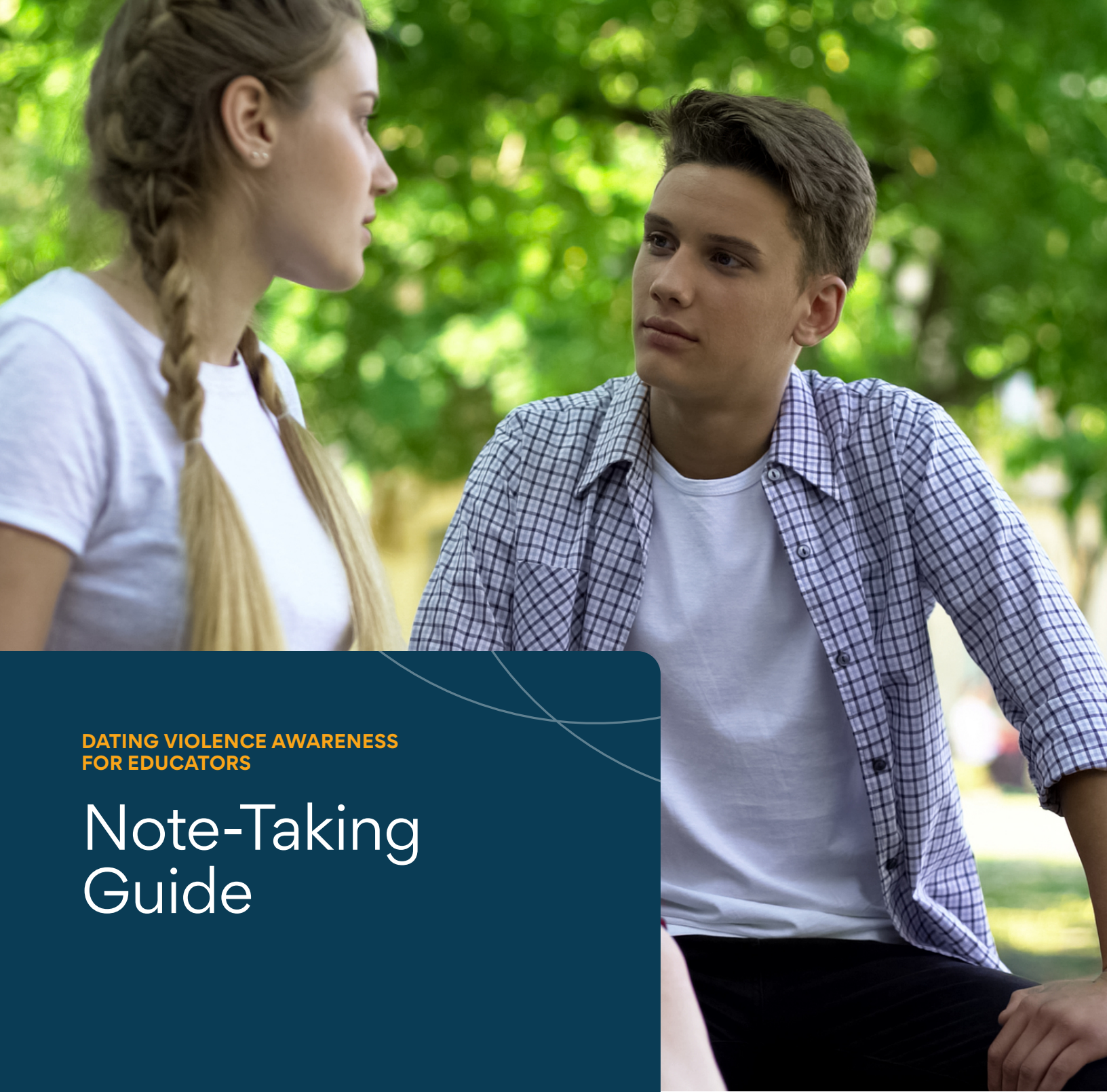
### Slide 36: Final questions:

- How confident do you feel in your abilities to support your students in a conversation about dating violence?
- If you had to state one thing you took away from this experience, what would it be? How does it relate to your role as an educator?

