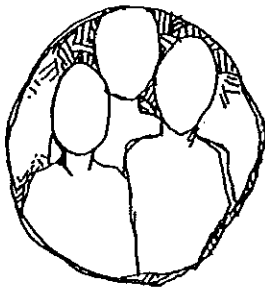


Relationships

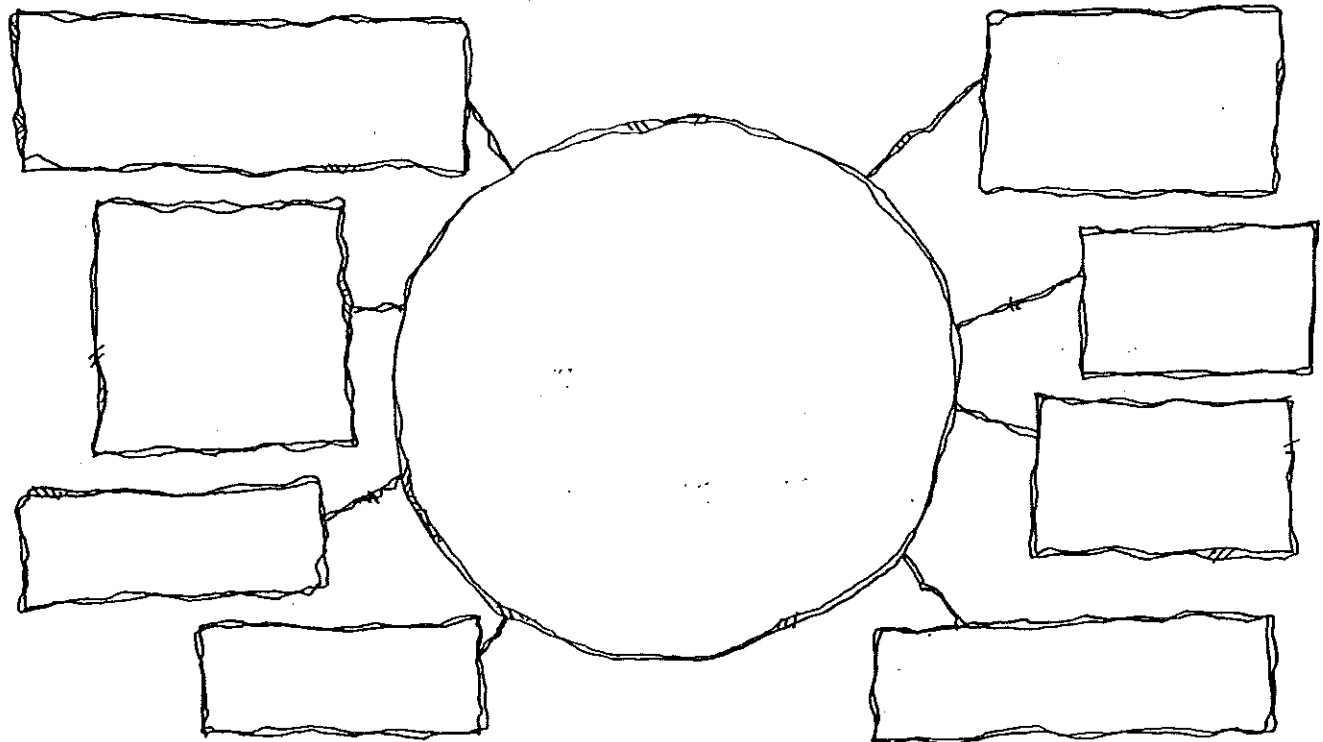
		Date Completed & Level of Assistance											
		Max Mod Min	Stdby Indep N/A		Max Mod Min	Stdby Indep N/A		Max Mod Min	Stdby Indep N/A		Max Mod Min	Stdby Indep N/A	
Can identify appropriate ways to start a relationship.	R53-R54												
Advanced Skills	Activity												
Has established relationship values	R55-R64	Max Mod Min	Stdby Indep N/A		Max Mod Min	Stdby Indep N/A		Max Mod Min	Stdby Indep N/A		Max Mod Min	Stdby Indep N/A	
Understands the effects of domestic violence	R65-R66	Max Mod Min	Stdby Indep N/A		Max Mod Min	Stdby Indep N/A		Max Mod Min	Stdby Indep N/A		Max Mod Min	Stdby Indep N/A	
Has a general understanding of domestic violence and its causes.	R67-R82	Max Mod Min	Stdby Indep N/A		Max Mod Min	Stdby Indep N/A		Max Mod Min	Stdby Indep N/A		Max Mod Min	Stdby Indep N/A	
Is aware of ways to protect oneself if in an abusive relationship.	R83-R90	Max Mod Min	Stdby Indep N/A		Max Mod Min	Stdby Indep N/A		Max Mod Min	Stdby Indep N/A		Max Mod Min	Stdby Indep N/A	
Understands the pros and cons to having sexual relations.	R91-R96	Max Mod Min	Stdby Indep N/A		Max Mod Min	Stdby Indep N/A		Max Mod Min	Stdby Indep N/A		Max Mod Min	Stdby Indep N/A	
Has an understanding of when a relationship has come to an end.	R97-R104	Max Mod Min	Stdby Indep N/A		Max Mod Min	Stdby Indep N/A		Max Mod Min	Stdby Indep N/A		Max Mod Min	Stdby Indep N/A	



My Support Map

Although you may be thinking a lot about 'intimate' relationships, you may also want to take a look at some of the other relationships in your life. This is important, because sometimes we focus so intensely on one relationship that we lose sight of the importance of other relationships, like those with friends, family and other supportive people. Remember that no one relationship can ever meet all of your needs.

Below you can create a 'map' of your support system. In the center circle, put your name or attach a picture of yourself. In the boxes connected to you, write the names and telephone numbers of the people or organizations who are or could be a part of your support system. This means anyone you could call on for help or support in any area of your life from a serious personal problem, to health care, to financial help. Feel free to draw in extra boxes if necessary!



Examples of people and places you might have in your support system...

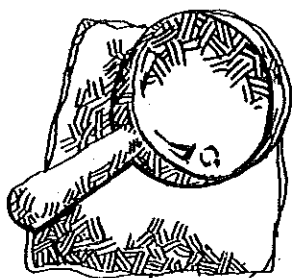
- Parents or siblings
- Adult children
- Extended family members
- Close friends
- Trusted neighbors
- Your counselor or therapist
- Your church, temple or place of worship
- Your spouse or partner
- Community center
- Crisis hotline
- Health clinic
- A club or group you belong to
- Your co-workers or boss
- Other _____
- Other _____
- Other _____

As you continue to work on developing healthy relationships, strong or confusing feelings may come up. Who in your support system can you talk with about these feelings?

Facilitator's Information for My Support Map

- Purpose:** To identify supportive people and organizations where participants can seek help with relationships and other issues.
- Background Information:** When beginning the support map, participants may write the names of their partners first. It is critical not to discount the importance of the partner, even in the most abusive relationships. Instead, validate participants' feelings of being supported by their partners, then move on to ask whom else they might include in their support systems. When the map is complete, participants should be able to see that their partners are one of many support resources.
- Materials:** One photocopy of worksheet per participant – Fine-tipped colored markers – Phone book
List of numbers for local/state hotlines, shelters, counseling centers, etc.
Optional: Instant camera or existing picture of each participant – Glue or double-sided tape
Additional for GROUPS: Flipchart and markers/blackboard and chalk or 'My Support Map' presentation poster
- Group or Individual Activity:** "DEVELOPING THE SUPPORT MAP"
1. Explain to participant(s) that they will be creating maps of their support systems. Discuss the concept of a support system, and together read the introductory paragraph.
 2. Either take instant photos of each participant, give out existing pictures, or allow participant(s) to draw picture(s) of themselves or just write their name(s) in the circle in the center of the support map.
 3. If working with a group: On presentation poster or on copy of support map drawn on board/flipchart, begin a sample support map based on a fictional character or volunteer group member.
 4. Instruct participant(s) to begin writing in the names and telephone numbers of people or organizations that are a part of their support systems or they would like to be a part of their support systems. Encourage them to use the checklist at the bottom of the page for ideas about people or organizations to put in their support maps, but also encourage them to think of other support resources that are not listed. Use phone book to look up numbers of community organizations that can offer support and help.
- Alternative Group or Individual Activity:** "ASKING FOR HELP"
1. After completing above activity, introduce a discussion about how easy or difficult it is to ask for help.
 2. Ask the client, or a volunteer from the group, to choose a situation in which it might be difficult to ask for help from someone named on the support map. Instruct the person to role-play asking for help, with the facilitator or another group member playing the role of the person being asked for help.
 3. If working with a group, repeat until all group members have had an opportunity to role-play asking for help.
- Alternative Group Activity:** "TRUST FALLS"
- Materials: 'sticky notes' or paper and tape, markers
Note: This activity should only be attempted if facilitator is certain that group members are physically and emotionally capable of performing it safely.
1. After completing "Developing the Support Map," instruct participants to write the names of each member of their support systems on the pieces of paper (one name per paper).
 2. Ask for a volunteer to go first. S/he should choose a group member to represent each member of his or her support system, and give each group member the corresponding piece of paper. (Group members may have more than one piece of paper if necessary.)
 3. Instruct the group members to attach the papers to their shirts and form a tight semi-circle behind the volunteer.
 4. Explain to group members that they are going to form a 'web' of support in which to catch the volunteer when s/he falls gently backward. Instruct them to brace themselves with one foot in front of the other, and to hold out their hands palm-out in front of them, about one foot from the volunteer's back. Remind group members that this activity could result in injury if not done properly, and that this is not a time for joking or becoming distracted.
 5. When facilitator is certain that group members are paying attention and prepared to catch the volunteer, tell volunteer that when s/he is ready, to call out "falling!" Tell the group members they should all respond by yelling "catching!" Tell the volunteer that only once the group members have responded "catching" and you have given him or her the final instruction "fall," s/he should fall backward into the arms of his or her 'support system.' The same volunteer may practice falling several times until s/he feels more comfortable and confident that s/he will be caught.
 6. Repeat until each group member has had the opportunity to experience being safely caught by his or her 'support system.' (No group member should be pressured to participate if they are uncomfortable doing so.)
 7. Process by asking what participants think was the purpose of this activity and how it felt to fall and be caught by group members.
- Use In Conjunction With:** LIFE MANAGEMENT SKILLS I, "No One is an 'Is-land'," (page 43)
LIFE MANAGEMENT SKILLS IV, "Supportive Relationships," (page 30)
LIFE MANAGEMENT SKILLS V, "Personal Network Profile," (page 50)
CROSSING THE BRIDGE, (pages 49, 50, 51)

R-2 1-R



Evaluating My Relationship

The purpose of this exercise is to help you start thinking about different aspects of your relationship. If you are not in an intimate relationship right now, focus on a past relationship. Ask yourself the following questions about that person and your relationship with him or her.

I am evaluating my relationship with: _____

Q Can you name five things about this person that you really like? 1. _____
2. _____ 3. _____
4. _____ 5. _____

Q Can you name five things about this person that you really dislike? 1. _____
2. _____ 3. _____
4. _____ 5. _____

Q Do you think this person's relationships with members of his/her family of origin are healthy? Why or why not?

Q Does this person encourage you to have relationships with friends, family members and co-workers, or does s/he discourage other relationships?

Q Can you name three things this person is interested in besides you? 1. _____
2. _____ 3. _____

Q Can you name three activities that you participate in without this person?

1. _____
2. _____ 3. _____

Q Do you both have equal decision-making power in your relationship? _____

Q How do the two of you usually handle conflicts? _____

Q Since you have been in this relationship, do you generally feel better about yourself, worse about yourself, or about the same? _____

Facilitator's Information for Evaluating My Relationship

Purpose: To explore positive and negative qualities of intimate relationships.

Background Information: Often people in abusive relationships have been told repeatedly about their partners' negative qualities by well-meaning friends and family members. This activity allows participants to acknowledge *both* the positive *and* negative aspects of their relationships in their own words.