### Slide 37: Congratulations and Thank you

- Thank participants for their time and remind them of why this topic is important.
- "If a student reveals to you that they are in an abusive relationship, **congratulations...**" You are considered a "safe space." You are trusted.
- "If you notice red flags and have concerns, **congratulations...**" You have an opportunity to make a difference in a student's life and help them to be safe.
- End Slides





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FOR EDUCATORS

# Note-Taking Guide

- **Identify signs of abusive relationships**, including manipulation, control, verbal/mental/emotional abuse, inappropriate physical and emotional boundaries.
- **Gain or refine understanding** of abusive behaviors in dating relationships.
- **Explore strategies and techniques** for supportive conversations with students or coworkers relating to dating violence.
- **Practice strategies and techniques** for supportive conversations with students or coworkers relating to dating violence.
- **Identify local and national resources** for referral or reporting.
- **Determine the difference** between the characteristics of healthy vs. Unhealthy relationships.

# Note-Taking Guide

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## Supporting Your Students Notes

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## Ways to make students feel comfortable sharing:

- Let the student lead the discussion.
- Identify signs of abusive relationships, including manipulation, control, verbal/mental/ emotional abuse, inappropriate physical and emotional boundaries.
- Gain or refine understanding of abusive behaviors in dating relationships.
- Explore strategies and techniques for supportive conversations with students or coworkers relating to dating violence.
- Practice strategies and techniques for supportive conversations with students or coworkers relating to dating violence.
- Identify local and national resources for referral or reporting.
- Determine the difference between the characteristics of healthy versus unhealthy relationships.

# Note-Taking Guide

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## Octavia Conversation

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## Jules Conversation

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DATING VIOLENCE AWARENESS  
FOR EDUCATORS

# Role-Play Scenarios



# Role-Play Scenarios

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## Discussion Role-Play Scenario A

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### Kay

(Read this if you are playing the teacher role)

You have noticed some signs of distress in one of your students, Alex. They have been getting into arguments with classmates, and overall seem easily angered. You reach out to one of your peers to talk about how to support Alex.

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### Peer

(Read this if you are playing the coworker role)

Your coworker Kay is concerned about a student in their class who may be experiencing dating violence. They Kay approaches you to talk about how to support the student.

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## Role Play Discussion

- If you played the role of the concerned teacher, what strategies that your peer offered made you feel more comfortable about talking to Alex?
- If you played the role of the peer, what were Kay's biggest concerns about talking to Alex?
- What strategies should Kay keep in mind when offering Alex support?
- What are some resources that Kay can refer Alex to?

# Role-Play Scenarios

## Role-Play Scenario **B**

### Concerned Teacher

(Read this if you are playing the teacher role)

Your student, Robin, who used to be the first person in the classroom, has been arriving late to class recently, often seeming tired. You want to approach Robin about the signs you have noticed and offer support.

### Robin

(Read this if you are playing the student role)

Your partner insists you spend all your time together and becomes jealous when you do not. You've been getting little sleep, answering the phone at all hours to avoid your partner's accusations of cheating if you don't answer your calls right away.

## Role Play Discussion

- If you played the role of the concerned teacher, what did you learn about Robin's relationship with their partner?
- If you played the role of the student, what did your teacher do in this conversation to help you feel comfortable and respected?
- How was the disclosure acknowledged? Did the student feel affirmed?
- In what other ways can you show support?
- What are some resources the teacher can refer Robin to?

### Warning Signs of Dating Violence in a Potential Victim/Survivor

(Not an exclusive list)

- Signs of emotional abuse
- Increased isolation from friends, school groups and family
- Absence or decreased class participation
- Fatigue
- Increased anxiety, fear
- Disclosure of economic abuse
- Coercion or threats from dating partner (disclosed or observed)
- Signs of physical injury

# Stay Connected

Congratulations! You have completed *Dating Violence Awareness for Educators* training.

We invite you to be part of the Kognito community online and connect with us on social media. Share your experience using Kognito, hear from experts, stay in the know about new products and be the first to hear about conferences and online events.

Connect with us today!



**LinkedIn**

[www.linkedin.com/  
company/kognito/](http://www.linkedin.com/company/kognito/)



**Facebook**

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