Materials: One photocopy of worksheet per participant, plus one extra copy
Pens/pencils
Hat, box or bag

Group Activity: "SHARING ASPECTS OF MY RELATIONSHIP"

1. Cut a photocopy of worksheet into strips of paper with one question on each, fold and put in a hat, box or bag.
2. Seat participants in a circle, and tell them that the purpose of this activity is to begin to evaluate the different qualities of a intimate relationships. Those who are not currently in an intimate relationship should base their answers on a relationship with a former partner.
4. Ask for a group member to volunteer to be first. Instruct that group member to pick a piece of paper out of the hat and read it, then ask each group member to answer the question to the best of his/her ability. The person who read the question goes last.
5. Repeat by having different group members pick and read aloud a question until everyone has answered each question.
6. Hand out worksheets and pens or pencils, and allow five or ten minutes for group members to fill in the blanks.

Individual Activity: "EVALUATING MY RELATIONSHIP WORKSHEET"

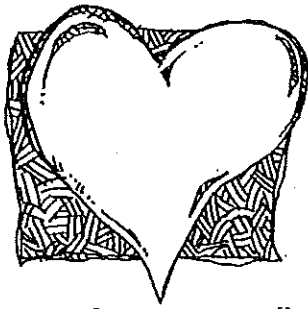
1. Give participant the worksheet and a pen or pencil. Together read the introductory paragraph.
2. Together with participant, read and discuss each question, instructing him or her to fill in the answers as you go along.
3. After completing the worksheet, process by discussing what aspects of the relationship the participant sees as positive or negative, which areas need change and how changes can be made.

Alternative Group or Individual Activity: "DRAWING ASPECTS OF MY RELATIONSHIP"

Materials: Supplies for drawing, painting or creating collages from magazines (If painting or making collages, change title of activity accordingly.)

1. After having completed the worksheet, instruct participant(s) to look at the nine questions they have answered, and choose one aspect of their relationship that they would like to focus on.
 2. Lay out art supplies, and instruct participant(s) to create a drawing (or painting or collage) that expresses their feelings about that aspect of the relationship. For example:
 - * Create a drawing/painting/collage that expresses the things you most like or dislike about your partner
 - * Create artwork that expresses your feelings about your partner's relationship with family
 - * Draw/paint yourself engaged in relationships with friends, family or co-workers (If you feel your partner discourages you from outside relationships but would like to develop more of them, you can use this as a positive visualization experience)
 - * Draw/paint/collage yourself or your partner engaged in the activities you enjoy without the other
 - * Create an image of the power balance in your relationship
 - * Create a painting or collage that expresses the feelings you have during a conflict with your partner
 - * Create an image of your feelings about yourself over time – before the relationship, at various stages of the relationship, and now
- When giving instructions, de-emphasize artistic ability, and encourage participant(s) to focus on using visual images as a way to express themselves and allow others to "see" what they mean.
3. If working with a group, allow participant(s) time to display their work and explain it to the other group members.

Use In Conjunction With: LIFE MANAGEMENT SKILLS I, "Roles," (page 30)
LIFE MANAGEMENT SKILLS IV, "Supportive Relationships," (page 30)
LIFE MANAGEMENT SKILLS VI, "Interview With," (page 20)
CROSSING THE BRIDGE, (pages 50, 51)



How Healthy Is My Relationship?

Following are two lists, one of healthy relationship characteristics and one of unhealthy traits. Many relationships have a combination of both. The point of this exercise is to figure out what things in your relationship are healthy or unhealthy, so you can gain appreciation for the best things and decide what you want to change. Read both lists, and check the heart next to every statement that is true about your relationship.

I am evaluating my relationship with: _____

IS IT HEALTHY?

Check the heart if you and this person . . .

- ♥ Have fun together more often than not
- ♥ Each enjoy spending time separately, with your own friends, as well as with each other's friends
- ♥ Always feel safe with each other
- ♥ Trust each other
- ♥ Are faithful to each other if you have made this commitment
- ♥ Support each other's individual goals in life, like educational or career goals
- ♥ Respect each other's opinions, even when they are different
- ♥ Solve conflicts without putting each other down, cursing at each other or making threats
- ♥ Both accept responsibility for your actions
- ♥ Both apologize when you're wrong
- ♥ Have equal decision-making power about what you do in your relationship
- ♥ Each have an equal say in financial matters
- ♥ Are proud to be with each other
- ♥ Encourage each other's interests - like sports & leisure activities
- ♥ Have some privacy - your letters, diary, personal phone calls are respected as your own
- ♥ Have close friends & family who like the other person and are happy about your relationship
- ♥ Never feel like you're being pressured for sex
- ♥ Communicate about sex, if your relationship is sexual
- ♥ Allow each other 'space' when you need it
- ♥ Always treat each other with respect

IS IT UNHEALTHY?

Check the heart if one of you . . .

- ♥ Gets extremely jealous or accuses the other of cheating
- ♥ Puts the other down by calling names, cursing or making the other feel bad about him or herself
- ♥ Yells at and treats the other like a child
- ♥ Doesn't take the other person, or things that are important to him/her, seriously
- ♥ Doesn't listen when the other talks
- ♥ Frequently criticizes the other's friends or family
- ♥ Pressures the other for sex, or makes sex hurt or feel humiliating
- ♥ Has ever threatened to hurt the other or commit suicide if they leave
- ♥ Cheats or threatens to cheat
- ♥ Tells the other how to dress
- ♥ Has ever grabbed, pushed, hit, or physically hurt the other
- ♥ Blames the other for your own behavior ("If you hadn't made me mad, I wouldn't have . . .")
- ♥ Embarrasses or humiliates the other
- ♥ Smashes, throws or destroys things
- ♥ Tries to keep the other from having a job or furthering his/her education
- ♥ Makes all the decisions about what the two of you do
- ♥ Tries to make the other feel crazy or plays mind games
- ♥ Goes back on promises
- ♥ Acts controlling or possessive - like you own your partner
- ♥ Uses alcohol or drugs as an excuse for hurtful behavior
- ♥ Ignores or withholds affection as a way of punishing the other
- ♥ Depends completely on the other to meet social or emotional needs

This list is a way of identifying some of the healthy and unhealthy characteristics of your relationship - it does not cover every possible situation. You may want to share this list with someone in your support system, and talk about where you want to make changes in your relationship and how you can begin to do this.

Facilitator's Information for How Healthy Is My Relationship?

Purpose: To identify some of the healthy and unhealthy characteristics of participants' intimate relationships.

Background Information: Many people don't recognize certain controlling behaviors as abusive, but instead consider them 'romantic' – for example, they see jealousy as a sign of true love rather than a sign of possessiveness. Having certain behaviors categorized as they are on this worksheet will help participants to consider them from a different perspective. It will also help them to see that they are not the only ones who have had particular experiences. At the same time, it is important for victims of abuse to be able to identify some positive characteristics of their relationships, and to have others acknowledge that they are getting some valid needs met from that relationship.

Materials: One photocopy of worksheet per participant
Pens/pencils
Optional for GROUPS: 'How Healthy Is My Relationship' presentation poster

Group or Individual Activity: "IDENTIFYING HEALTHY AND UNHEALTHY CHARACTERISTICS OF MY RELATIONSHIP"

1. Introduce activity by stating that this activity is a way of understanding both the positive and negative sides of a relationship, and that most people have at least some checks on both sides.
2. Distribute worksheet(s) and pens/pencils.
3. Instruct participant(s) to identify the relationship they want to evaluate, and to write the name of that person in the box if they are comfortable doing so. (Identifying names should always be optional for reasons of confidentiality.) Tell participant(s) that if they are not currently in an intimate relationship, they should identify a former partner and do this activity based on their relationship with that person.
4. Instruct participant(s) to take the time to read over the lists and check whichever items apply to their relationship most of the time. After they have completed the activity, review and discuss checked items with participants. In a group, ask for volunteers to share and discuss what they checked.
5. Ask participant(s) to identify which characteristics on the 'healthy' side are most important to them, and which characteristics on the 'unhealthy' side are most troubling and why.
6. Instruct participant(s) to circle any characteristic of their relationship they want to change.

Alternative Group or Individual Activity: "CASE STUDY"

1. This activity may be done alone or as a lead-in to the above activity to 'break the ice.'
2. Choose one or more fictional couples to use as a case study for this activity. Be sure to choose a couple that is neither 'all good' nor 'all bad,' but has a mix of both. (See the list of movies in the Additional Resources section of this book, or choose a television couple like the Ricardos, the Flintstones, the Bunkers, the Jeffersons, or a couple from a more current show that everyone is familiar with.)
3. Using the presentation poster or copies of the worksheet, read each line aloud and facilitate a discussion about whether the couple you have chosen displays each characteristic. Check off the boxes as the participant(s) suggest.
4. As an additional alternative group activity, break into pairs or small groups and have each group complete the case study based on a different fictional couple of their own choosing, then present their results to the larger group.

Use In Conjunction With: LIFE MANAGEMENT SKILLS III, "Breaking Down Our Walls," (page 30)
LIFE MANAGEMENT SKILLS III, "Characteristics of Healthy Relationships," (page 31)
LIFE MANAGEMENT SKILLS IV, "Savvy Socializing," (page 31)
CROSSING THE BRIDGE, (pages 49, 50, 51)



What to Look for in a Partner

What makes a relationship healthy? Two people who value equality and respect make a good start. Here are some characteristics you may want to consider in a potential partner.

- Someone who supports your relationships with friends and family members. S/he is willing to spend time with your friends and family to get to know them, and at the same time gives you space to spend time alone with them.
- Someone who maintains his or her own friendships and family relationships, and wants you to get to know the people s/he is close to.
- Someone who supports your personal growth. S/he encourages you to participate in activities that are good for you, like sports or other athletic activities, clubs or groups you belong to, a job or a hobby.
- Someone who continues his or her own interests in outside activities, such as sports, clubs or groups, a job or a hobby.
- Someone who asks for, and listens to, your opinion but doesn't always have to agree with it.
- Someone who is comfortable with your having different opinions from him or her, and does not take it as a personal insult when you disagree.
- Someone who you feel comfortable expressing your feelings and emotions with.
- Someone who talks and listens.
- Someone who accepts responsibility for his or her own behavior, feelings and thoughts.
- Someone who can apologize when he or she is wrong, and accept your apology when you're wrong.
- Someone who considers the relationship a partnership.
- Someone who shares in decision-making.
- Someone who expects both partners to control their own money, and never uses money as a way of getting what s/he wants.
- Someone who treats other people with respect. (If a male, one who treats his mother and sisters with respect.)
- Someone who is secure enough not to feel threatened by your friendships with people of either sex.
- Someone who trusts you and expects to be trusted.
- Someone who encourages you in your goals and dreams.
- Someone who makes positive statements about your strengths.
- Someone who you feel safe with.
- Someone who can resolve conflicts without resorting to violence or put-downs.

Facilitator's Information for What to Look for in a Partner

Purpose: To identify characteristics of a partner for a healthy relationship.

Background Information: Often, people who have ended abusive relationships are concerned about making sure their future relationships are healthier. Reviewing this list may help participants to go into future relationships with more confidence because they know what characteristics they are looking for in a partner.

Materials: One photocopy of worksheet per participant
Pens/pencils

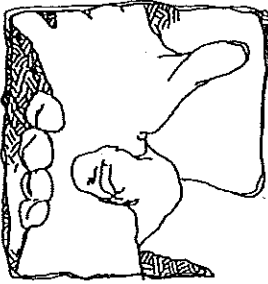
Group or Individual Activity: "WHAT I'M LOOKING FOR"

1. Introduce activity by reading or having a participant read aloud the opening paragraph. Engage participant(s) in discussion about why it might be important to think about the signs of a healthy partner before they get involved in a new relationship.
3. Read or have participant(s) read aloud each item in the list, and discuss as appropriate, encouraging participant(s) to give examples of these behaviors from their own relationships or relationships they are familiar with. Facilitator may want to process each item by asking "How would you know a person is 'someone who...'; what specific behaviors would you see or not see?"
4. Instruct participant(s) to decide which items are important to them, and check the ones that they will consider the next time they begin a relationship. Or, participants who are considering beginning a new relationship or currently in a relationship may check the items that apply to their partners or potential partners.
5. After completing the activity, offer participant(s) blank copies of the worksheet to keep for future use, when they are considering a new relationship.

Alternative Group or Individual Activity: "MOVIE PARTNERS"

1. Show a video or one or more clips from the list of recommended videos in the resource section of this book that depicts an intimate relationship.
2. After viewing the video or clips, discuss the relationships depicted and ask participant(s) whether they would want to date the characters involved.
3. Distribute worksheet(s) and read or have participant(s) read aloud each item on the list of characteristics of a potential partner. For each item, discuss whether the characters in the video(s) showed those characteristics and check the items that were demonstrated.

Use In Conjunction With: LIFE MANAGEMENT SKILLS I, "*Let's Pretend - a Friend*," (page 49)
LIFE MANAGEMENT SKILLS IV, "*Savvy Socializing*," (page 31)
LIFE MANAGEMENT SKILLS V, "*Creative Love, Creating Love*," (page 39)



Focus on Physical Abuse

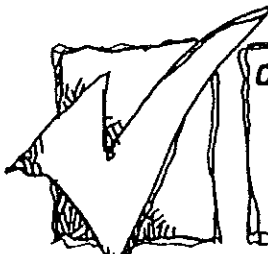
Physical abuse is any behavior that is meant to cause hurt to another person's body or to control another person's physical freedom or movement. One person may abuse another using his or her own physical strength, using an object or weapon, or using size or presence to intimidate or control the other.

I am evaluating my relationship with: _____

Some examples of physical abuse are below.
Check any that you have done to this person or they have done to you.

	I have done to this person	This person has done to me
Pushing or shoving	<input type="checkbox"/>	<input type="checkbox"/>
Grabbing	<input type="checkbox"/>	<input type="checkbox"/>
Hitting, slapping or punching	<input type="checkbox"/>	<input type="checkbox"/>
Pulling hair	<input type="checkbox"/>	<input type="checkbox"/>
Kicking	<input type="checkbox"/>	<input type="checkbox"/>
Choking	<input type="checkbox"/>	<input type="checkbox"/>
Holding someone down or holding their arm so they can't walk away	<input type="checkbox"/>	<input type="checkbox"/>
Throwing objects at another person	<input type="checkbox"/>	<input type="checkbox"/>
Use of weapons to hurt or threaten someone	<input type="checkbox"/>	<input type="checkbox"/>
Biting	<input type="checkbox"/>	<input type="checkbox"/>
Pinching	<input type="checkbox"/>	<input type="checkbox"/>
Spitting	<input type="checkbox"/>	<input type="checkbox"/>
Arm twisting	<input type="checkbox"/>	<input type="checkbox"/>
Burning	<input type="checkbox"/>	<input type="checkbox"/>
Carrying someone against their will	<input type="checkbox"/>	<input type="checkbox"/>
Trapping someone in a room or car	<input type="checkbox"/>	<input type="checkbox"/>
Abandoning someone in an unsafe place	<input type="checkbox"/>	<input type="checkbox"/>
Chasing	<input type="checkbox"/>	<input type="checkbox"/>
Standing in the doorway to block the other person from leaving	<input type="checkbox"/>	<input type="checkbox"/>
Hiding car keys, shoes, clothes or money so the other person can't leave	<input type="checkbox"/>	<input type="checkbox"/>
Standing in front of/behind car to prevent person from leaving	<input type="checkbox"/>	<input type="checkbox"/>
Sabotaging car to prevent person from leaving	<input type="checkbox"/>	<input type="checkbox"/>
Refusing to help someone when they're sick or injured	<input type="checkbox"/>	<input type="checkbox"/>
Following or stalking	<input type="checkbox"/>	<input type="checkbox"/>

Here are some examples of physical abuse I have experienced in my life (not necessarily from the person above):



CHECKPOINT: Am I being physically abused by my partner? ___ Yes ___ No
 Have I been physically abused in the past? ___ Yes ___ No
 Am I being physically abusive to my partner? ___ Yes ___ No
 Have I been physically abusive in the past? ___ Yes ___ No

Facilitator's Information for Focus on Physical Abuse

Purpose: To develop a deeper understanding of the meaning of physical abuse.
To identify instances when participants have been physically abused or abusive.

Background Information: The definition of physical abuse used here includes 'using size or presence to intimidate or control' another person. This means that one does not necessarily have to touch another person to abuse them physically. The rationale is that every person should be able to control his or her own physical body, including having freedom of physical movement, at all times. When someone takes that control away from another person, they are abusing that person's physical being, albeit using psychological tactics to do so.

Materials: One photocopy of worksheet per participant
Pens/pencils
Option: Flip chart and markers/blackboard and chalk

Group or Individual Activity:

"PHYSICAL ABUSE IN MY RELATIONSHIP"

1. Distribute worksheet(s) and read or have a volunteer read aloud the introductory paragraph.
2. Instruct participant(s) to identify a relationship they will evaluate, and write the person's name in the box if they are comfortable doing so.
3. Read or have participant(s) read aloud each example of physically abusive behavior. Instruct participant(s) who are comfortable doing so to check any type of physical abuse they have experienced. Facilitator may invite group members to share examples if they wish, and guide the group in offering support.
4. After completing the list, ask participant(s) to think about one specific example of physical abuse they have experienced, not necessarily by the person in the relationship they evaluated above. Stress that while everyone may not have been in a relationship where there was a pattern of one person physically abusing the other, many people have experienced at least one of the more subtle forms of physical abuse by a partner, acquaintance or family member. (Give examples of being trapped in a room or car, being smacked by a friend, etc.) Ask participant(s) to write one such example in the space provided.
5. Ask participant(s) to decide for themselves whether they think they are or have been physically abused or abusive, and check the appropriate boxes at the bottom of the page.
6. Process whether participant(s) have learned anything new from this activity, whether anyone has realized for the first time that they have been involved in a physically abusive relationship and what that feels like, and if so, what steps need to be taken based on this realization.

Alternative Group Activity:

"CONTINUUM OF PHYSICAL ABUSE"

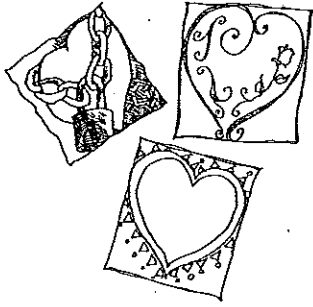
Materials: Flipchart and markers

1. If working with a large group, divide into smaller workgroups of three to five people. Give each group a large piece of flipchart paper and markers.
2. Read the definition of physical abuse from the top of the 'Focus on Physical Abuse' worksheet.
3. Instruct each group to brainstorm as many examples of physical abuse they can think of. Tell them to be specific with their examples – instead of saying 'beat,' break it down into specifics like 'slap,' 'punch,' 'kick.' Also suggest that participants go beyond the most common examples and try to think of very subtle and very extreme forms of abuse (remind them that the definition includes 'using size or presence to intimidate or control the other'.)
4. Give groups five to ten minutes to complete this task.
5. Reconvene the larger group, and ask for a representative from each workgroup to read and explain the lists.
6. After reviewing all of the lists, draw a long, horizontal line to represent a continuum of physical abuse. The line can be drawn on a blackboard or on several pieces of flipchart paper, laid horizontally and taped on the wall side by side. On one end of the continuum write the words "most subtle" and on the other end write "most extreme."
7. Review the concept of a 'continuum' with participants. Explain that physical abuse can range from very subtle to very overt. The group's task is to place examples from their lists on the continuum, ranging from subtle examples to extreme, or overt, examples.
8. Ask for someone to call out any example of physical abuse. Then ask the group where on the continuum from subtle to extreme the example should fall. Write the example, or abbreviated version of it, on the continuum.
9. Repeat until a range of examples have been written on the continuum.
10. Process with the following questions:
 - * Are the more subtle examples necessarily less painful (physically or emotionally) to the victim?
 - * Why is it that often people don't recognize the more subtle forms of physical abuse as abuse?
 - * At what point on the continuum does physical abuse begin to be labeled as abuse by society in general?
 - * Do any participants want to share examples of times they have been physically abused, either by a partner, friend or family member?

Use In Conjunction With:

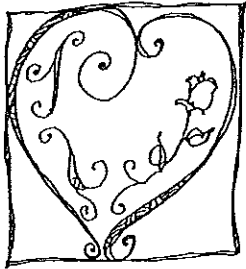
LIFE MANAGEMENT SKILLS II, "Right to Change," (page 11)
LIFE MANAGEMENT SKILLS III, "Journal Keeping," (page 14)
LIFE MANAGEMENT SKILLS VI, "My Play," (page 6)

R-10



3 Kinds of Love

According to one theory*, there are three different kinds of love. After reading descriptions of each kind of love, think about whether you have experienced that kind of love. Write examples of your experiences with each kind of love in the spaces provided.



Romantic Love (A.K.A. "The Honeymoon Stage")

Most relationships start out with 'Romantic Love'. During this stage, everything about the relationship and the other person seems perfect. Both partners usually try to show only their better sides, and unattractive traits are either not recognized, or they are redefined so that they seem like positive characteristics. For example, instead of viewing your partner as 'selfish,' you might see him as 'independent,' instead of 'stubborn' you see her as 'determined.' Often the early warning signs of controlling behavior, like extreme jealousy and possessiveness, are misunderstood as a sign of love and devotion. Both partners want to be together all of the time, and this is also seen as proof of true love.

In most cases, reality sets in eventually and both partners begin to see each other's faults. At this point, the relationship can grow into a 'nurturing' or an 'addictive' relationship.

Write about your experiences with Romantic Love:

Handwriting practice lines with decorative scrollwork at the ends of each line.

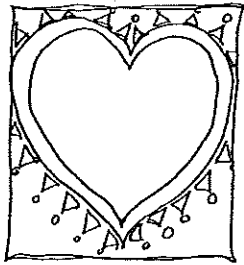
For facilitator's information see page 14.

R-12



3 Kinds of Love

(continued)



Nurturing Love (A.K.A. "Healthy Relationship")

Nurturing Love is when Romantic Love matures into a deeper, more complicated relationship. In Nurturing Love, both people grow and blossom as individuals. Both partners appreciate each other's positive qualities, but also recognize and accept each other's limitations. Both partners want the other to grow and develop to her or his fullest potential. This means that they encourage each other to have other close friendships and to get satisfaction out of independent activities. In Nurturing Love, one partner is even able to accept when the other wants to spend more time apart. If one person ends the relationship, the other will experience sadness and grief, but will not be devastated to the point of being self-destructive or unable to function.

Write about your experiences with Nurturing Love:



Lined writing area with decorative hearts on the left and right margins.

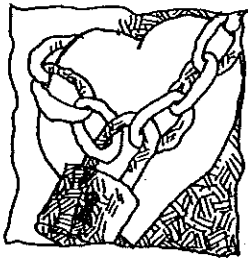
For facilitator's information see page 14.

R-14



3 Kinds of Love

(continued)




Addictive Love (A.K.A. "An Abusive Relationship")

When the desire to be together every minute turns into a feeling of extreme need for the partner to be constantly available, Romantic Love has turned into Addictive Love. One or both partners say things like, "I'll die if he doesn't call me," "I can't live without her," "She's everything to me." In Addictive Love, neither partner grows as an individual – rather, their worlds get narrower as they focus only on their partners.

Addictive love is a learned behavior. Because males and females learn different gender roles, they often show their 'addiction' differently. For example, women may act emotional and needy because they have learned that this is how women are *expected* to act. Men in this type of relationship also feel extremely needy, but since they have learned that they are supposed to be independent and in charge, they try to *control* their partners in order to keep them close. The controlling behavior includes constant criticism, which often leads the female partner to believe the problems in the relationship are all her fault and that her partner doesn't need her. As she becomes more insecure about herself and the relationship, she narrows the focus of her life to concentrate on pleasing him, and has an exaggerated idea of how necessary he is to her life. She feels like she is addicted to him, and does not realize her power to make healthy choices.

Write about your experiences with Addictive Love:



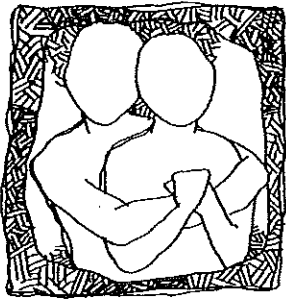
Signs of Addictive Love are listed below. Check any that you see in yourself or your partner.

- A person believes he or she "can't live without" the other person.
- Less and less of the couple's time together is happy, interesting or satisfying. More and more time is spent arguing, apologizing, making promises, expressing anger, feeling guilty and being afraid of upsetting the other.
- Lowered feelings of self-worth (self-esteem) and self-control.
- A person is unable to enjoy time away from his or her partner, and when apart is always "counting the minutes" until they are together again.
- A person often makes and breaks promises to him or herself to limit dependency on the partner ("I won't call him," "I won't ask her where she's been," "I won't wait for the phone to ring.")
- A feeling of never being able to get enough of the other person.
- Increasing efforts to control the other person.

Facilitator's Information for 3 Kinds of Love

- Purpose:** To understand the difference between romantic love, nurturing love and addictive love.
- Background Information:** The term "Addictive Love" can be helpful in understanding the feelings of extreme dependency that are common in this type of relationship. However, it is important not to allow people to justify abuse by calling it an addiction. It should be clarified that the behavior we are discussing is *learned* behavior. It is not a true addiction in the sense of an illness or a disease, because the person still has control over his/her behavior. An abusive person is still making a choice to use abusive tactics to gain power and control.
- Materials:** One photocopy of each of the three worksheets per participant
Pens/pencils
Optional: Flipchart and markers/blackboard and chalk
- Group or Individual Activity:** "MY EXPERIENCE WITH THE 3 KINDS OF LOVE"
1. Distribute one of each worksheet and a pen or pencil to each participant.
 2. Read or have participant(s) read aloud the explanation for each of the three kinds of love, discussing terms and concepts as necessary. Point out that each kind of love has an "A.K.A." next to it, referring to concepts members may have discussed in the "Understanding Abuse" section of this workbook.
 3. After reading each section, ask participant(s) if they can think of examples from their own lives, or from relationships in movies or television shows. Instruct participant(s) to write these examples in the space provided. If working with a group, allow group members to share their examples if they are comfortable doing so.
 4. Read or have a participant read aloud the "Signs of Addictive Love." Instruct participant(s) to check any signs that they see in their current relationships, or past relationships for those who are not currently in one.
 5. Process with a discussion of what one can do to 'steer' a new relationship in the direction of nurturing love.
- Alternative Group or Individual Activity:** "IMAGES OF NURTURING AND ADDICTIVE LOVE"
- Materials:** Art supplies such as construction paper or canvas, paints, markers, magazines for collages
1. If working with a group, break participants into small groups of three or four people.
 2. Challenge participant(s) to create a visual image of the contrast between Nurturing Love and Addictive Love. An example is a picture of a plant blossoming in nurturing love and withering in addictive love.
 3. If working with a group, ask each workgroup to share its work with the larger group and discuss.
- Alternative Group Activity:** "THE WORLD'S MOST NURTURED PERSON"
- Materials:** Two sheets of paper large enough to trace a participant's body (several pieces of flipchart paper taped together will do), colored markers
1. Trace the outline of a participant's body on the large sheet of paper, or if this is uncomfortable for group members, ask a group member to draw a human outline freehand.
 2. With the body outline laying on the floor or table, instruct participants to gather around.
 3. Tell participants that they are going to create a person in the world's most nurturing relationship. Using words, symbols or images, they should "fill up" the inside of the person's body with all of the beliefs, thoughts, feelings, etc., that a person who is in an extremely nurturing relationship might have.
 4. Next, they should write or draw on the outside of the body all of the things that are in this person's life. For example, participants can make up activities this person participates in with and without his or her partner, accomplishments such as a college degree, and of course s/he probably has lots of friends and close family relationships.
 5. Hang completed image and process by discussing how group members felt about this activity, whether it brought up issues about their own relationships, and what they learned.
- Use In Conjunction With:** LIFE MANAGEMENT SKILLS II, "Balance Your Life," (page 27)
LIFE MANAGEMENT SKILLS III, "Keeping Our Commitments," (page 32)
LIFE MANAGEMENT SKILLS V, "Process of Making Changes," (page 25)

* Adapted from "Addictive Love and Abuse: A Course for Teenage Women" by Ginny NiCarthy, in Dating Violence: Young Women in Danger, edited by Barrie Levy, The Seal Press, 1991.



How My Relationship Affects My Life

Ask yourself the following questions about how your relationship is affecting important areas of your life. Then think about any areas where you want to make changes, and talk with someone in your support system about how you can do this.

I am evaluating my relationship with: _____

WORK/EDUCATION:

- ❖ Does this person support me in my career? _____
- ❖ Have I ever missed or been late to work/class because of a fight with this person? _____
- ❖ Does this person pressure me to miss work/class? _____
- ❖ Do I talk to this person so much while at work that it gets in the way of my job?

- ❖ Has this person ever shown up at my job/school to 'check up' on me because of jealousy? If so, has this caused me embarrassment or questions from my co-workers or boss/other students or teachers? _____
- ❖ If I'm in school, have my grades fallen or improved since I've been in this relationship?

- ❖ Have I ever quit or been fired from a job as a result of my relationship with this person?

- ❖ If I want to further my education, does this person support this goal?

MY PHYSICAL HEALTH:

- ❖ Have I ever had cuts, bruises, or other injuries as a result of a fight with this person? _____
- ❖ Have I gained or lost a significant amount of weight since I've been in this relationship? _____
- ❖ Have I ever contracted a sexually transmitted disease from this person? _____
- ❖ Have I had any unplanned pregnancies from this relationship? _____
- ❖ Have I ever been so upset about a fight with this person that I became physically ill? _____
- ❖ Does this person ever threaten me physically or do dangerous things, like driving recklessly with me in the car? _____

MY EMOTIONAL HEALTH (LEVEL OF STRESS, FEELINGS OF SELF WORTH):

- ❖ Do I feel better about myself or worse about myself since I have been in this relationship?

- ❖ Do I ever think that "I am nothing" without this person - that I couldn't go on without him or her?

- ❖ Do I feel more or less stressed, depressed or anxious? _____
- ❖ Do I cry more or less frequently since I've been in this relationship? _____
- ❖ Do I have more trouble sleeping at night or sleep more than usual since I've been in this relationship?

For facilitator's information see page 18.



How My Relationship Affects My Life

(continued)

USE OF DRUGS/ALCOHOL:

- ❖ Have I started/increased or stopped/decreased smoking, drinking or using drugs since I've been in this relationship? _____
- ❖ Does this person pressure me to use drugs or alcohol? _____
- ❖ Do I ever use drugs/alcohol to help myself calm down or feel better after a fight? _____
- ❖ Do I ever use drugs/alcohol because I feel it will "loosen me up" and make me less inhibited around this person or around his/her friends? _____

MY FAMILY & FRIENDSHIPS:

- ❖ How do my friends & family feel about this person? How does this person feel about them? _____
- ❖ Have I grown apart from my friends & family since I've been in this relationship, or gotten closer? _____
- ❖ Does this person ever act jealous of my friends/family and try to keep me away from them? _____
- ❖ Has this person ever threatened or gotten into a physical fight with a friend or family member? _____
- ❖ Has this person pressured me to quit a club, group or team? _____
- ❖ Do I find myself lying to my friends & family to cover up for this person? _____
- ❖ Do we each spend time separately with our own friends? _____

MY CHILDREN:

- ❖ How does my relationship with this person affect my children? _____
- ❖ How do my children feel about this person? _____
- ❖ Have my children ever witnessed verbal abuse or physical violence between myself and this person? _____
- ❖ Have my children ever been verbally abused? _____
- ❖ Have my children ever been physically hurt, either directly or as a result of them accidentally getting in the way during a fight between myself and this person? _____
- ❖ Do I believe this relationship is affecting my children's emotional health, behavior, school performance or other social relationships? _____

MY ABILITY TO FUNCTION INDEPENDENTLY:

- ❖ Do I have control of my own money? _____
- ❖ Have my living arrangements become dependent on this person? _____
- ❖ Do I ever feel that I could not 'make it' without this person? _____
- ❖ In what other ways, positive or negative, do I think this relationship has affected my life? _____

Facilitator's Information for How My Relationship Affects My Life

Purpose: To identify and explore the negative and positive affects of participants' relationships on functioning in other important areas of their lives.

Background information: This exercise will 'scratch the surface' of how participants' relationships are impacting other areas of their lives. It will give the group facilitator or therapist more information about what issues are most pressing for each individual to work on in group or individual treatment. The facilitator may want to remind participants of his or her status as a mandated reporter before they complete the section on children. For a greater focus on children, follow up this activity with "The Effects of Relationship Abuse on Children."

Materials: One photocopy of worksheet per participant
Pens/pencils
Optional: Flipchart and markers/blackboard and chalk

Group or Individual Activity:

- "NAMING THE EFFECTS"
1. Introduce the activity by asking participant(s): "Have you ever gotten so caught up in your love life that it seems like nothing else exists?" Explain that it's normal, in the beginning of a romantic relationship, to go through a period where you think about almost nothing else. But in a healthy relationship, you should begin to come back to reality after a few weeks or so and integrate the relationship into other areas of your life, rather than allowing the relationship to take over everything else. It's important that we don't neglect the other important areas of our lives like family, friends, school and health. State that the purpose of this activity is to take a look at what kind of impact our relationships are having on these other things.
 2. Ask participant(s) to brainstorm a list of other areas in their lives besides their love lives. Write list on flipchart or blackboard, if desired.
 3. Distribute handout(s) and pens/pencils. Instruct participant(s) to read each question, or read questions as a group, and answer them as honestly as possible.
 4. After completing the handout, ask participant(s) to identify areas where they think their relationships are having positive or negative affects on their lives. From there, generate discussion about specific changes they would like to make in areas where there is a negative impact.
 5. If participant(s) have identified specific areas for change, follow up with discussion/activities on making changes/goal setting.

Alternative Group Activity :

- "BRAINSTORMING RELATIONSHIP EFFECTS"
1. This activity should be done before the worksheet is completed.
 2. Introduce this activity by saying that people's intimate relationships are one area of their lives, but there are also many other important areas of their lives.
 3. Ask participant(s) to brainstorm a list other areas in their lives besides their love lives. Write list on flipchart or blackboard.
 4. Break participants up into small groups of two to four people. Assign each group one 'area of life' from the brainstormed list, and give each group a large piece of paper and markers.
 5. Give participants the following instructions: Each group is to draw a line down the middle of the paper, and on the paper develop two lists. The first list is how a healthy relationship might affect the given area of a person's life, and the second list is how an unhealthy or abusive relationship might affect that area. For example, if the area is work, how might being in a healthy intimate relationship affect a person's career? How might being in an unhealthy or abusive relationship affect a person's work? Specify that the examples the groups come up with do not have to be from group members' lives, they are just brainstorming possible effects that may or may not apply to anyone in that type of relationship.
 6. Give groups about ten minutes to complete lists, and then bring the larger group back together.
 7. Ask each group to hang up its list, and have a representative from the group read over the list and explain. After the list has been read, invite participants from other groups to add any other ideas they might have.
 8. Repeat until each group has read and explained its list.
 9. Seat group members in a circle and instruct each group member to complete the following sentence: "One area of my life that is most affected by my relationship is _____ because _____." (Facilitator may want to write the sentence on board or flip chart.) Encourage group members to offer validation and support to the person sharing.

Use In Conjunction With:

LIFE MANAGEMENT SKILLS III, "Relationships & You," (page 33)
LIFE MANAGEMENT SKILLS IV, "Energizing & Draining," (page 29)
LIFE MANAGEMENT SKILLS V, "Understanding the Ripple Effect," (page 24)



Cues to Violence

Although it may sometimes seem like violence comes 'out of the blue,' it rarely does. There is usually a progression of behavior leading up to the violence, and a pattern of physical, behavioral, thinking and feeling cues. These warning signs, or 'cues' to violence, can be recognized by both abusive people and their partners with practice. If a person who has been abusive in the past can recognize his or her early cues to violence, he or she can take responsibility for his or her behavior before it escalates to violence. If the abused partner can recognize the cues, he or she may be able to enact a safety plan sooner in order to avert the violence.

WHAT HAPPENS BEFORE THE VIOLENCE?

Mine

BEHAVIORAL CUES

My Partner's

Mine

PHYSICAL CUES

My Partner's

MY THOUGHTS AND FEELINGS

For facilitator's information see page 22.



Cues to Violence

(continued)

Once you have listed all of the cues to violence you can think of, put them on the line below to chart how long before the violence they occur



HIGH-LEVEL CUES

Immediately before the violence

Four horizontal lines for listing high-level cues.

MEDIUM CUES

Hours, days, or weeks before the violence

Five horizontal lines for listing medium cues.

EARLY CUES

Easing out of The Honeymoon Stage — days, weeks or months before the violence

Eight horizontal lines for listing early cues.

Escalation (tension-building stage)

De-escalation (to the honeymoon stage)

Facilitator's Information for Cues to Violence

Purpose: To be able to recognize the early, medium and high-level cues to violence in participants' relationships.

Background Information: This activity is adapted from the curriculum developed for working with abusive men by the Domestic Abuse Project, Minneapolis, Minnesota (612-874-7063). It can be used to teach batterers how to identify their own 'early warning signs' so that they can stop their escalation before violence occurs. It can also be helpful in safety planning for people being abused, so they may recognize the escalation and activate their safety plans sooner.

Materials: One copy of each worksheet per participant
Pens/pencils
Additional for Group: Flipchart and markers/blackboard and chalk

Group or Individual Activity: "RATING MY CUES"

1. This activity is for participant(s) who have acknowledged being victims or perpetrators of domestic violence.
2. If working with a group, draw a copy of the chart on the first worksheet on flipchart or board.
3. Ask participant(s) to think back to times they/their partners have been physically violent. Ask what happened *before* the violence. Generate a list of behaviors (i.e., raising voices, drinking, accusing partner of infidelity, complaining about the kids, etc.) that participant(s) saw in both themselves and their partners before the violence. They may want to begin by thinking of cues immediately preceding the violence, but can then go back hours or days – as far back as they can identify the beginning of the escalation or 'tension building' stage.
4. As the list is generated, write 'cues' on flipchart or board if working with a group, and instruct participant(s) to write their own lists under 'Behavioral Cues' on the first worksheet.
5. Next prompt participant(s) to generate a list of 'Physical Cues' (i.e., muscles tensing, heart racing, clenched jaw) and write on flipchart or board and/or instruct participant(s) to write on their worksheet(s).
6. Next prompt participant(s) to generate a list of their thoughts and feelings before the violence. Note that since no one can say what another person is thinking or feeling, only participants' own cues, not their partner's cues, are asked for in this area.
7. After generating lists of physical, behavioral and thinking/feeling cues, distribute second worksheet.
8. Instruct participants to look at all of their physical, behavioral and thinking/feeling cues, and put them in order according to how close in time to the violent incident they occur. Participant(s) should write each cue on the second worksheet under 'High-Level,' 'Medium' or 'Early' cues.

Alternative Group or Individual Activity: "MOVIE CHARACTERS' CUES"

1. Show participant(s) a video or video clip from the list of recommended videos in the Resource Section of this book.
2. Complete the activity as suggested above, only based on the cues of the characters in the video instead of participant(s).

Use In Conjunction With: LIFE MANAGEMENT SKILLS II, "Anger Diary," (page 8)
LIFE MANAGEMENT SKILLS III, "Reaction Patterns," (page 40)
LIFE MANAGEMENT SKILLS V, "What Are Your Warning Symptoms," (page 38)
CROSSING THE BRIDGE, (pages 49, 51)



21 Warning Signs

... of a Violent Person

Following are some common signs that a person is or may turn out to be violent toward his or her intimate partner. Answering yes to one or two questions below does not necessarily mean a person has a pattern of abuse. However, if any of the questions below are true about you or your partner, you should be cautious about proceeding with the relationship and be sure to address those issues right away, preferably with the help of a counselor.

AM I / IS MY PARTNER A PERSON WHO...

TRUE of ME

TRUE of MY PARTNER

- | | | |
|--|--------------------------|--------------------------|
| 1. Gets very serious about a relationship very quickly - saying "I love you" very quickly, wanting to move in together or get engaged after only a few months, or pressuring partner for a serious commitment? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Comes on very strong, is extremely charming and an overly 'smooth talker'? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Is extremely jealous? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Isolates partner from support systems - wants partner all to self, and tries to keep partner from friends, family or outside activities? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Attempts to control what partner wears, what s/he does or who s/he sees? | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Is abusive toward other people, especially mother or sisters if he is a male? | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Blames others for own misbehavior or failures? | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Abuses drugs or alcohol? | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Has unrealistic expectations, like expecting partner to meet all needs and be the perfect partner? | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Is overly sensitive - acts 'hurt' when not getting own way, takes offense when others disagree with an opinion, gets very upset at small inconveniences that are just a normal part of life? | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Has ever been been cruel to animals? | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Has ever abused children? | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Has ever hit a partner in the past? | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Has ever threatened violence, even if it wasn't a 'serious' threat? | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Calls partner names, puts him/her down or curses at him/her? | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Is extremely moody, and switches quickly from being very nice to exploding in anger? | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. If a male, believes women are inferior to men and should obey them? | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Is intimidating, for example using threatening body language, punching walls or breaking objects? | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Holds partner against his/her will to keep him/her from walking away or leaving the room? | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. * Was or is abused by a parent? | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. * Grew up in a home where an adult was abused by another adult? | <input type="checkbox"/> | <input type="checkbox"/> |

* Numbers 20 and 21 do not indicate a person will be abusive. The majority of children who grow up in abusive homes choose not to be abusive as adults. However, these children still have a *higher* likelihood than *other* children of growing up to be involved in abusive relationships. These factors should be considered with other factors.

Facilitator's Information for 21 Warning Signs of a Violent Person

Purpose: To recognize the early warning signs of a potentially abusive personality.

Background Information: This list of 'warning signs' of a violent person is by no means complete. Many of the behaviors listed are in themselves abusive – emotionally, psychologically, financially and/or verbally. It should be noted that extreme jealousy is often considered to be the number one warning sign of an abusive personality. Jealousy is used as a way of isolating and controlling one's partner, and it is often overlooked because it is perceived as romantic and a sign that a person truly cares about the other.

Materials: One photocopy of worksheet per participant
Pens/pencils

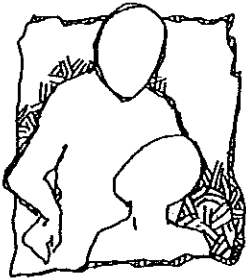
Group or Individual Activity: "LEARNING THE WARNING SIGNS"

1. Introduce activity by reminding participants that abusers do not wear signs across their foreheads saying "I'm Violent." In fact, most abusers are very sweet and charming in the beginning of the relationship and to the rest of the world. However, there are some warning signs that can help you to predict when a person is likely to be violent. The more of these characteristics a person has, the more likely it is that they are or will turn out to be violent.
2. Read or have participant(s) read aloud each of the warning signs, and ask for examples of similar behaviors participant(s) have seen in their lives or in the lives of others, on TV or in movies.
3. Instruct participant(s) to check "yes" or "no" to whether the questions are true about themselves and their partners. If they are not currently in a relationship, they can base their answers to the right-hand column on a former relationship or leave it blank.
4. If working with a group, invite participants to share some of their responses or reactions to this activity with the group if they feel comfortable.
5. Process with the following questions:
 - * Why do you think (a particular question) might be a sign of abusiveness?
 - * If your partner shows this characteristic, how might you address it with him or her?
 - * If you have this characteristic, where might you have learned it? How do you feel about it? What can you do if you want to change it?
 - * Numbers 8 and 19 address male attitudes and behaviors toward women, but not the other way around. Why is this? (Because gender roles and sexism are one of the major justifications for abusive behavior, which explains why the majority of abuse cases involve a male abusing a female.)

Alternative Group or Individual Activity: "SEEING THE SIGNS"

1. View a video from the list of videos in the resource section, or do this activity referring to a video participant(s) have already watched. *What's Love Got to Do With It* is a good choice if time allows.
2. Give a copy of worksheet to each participant, and instruct participant(s) to cross out the words "I/Me" and "My Partner" at the top of the checkboxes, and substitute the names of the characters in the video you viewed (i.e., Ike and Tina.)
3. Together read each item on the list and decide whether the characteristic was true of either the characters in the video, and why.

Use In Conjunction With: LIFE MANAGEMENT SKILLS I, "Gopher It," (page 26)
LIFE MANAGEMENT SKILLS III, "Inner Voice," (page 20)
LIFE MANAGEMENT SKILLS VI, "Everything in Moderation," (page 29)



Focus on Emotional Abuse

Emotional abuse is a way of hurting someone without necessarily being physical. It's when one person in a relationship tries to control the other person's feelings or thoughts in order to gain power over them.

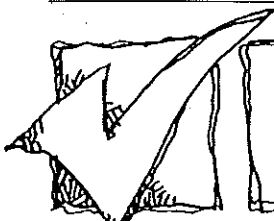
I am evaluating my relationship with: _____

*Some examples of emotional abuse (also called mental, verbal or psychological abuse) are listed below.
Check any that you have done to this person, or that this person has done to you.*

I have done to this person	This person has done to me
-------------------------------	-------------------------------

- ▼ Put-downs; Calling names, telling them they're stupid or ugly, telling them they're not good enough or no one could ever love them
- ▼ Frequently cursing or yelling at the other person
- ▼ Threatening or intimidating - making the other person feel nervous or scared for themselves or someone they care about
- ▼ Frequently criticizing or correcting the other person - the way they look, talk, act, etc.
- ▼ Lying or cheating
- ▼ Playing mind games or making the other person think they're crazy
- ▼ Putting responsibility for your behavior on the other person
- ▼ Making fun of or putting down the other person's family, culture, religion, race or heritage
- ▼ Embarrassing or humiliating the other person, especially in front of other people
- ▼ Withholding affection as punishment; - not giving them love if they don't do what you want them to do
- ▼ Controlling behavior - telling the other person what to do, what to wear, who to hang out with, etc.
- ▼ Making all the decisions in the relationship and ignoring the other person's feelings
- ▼ Guilt trips - trying to make the other person feel guilty when you don't get your way, especially by threatening to hurt yourself or commit suicide
- ▼ Keeping the other person from spending time with their friends or family members, or from work or other activities that are important to him/her
- ▼ Using the children to get the other person to do what you want
- ▼ Being extremely jealous, and using jealousy to justify controlling behavior
- ▼ Threatening to break up with the other person if you don't get your way
- ▼ Saying you don't love the other person just to get him/her to do what you want
- ▼ Accusing the other person of cheating on you as a way of manipulating him/her to do what you want
- ▼ Keeping constant tabs on a person, expecting to know his/her every move

Here are some examples of emotional abuse I have experienced in my life (not necessarily from the person above):



CHECKPOINT:

- Am I being emotionally abused by my partner? Yes No
- Have I been emotionally abused in the past? Yes No
- Am I being emotionally abusive to my partner? Yes No
- Have I been emotionally abusive in the past? Yes No

Facilitator's Information for Focus on Emotional Abuse

Purpose: To develop a deeper understanding of the meaning of emotional abuse, and identify instances when participant(s) have been emotionally abused or abusive.

Background Information: Participants should be reminded that it is not one incident of any of these behaviors that makes a *relationship* abusive – it is an ongoing pattern of one person using these behaviors to gain power and control over the other.

Materials: One photocopy of worksheet per participant
Pens/pencils

Group or Individual Activity:

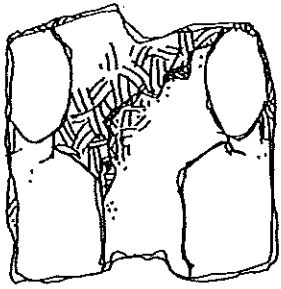
- "EMOTIONAL ABUSE IN MY RELATIONSHIP"
1. Distribute worksheet(s) and read or have a participant volunteer to read aloud the introductory paragraph.
 2. Ask participant(s) if they believe that every time someone gets their feelings hurt in a relationship, it means someone is being abusive. Ask for examples of how feelings get hurt in a non-abusive relationship, and acknowledge that hurt feelings occur in all relationships.
 3. Instruct participant(s) to identify the relationship they will evaluate, and write the person's name in the box if they are comfortable doing so.
 4. Read or have participant(s) read aloud each example of emotionally abusive behavior. Instruct them to check any type of emotional abuse they have experienced, and invite group members to share examples if they wish.
 5. After completing the list, ask participant(s) to think about one specific example of emotional abuse they have experienced, not necessarily by the person in the relationship they evaluated above. Stress that while everyone may not have been in a relationship where there was a pattern of one person controlling the other, everyone has manipulated another person or been manipulated before. Instruct participant(s) to write one such example in the space provided.
 6. If working with a group, invite participant(s) to share with the group an example of emotional abuse they have experienced (as abuser or abused).
 7. Ask the participant(s) to decide for themselves whether they think they are or have been emotionally abused or abusive, and check the appropriate boxes at the bottom of the page.

Alternative Group Activity:

- "CONTINUUM OF EMOTIONAL ABUSE"
- Materials: Flipchart and markers
1. If working with a large group, divide into smaller workgroups of three to five people. Give each group a large piece of flipchart paper and markers.
 2. Read the definition of Emotional Abuse from the top of the 'Focus on Emotional Abuse' worksheet.
 3. Instruct each group to brainstorm as many examples of emotional abuse they can think of. Tell them to be specific with their examples – instead of saying 'put downs,' give several specific examples of common put-downs in emotionally abusive relationships. Also suggest that they think beyond just verbal abuse to other non-verbal examples of emotional or psychological abuse.
 4. Give groups five to ten minutes to complete this task.
 5. Reconvene the larger group. Ask for a representative from each workgroup to read and explain the lists.
 6. After reviewing all of the lists, draw a long, horizontal line to represent a continuum of emotional abuse. The line can be drawn on a blackboard or on several pieces of flipchart paper, laid horizontally and taped on the wall side by side. On one end of the continuum write the words "most subtle" and on the other end write "most extreme."
 7. Review the concept of a 'continuum' with participants. Explain that emotional abuse can range from very subtle to very overt. The group's task is to place examples from their lists on the continuum, ranging from subtle examples to extreme, or overt, examples.
 8. Ask for someone to call out an example of emotional abuse. Then ask the group where on the continuum from subtle to extreme the example should fall. Write the example, or abbreviated version of it, on the continuum.
 9. Repeat until a range of examples have been written on the continuum.
 10. Process with the following questions:
 - *Are the more subtle examples necessarily less painful to the victim?
 - *Why is it that often people don't recognize the more subtle forms of emotional abuse as abuse?
 - *At what point on the continuum does emotional abuse begin to be labeled as abuse by society in general?
 - *Do any participants want to share examples of times they have been emotionally abused, either by a partner, friend or family member?

Use In Conjunction With:

LIFE MANAGEMENT SKILLS I, "Emotions," (page 7)
LIFE MANAGEMENT SKILLS IV, "Deepening Relationships," (page 28)
LIFE MANAGEMENT SKILLS V "Combating Emotional Abuse" (page 3)
CROSSING THE BRIDGE, (pages 12, 28, 29, 30, 31)



Case Study: Emotional Abuse

Lucy and Will *

Lucy came to counseling because she was feeling very depressed and anxious. She had been living with Will for about a year, but things weren't going too well. Will was threatening to leave her because he said she treated him like dirt, and Lucy felt terrible about this but didn't know what she could do to make him happy. She had asked him to go for couples counseling with her, but he said she was the one who was emotionally unstable so she should get psychological help alone.

Lucy explained to her counselor that one of Will's main complaints was that she didn't satisfy him sexually. She worked the late shift because she was taking college courses during the day, so she was often too tired for sex at night. Will told her that she was being selfish and didn't care about his needs as a man. He wanted her to drop out of college because he thought it was taking away from her duties at home, including cooking and taking care of the

household. He also told her there are a lot of women who would be happy to 'take care of his needs,' and Lucy worried that he would leave her for someone else.

Lucy was feeling very lonely. When she wasn't working, she was usually home alone because Will was either at work or out with his friends. When asked about whether she goes out with her own friends, she replied that she had lost touch with most of her friends since she had been living with Will. Will said her friends were a bad influence on her because most of them were single and he thought they were always trying to pick up men. Every time Lucy went out with her friends it turned into an argument between her and Will, so after a while she didn't bother. She had also grown apart from her family members because there was a lot of tension between Will and her parents.

** Names and situations are not based on real people.*

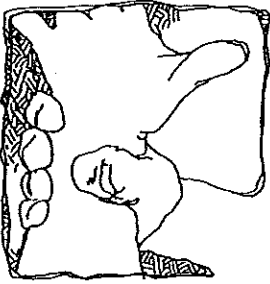
Describe examples of the 'power and control' tactics found in this case study:

1. _____
2. _____
3. _____
4. _____
5. _____

Facilitator's Information for Case Study: Emotional Abuse

- Purpose:** To apply knowledge about power and control tactics to a case study in order to better understand the dynamics of abusive relationships.
- Background Information:** This case study gives some examples of behaviors that are 'typical' in emotionally abusive and controlling relationships. The characters in this case study are not based on real people.
- Materials:** One photocopy of worksheet per participant
One photocopy of page one of Understanding Power & Control Tactics per participant
Pens/Pencils
- Group or Individual Activity:** "EXAMINING LUCY AND WILL'S* RELATIONSHIP"
1. Tell participants that this new activity is going to be based on the knowledge they gained in the previous activity, Understanding Power and Control Tactics.
 2. Hand out copies of page one of Understanding Power and Control Tactics and the case study.
 3. Read or have participant(s) read aloud Lucy and Will's story.
 4. Ask participants what examples of power and control tactics they see in this case study. As participants name examples, ask them to explain and write the examples on the flipchart or board. Process as you go along. Be sure to address examples of emotional/verbal abuse, sexual coercion, sexism and isolation.
 5. Instruct participants to write examples of power and control tactics in the space provided.
- Alternative Group Activity:** "MORE CASE STUDIES"
1. After completing the above activity, split group members into pairs.
 2. Tell participants that they are each going to be responsible for developing their own case studies to be read or acted for the group. They can either make up a new one, or write or act out a scene from a movie or a book.
 3. Allow participants ten minutes to develop their case studies. Then instruct pairs to take turns reading or acting their case studies for the rest of the group.
 4. After everyone has read or acted out their case studies, process with the larger group by asking group members to point out all of the examples of power and control tactics they can think of.
- Use In Conjunction With:** LIFE MANAGEMENT SKILLS II, "*Depressed? Feeling Blue?*," (page 16)
LIFE MANAGEMENT SKILLS III, "*Passive Aggressive*," (page 6)
LIFE MANAGEMENT SKILLS V, "*Combating Emotional Abuse*," (page 3)

* Names and situations are not based on real people.



Focus on Physical Abuse

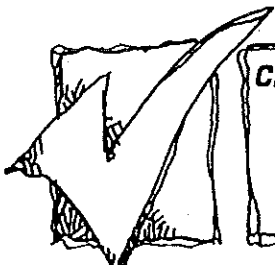
Physical abuse is any behavior that is meant to cause hurt to another person's body or to control another person's physical freedom or movement. One person may abuse another using his or her own physical strength, using an object or weapon, or using size or presence to intimidate or control the other.

I am evaluating my relationship with: _____

*Some examples of physical abuse are below.
Check any that you have done to this person or they have done to you.*

	I have done to this person	This person has done to me
Pushing or shoving	<input type="checkbox"/>	<input type="checkbox"/>
Grabbing	<input type="checkbox"/>	<input type="checkbox"/>
Hitting, slapping or punching	<input type="checkbox"/>	<input type="checkbox"/>
Pulling hair	<input type="checkbox"/>	<input type="checkbox"/>
Kicking	<input type="checkbox"/>	<input type="checkbox"/>
Choking	<input type="checkbox"/>	<input type="checkbox"/>
Holding someone down or holding their arm so they can't walk away	<input type="checkbox"/>	<input type="checkbox"/>
Throwing objects at another person	<input type="checkbox"/>	<input type="checkbox"/>
Use of weapons to hurt or threaten someone	<input type="checkbox"/>	<input type="checkbox"/>
Biting	<input type="checkbox"/>	<input type="checkbox"/>
Pinching	<input type="checkbox"/>	<input type="checkbox"/>
Spitting	<input type="checkbox"/>	<input type="checkbox"/>
Arm twisting	<input type="checkbox"/>	<input type="checkbox"/>
Burning	<input type="checkbox"/>	<input type="checkbox"/>
Carrying someone against their will	<input type="checkbox"/>	<input type="checkbox"/>
Trapping someone in a room or car	<input type="checkbox"/>	<input type="checkbox"/>
Abandoning someone in an unsafe place	<input type="checkbox"/>	<input type="checkbox"/>
Chasing	<input type="checkbox"/>	<input type="checkbox"/>
Standing in the doorway to block the other person from leaving	<input type="checkbox"/>	<input type="checkbox"/>
Hiding car keys, shoes, clothes or money so the other person can't leave	<input type="checkbox"/>	<input type="checkbox"/>
Standing in front of/behind car to prevent person from leaving	<input type="checkbox"/>	<input type="checkbox"/>
Sabotaging car to prevent person from leaving	<input type="checkbox"/>	<input type="checkbox"/>
Refusing to help someone when they're sick or injured	<input type="checkbox"/>	<input type="checkbox"/>
Following or stalking	<input type="checkbox"/>	<input type="checkbox"/>

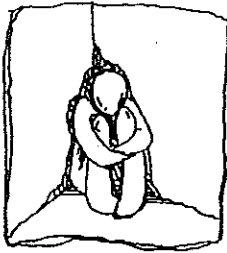
Here are some examples of physical abuse I have experienced in my life (not necessarily from the person above):



CHECKPOINT: Am I being physically abused by my partner? ___ Yes ___ No
 Have I been physically abused in the past? ___ Yes ___ No
 Am I being physically abusive to my partner? ___ Yes ___ No
 Have I been physically abusive in the past? ___ Yes ___ No

Facilitator's Information for Focus on Physical Abuse

- Purpose:** To develop a deeper understanding of the meaning of physical abuse.
To identify instances when participants have been physically abused or abusive.
- Background Information:** The definition of physical abuse used here includes 'using size or presence to intimidate or control' another person. This means that one does not necessarily have to touch another person to abuse them physically. The rationale is that every person should be able to control his or her own physical body, including having freedom of physical movement, at all times. When someone takes that control away from another person, they are abusing that person's physical being, albeit using psychological tactics to do so.
- Materials:** One photocopy of worksheet per participant
Pens/pencils
Option: Flip chart and markers/blackboard and chalk
- Group or Individual Activity:** "PHYSICAL ABUSE IN MY RELATIONSHIP"
1. Distribute worksheet(s) and read or have a volunteer read aloud the introductory paragraph.
 2. Instruct participant(s) to identify a relationship they will evaluate, and write the person's name in the box if they are comfortable doing so.
 3. Read or have participant(s) read aloud each example of physically abusive behavior. Instruct participant(s) who are comfortable doing so to check any type of physical abuse they have experience. Facilitator may invite group members to share examples if they wish, and guide the group in offering support.
 4. After completing the list, ask participant(s) to think about one specific example of physical abuse they have experienced, not necessarily by the person in the relationship they evaluated above. Stress that while everyone may not have been in a relationship where there was a pattern of one person physically abusing the other, many people have experienced at least one of the more subtle forms of physical abuse by a partner, acquaintance or family member. (Give examples of being trapped in a room or car, being smacked by a friend, etc.) Ask participant(s) to write one such example in the space provided.
 5. Ask participant(s) to decide for themselves whether they think they are or have been physically abused or abusive, and check the appropriate boxes at the bottom of the page.
 6. Process whether participant(s) have learned anything new from this activity, whether anyone has realized for the first time that they have been involved in a physically abusive relationship and what that feels like, and if so, what steps need to be taken based on this realization.
- Alternative Group Activity:** "CONTINUUM OF PHYSICAL ABUSE"
- Materials: Flipchart and markers
1. If working with a large group, divide into smaller workgroups of three to five people. Give each group a large piece of flipchart paper and markers.
 2. Read the definition of physical abuse from the top of the 'Focus on Physical Abuse' worksheet.
 3. Instruct each group to brainstorm as many examples of physical abuse they can think of. Tell them to be specific with their examples – instead of saying 'beat,' break it down into specifics like 'slap,' 'punch,' 'kick.' Also suggest that participants go beyond the most common examples and try to think of very subtle and very extreme forms of abuse (remind them that the definition includes 'using size or presence to intimidate or control the other'.)
 4. Give groups five to ten minutes to complete this task.
 5. Reconvene the larger group, and ask for a representative from each workgroup to read and explain the lists.
 6. After reviewing all of the lists, draw a long, horizontal line to represent a continuum of physical abuse. The line can be drawn on a blackboard or on several pieces of flipchart paper, laid horizontally and taped on the wall side by side. On one end of the continuum write the words "most subtle" and on the other end write "most extreme."
 7. Review the concept of a 'continuum' with participants. Explain that physical abuse can range from very subtle to very overt. The group's task is to place examples from their lists on the continuum, ranging from subtle examples to extreme, or overt, examples.
 8. Ask for someone to call out any example of physical abuse. Then ask the group where on the continuum from subtle to extreme the example should fall. Write the example, or abbreviated version of it, on the continuum.
 9. Repeat until a range of examples have been written on the continuum.
 10. Process with the following questions:
 - * Are the more subtle examples necessarily less painful (physically or emotionally) to the victim?
 - * Why is it that often people don't recognize the more subtle forms of physical abuse as abuse?
 - * At what point on the continuum does physical abuse begin to be labeled as abuse by society in general?
 - * Do any participants want to share examples of times they have been physically abused, either by a partner, friend or family member?
- Use In Conjunction With:** LIFE MANAGEMENT SKILLS II, "Right to Change," (page 11)
LIFE MANAGEMENT SKILLS III, "Journal Keeping," (page 14)
LIFE MANAGEMENT SKILLS VI, "My Play," (page 6)



Focus on Sexual Abuse

Sexual abuse is any sexual behavior that is forced, coerced or manipulated. It includes sexual harassment, which is discussed in more detail in the separate worksheet Focus on Sexual Harassment. Sexual abuse overlaps with the other types of abuse, because it can be physical (such as forced sex), verbal (such as sexual threats) or emotional (such as using sexual behavior to humiliate someone.)

Some examples of sexual abuse are listed below.

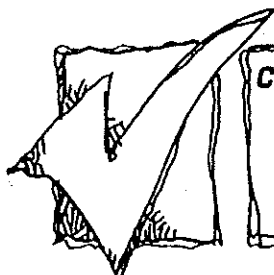
Check any that you have ever done to someone or someone else has done to you.

I have done

Have had done to me

- ▷ Threatening to break up with your partner if they refuse sexual acts
- ▷ Threatening to hurt the another person or someone they care about if they refuse sexual acts
- ▷ Lying to or manipulating someone to get them to agree to sexual behavior
- ▷ Ripping or tearing at someone's clothes
- ▷ Unwanted grabbing or touching of someone's rear end, breasts, or genital areas
- ▷ Forcing someone to take off their clothes
- ▷ Physically forcing someone into any kind of sexual behavior – even when they have agreed to one form of sex but not to another
- ▷ Sex while one person is too drunk or high to make a sound decision about sex
- ▷ Forcing someone into sexual acts with a third person
- ▷ Forcing someone to watch sex between others
- ▷ Taking pictures or videos of someone undressing or involved in sexual behavior without the person's consent
- ▷ Any sexual activity between an adult and child or a child and a much younger child
- ▷ Rape with an object
- ▷ Sex that hurts
- ▷ Withholding sex as a way of manipulating someone into doing what you want
- ▷ Making partner dress in a sexier way or less sexy way
- ▷ Sexual harassment (see Focus on Sexual Harassment for details on this form of sexual abuse.)
- ▷ _____
- ▷ _____

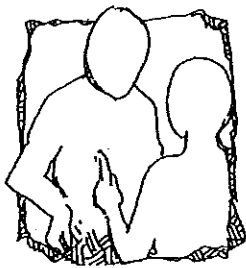
Here are some examples of sexual abuse I have experienced:



CHECKPOINT: Am I being sexually abused by my partner? ___ Yes ___ No
 Have I been sexually abused in the past? ___ Yes ___ No
 Am I being sexually abusive to my partner? ___ Yes ___ No
 Have I been sexually abusive in the past? ___ Yes ___ No

Facilitator's Information for Focus on Sexual Abuse

- Purpose:** To identify examples of different forms of sexual abuse.
When appropriate, to identify instances when participants have been sexually abused or abusive.
- Background Information:** Unless yours is a group specifically for survivors of sexual abuse, this activity may be too sensitive to do in a group setting. The facilitator should use discretion in determining whether his or her group is an appropriate setting for raising issues of sexual abuse and whether she or he is prepared to deal clinically with disclosures of sexual abuse. This activity can be presented in such a way as to educate participants about the different forms of sexual abuse without asking them to disclose to the group, but encouraging group members to speak with the facilitator privately if the activity raises personal issues.
- Materials:** One photocopy of worksheet per participant
Pens/pencils
Number of Sexual Abuse Hotline
Additional for GROUPS: Flipchart and markers/blackboard and chalk
- Group or Individual** "IDENTIFYING SEXUAL ABUSE"
1. Introduce activity by acknowledging that talking or even thinking about sexual abuse can be very difficult and painful for people who have experienced or care about someone who has experienced sexual abuse. Tell participants that the purpose of this activity is to identify some of the many different forms of sexual abuse, since often people do not recognize sexual abuse when it happens to them.
 2. Define sexual abuse as any sexual behavior that is forced, manipulated or coerced. If necessary, define and discuss the meaning of the words manipulate and coerce.
 3. Ask participants to brainstorm examples of sexual abuse, prompting them to include not only examples of sexual violence such as rape, but also more subtle examples like sexual harassment and sexual pressure. Write examples on flipchart or board.
 4. After brainstorming session, distribute worksheets.
 5. It is generally recommended that the facilitator tell participants that group members will not be asked to complete the checklist at this time. Explain that because this is a sensitive topic and many people do not feel comfortable discussing their own experiences with sexual abuse in a group, participants will simply read over the examples of sexual abuse to become familiar with them.
 6. Instruct group members to take turns reading each item on the list. After each item, ask group members if they can think of an example of this form of sexual abuse from a movie, tv show, book, or if they can make one up.
 7. After completing the list, suggest to participants that if they want to complete the worksheet based on their own experiences, they can do so in an individual counseling session and/or speak with you privately. Be sure to provide additional resources such a sexual abuse hotline number.
- Individual Activity:** "SEXUAL ABUSE EXPERIENCES"
1. Introduce activity by acknowledging that talking or even thinking about sexual abuse can be very difficult and painful for people who have experienced or care about someone who has experienced sexual abuse. Explore the participant's comfort level with learning about the different types of abuse.
 2. Give participant worksheet. Allow him/her to decide whether s/he wants to participate by completing the checklist, or just learn about the different types of abuse without applying them to him/herself.
 3. Read or have participant read aloud each example of sexually abusive behavior. If desired, participant can check each type that s/he has experienced and discuss those experiences with the counselor.
 4. If desired, participant can write one specific example of sexual abuse s/he has experienced in the space provided, and complete the 'checkpoint' box at the bottom of the page.
 5. If participant has identified current sexual abuse, work with participant to develop a safety plan. If participant has identified past sexual abuse and is not in current danger, work with him/her to identify therapeutic goals
- Use In Conjunction With:** LIFE MANAGEMENT SKILLS II, "Significant Life Events," (page 33)
LIFE MANAGEMENT SKILLS III, "We Are People With . . .," (page 7)
LIFE MANAGEMENT SKILLS V, "Coping Tree," (page 8)



Focus on Sexual Harassment

Sexual Harassment is any unwanted sexual attention that makes a person feel threatened, uncomfortable or unsafe. Often, but not always, the harasser has some kind of power over the person they are harassing – for example a boss who has power over his or her employee. Males and females can be sexually harassed by people of the same or opposite sex.

Some examples of sexual harassment are listed below.

Check any that you have ever done to someone or someone has done to you.

I have done Have had
done to me

Physical forms of sexual harassment:

- Unwanted touching, grabbing or pinching someone's rear end, breasts or genital areas
- Purposely brushing up against someone
- Any unwanted touching of a sexual nature, such as caressing someone's hair or face
- Kissing someone when they don't want to be kissed
- Standing in someone's way while verbally or non-verbally harassing them
- Other: _____

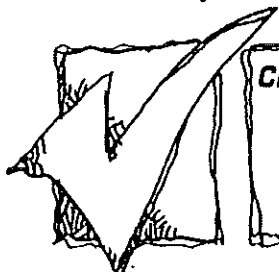
Verbal forms of sexual harassment:

- Pressure to go out on a date or engage in sexual activity
- Comments about a person's body that make them feel uncomfortable
- Making jokes of a sexual nature that make another person uncomfortable – even if the jokes are not told to the person directly, but they are meant to 'overhear'
- Jokes that put down members of the opposite sex
- Spreading sexual rumors about a person
- Names or words that belittle someone's gender or sexual orientation
- 'Dirty' notes or letters
- Sexual noises or whistles
- Obscene prank phone calls
- Threatening (or implying) that a person's job will be affected by refusing or agreeing to be sexually involved with an employer, co-worker or other person in the workplace
- Threatening (or implying) that a student's grades or school performance will be affected by refusing or agreeing to be sexually involved with a teacher, school administrator or other person in the school
- Other: _____

Nonverbal forms of sexual harassment:

- Sexual drawings, nude or 'sexy' posters that make a person uncomfortable in the school or workplace
- Staring at someone's body parts in a way that makes them uncomfortable
- Gestures or expressions that are meant to be sexual – for example, licking lips or 'pantomiming' sexual behavior
- Other: _____

**If you are ever unsure about whether what you are doing is sexual harassment, think about this:
Would you want someone doing the same thing to your child, brother, sister or parent?**



- CHECKPOINT:**
- Am I being sexually harassed by anyone now? ___ Yes ___ No
 - Have I been sexually harassed in the past? ___ Yes ___ No
 - Am I sexually harassing anyone now? ___ Yes ___ No
 - Have I sexually harassed anyone in the past? ___ Yes ___ No

For facilitator's information see page 48.



Focus on Sexual Harassment

(continued)

WHAT TO DO IF YOU ARE BEING SEXUALLY HARASSED

If you are experiencing sexual harassment, the sooner you address the problem, the easier it will be to deal with. Many victims of sexual harassment try to ignore it because it is embarrassing, they want to get along with people or they are afraid of what the harasser will do. But if you let it go, the harasser might get the message that his or her behavior is okay with you and it could get out of control. Below are some steps you can take to address sexual harassment.

1. Make it very clear to the person harassing you that you want it to STOP immediately. Use assertive words to let him or her know that you are not comfortable with the behavior. Tell the person you feel harassed. Do not laugh or smile at the person harassing you.

Write what you will say to your harasser here: _____

2. Keep a log. Write down everything that happens – the names, places, times, exactly what was said or done, and the names of any witnesses.

Start by writing how your harassment began, and attach extra pages if necessary. (The more detailed the better.)

Date: _____ Name(s) of people involved: _____

What was said or done: _____

How you responded: _____

Any witnesses or people you told about the incident: _____

3. Tell someone in a position of authority. If you are at work, tell a supervisor. If you are in school, tell an administrator. If the problem continues and the person in authority doesn't do anything, tell someone higher up.

Who will you tell? _____

Once you have told this person, write his/her response here: _____

Also write the responses of people you tell in your log.

4. Try not to be alone with the harasser. You might be able to get friends or co-workers to help by sticking close. What friends or co-workers will you ask for help? _____

5. File a complaint and get advice from experts in the area of sexual harassment. Write in the number for your state's division of human rights/sexual harassment unit or other place you will call: _____

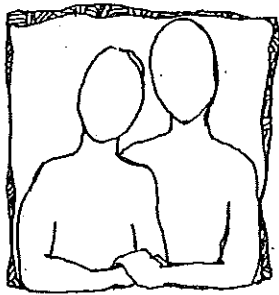
6. Get help in taking care of yourself emotionally. People who are sexually harassed often feel violated, embarrassed, ashamed, angry and confused. All of these feelings are normal, but it is important to get help working through them. Write the name of a counselor or other person who you can confide in. _____

7. Remember, Sexual Harassment is NOT your fault. It is another example of abuse, when someone is trying to gain power and control over another person.

R-37

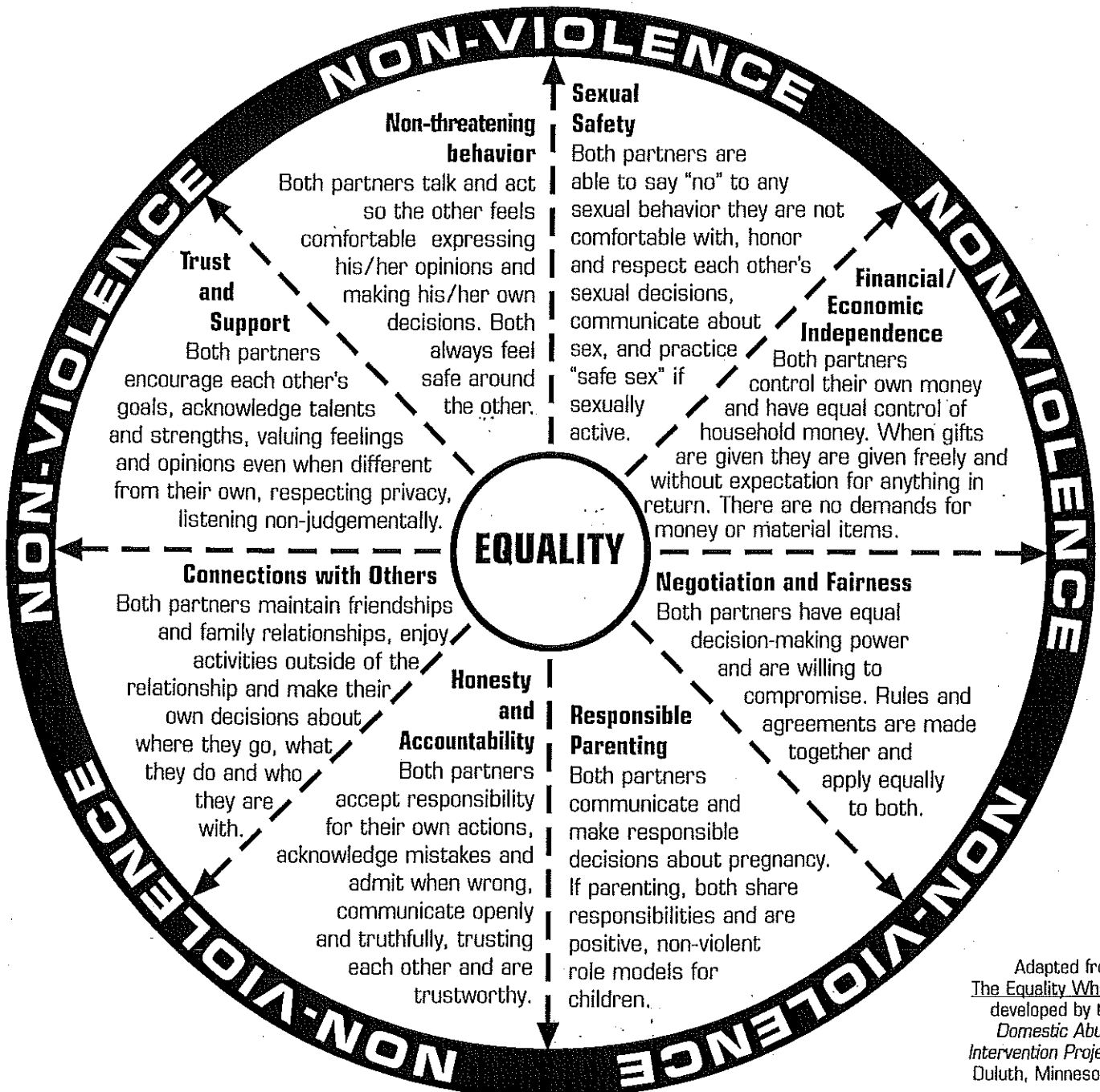
Facilitator's Information for Focus on Sexual Harassment

- Purpose:** To define sexual harassment and identify different forms of sexual harassment.
To identify strategies for dealing with sexual harassment.
- Background Information:** As with all forms of abuse, sexual harassment often robs the victim of his/her sense of power and control. It is important to allow the client who has been sexually harassed to make his/her own decisions, whenever possible, about how to handle the situation and whether or not to report the harassment to an authority. If you are required to report because the abuse is taking place in a setting such as a school or your own agency, be honest with your client and give the client the option of making the report him or her self.
- Materials:** One photocopy of each worksheet per participant
Pens/pencils
Phone number(s) for local/state sexual harassment help lines. Look in the phone book for the state division of human rights' sexual harassment unit, the local Equal Employment Opportunity Commission, or call the Department of Labor or a domestic violence hotline for information.
- Group or Individual Activity:** "UNDERSTANDING SEXUAL HARASSMENT"
1. Distribute first page, Focus on Sexual Harassment and pens or pencils. Read or have participant(s) read aloud the introductory paragraph. Ask participant(s) if they can think of any examples where they have heard of people being sexually harassed in the news or on TV, etc., and discuss.
 2. Read or have participant(s) read each of the examples under the different forms of sexual harassment. Discuss and prompt participant(s) to come up with examples for each one. Instruct participant(s) to check the boxes if they have been sexually harassed or if they have harassed someone else in any of the ways listed.
 3. Read or have participant(s) read aloud the sentence "If you are ever unsure..." and discuss.
 4. Instruct participant(s) to complete the questions under 'Checkpoint.'
 5. Distribute second page, What to Do if You are Being Sexually Harassed.
 6. Tell participant(s) that if they checked the box on the last page saying they are being sexually harassed, they should complete this worksheet as an action plan for dealing with the harassment. As an alternative, facilitator may read a story or show a video of a person being harassed and ask participant(s) to complete the worksheet as a plan for what the character in the story or video should do.
 7. Read the introductory paragraph, and read or have participant(s) read aloud each of the questions. Allow time for participant(s) to fill in their answers in the space provided.
- Alternative Group Activity:** "SEXUAL HARASSMENT ROLE PLAYS"
1. Break participants up into groups of two or three and instruct them to develop a role-play where one person is sexually harassing the other. The person being harassed should use some of the suggestions in the worksheet to deal with the harassment.
 2. Allow each small group to perform its role-play for the larger group. After each role-play, encourage audience members to suggest alternate strategies for the person being harassed, and to step into the role-play themselves to act out the suggested strategy.
 3. Process with the following questions:
 - * What are some of the reasons a person sexually harasses another?
 - * How do you think sexual harassment makes the person being harassed feel?
 - * What are some of the excuses people use to justify sexual harassment?
 - * Has anyone ever laughed or smiled at someone when they were really uncomfortable?
 - * After doing this activity, has anyone realized they have been sexually harassed or sexually harassed someone else, and not even realized it?
 - * What is the difference between sexual harassment and flirting? (Flirting is when both people engage in the behavior, enjoy it, feel no pressure, and have equal power.)
 - * Do men get sexually harassed? How is the pressure on a male being sexually harassed similar and different from the pressure on a female?
- Alternative Individual Activity:** "STRATEGIES FOR DEALING WITH HARASSMENT"
1. Work with participant to develop a role-play in which someone is being sexually harassed. The participant should play the part of the person being harassed and use some of the strategies from the worksheet to deal with the harassment.
 2. Process as in #3 above.
- Use In Conjunction With:** LIFE MANAGEMENT SKILLS II, "I Have The Right To Change A Situation," (page 11)
LIFE MANAGEMENT SKILLS III, "Awareness Journal," (page 38)
LIFE MANAGEMENT SKILLS VI, "Talking About Illness," (page 37)



Understanding Equality

The opposite of an abusive relationship (one based on power and control) is a healthy relationship, which is based on Equality. When both people in a relationship believe they are equal, and neither tries to gain power or control over the other, the result is a non-violent and healthy relationship. The 'Equality Wheel' below shows equality as the center of the healthy relationship. Inside the 'spokes' of the wheel are examples of behaviors that go on in a relationship based on equality.



Adapted from
The Equality Wheel
developed by the
Domestic Abuse
Intervention Project,
Duluth, Minnesota.

(continued on next page)

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For facilitator's information see page 36.



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Understanding Equality

(continued)

Each sentence below is an example of the behaviors described in the "Equality Wheel" on the previous page. Draw a line to match the examples on the left to the Equality Behaviors on the right.

1. Sarah is a member of a choir group and has been invited to go on a week-long tour with the men and women in the choir. Her partner Josh tells her he will miss her, but encourages her to go because he knows she enjoys the company of the other choir members and will have a chance to see parts of the country she has never seen before.

A. Honesty and Accountability

2. Chris and Armeen had a bad fight last night and Armeen punched a hole in the wall. Armeen apologizes and says Chris doesn't deserve to be treated that way. He agrees to see a counselor, and follows through with his promise.

B. Sexual Safety

3. Danny and Taria have a child together. Danny works at night so he can take care of the baby during the day while Taria is in school, and once a week they share the cost of a babysitter so they can take parenting classes.

C. Trust and Support

4. When Natasha tells Dennis that the girls are getting together for a friend's birthday on Friday, Dennis says he will miss their regular Friday night together but encourages her to have a good time. Dennis makes plans to play ball with the guys.

D. Non-threatening Behavior

5. When Cynthia tells Adam she would like to take him out to dinner, she pays; Adam then offers to pay for the movie, and Cynthia agrees to this.

E. Responsible Parenting

6. Steven and Maria often argue. Even though Steven is twice Maria's size, he never uses his size or strength to intimidate her, and Maria is never afraid to say what she thinks. They respect each other's opinions and feelings.

F. Financial/Economic Independence

7. On their third date, Ken wants to have sex but Karen isn't ready, so he doesn't pressure her. Although it's awkward, they discuss their feelings about sex. When they're both ready they go to the health center for HIV tests and birth control.

G. Connection with Others

8. Lee wants to go to a movie tonight and Sam wants to go to a concert. They agree that since the concert is a one-time thing, they will go to that tonight and Sam will change his schedule around tomorrow so they can go to the movie together.

H. Negotiation and Fairness

Facilitator's Information for Understanding Equality

Purpose: To identify and understand some of the behaviors found in healthy relationships based on equality.

Background Information: The 'Equality Wheel' is the flip-side of the 'Power and Control Wheel.' It is a visual depiction of a healthy relationship. In the center of the wheel is equality, because healthy relationships are based on the belief that both partners are of equal value, and the relationship is a 50/50 partnership. In between the 'spokes' of the wheel are behaviors that support equality and that are commonly seen in this type of relationship. On the outside is non-violence, because there will never be violence in this type of relationship.

Materials: One photocopy of each worksheet per participant
Pens/pencils
Additional for GROUP: Additional photocopy of second worksheet, cut up into eight pieces of paper with one situation on each paper
Tape
Flipchart and markers/blackboard and chalk

Group Activity: "EQUALITY MATCH-UP"

1. This activity should be done as a follow-up to Understanding Power & Control Tactics. Explain that this activity is about the opposite of a relationship based on power and control – it's about a healthy relationship, one based on equality.
2. Ahead of time, draw a large outline of the wheel on board or flipchart with the headings only for each section written in.
3. Distribute first worksheet, the equality wheel. Review and explain the wheel visually (see background information).
4. Review each section of the wheel, reading the heading and the examples listed on the worksheet. Ask group members if they can think of examples in their own lives, in the lives of people they know, or in TV shows or movies.
5. Pass out pieces of paper with scenarios from page two. If you have more than 8 group members you can make up additional examples, or just ask for 8 group members to volunteer.
6. Ask each group member with a paper to read his or her scenario aloud, decide where on the wheel that example falls and tape the piece of paper on the large wheel. Ask the rest of the group if they agree, and if not, where they think it should go.
7. Repeat this with each scenario until there is an example taped to each section of the wheel. Provide the "answer key" and review answers.
8. Distribute photocopies of page two and instruct teens to draw a line from each scenario to the behavior it represents.

Individual Activity: "EQUALITY MATCH-UP"

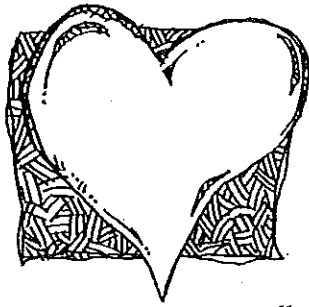
1. This activity should be done as a follow-up to Understanding Power & Control Tactics. Explain that this activity is about the opposite of a relationship based on power and control – it's about a healthy relationship, one based on equality.
2. Give participant a copy of the first worksheet, the equality wheel, and read or have participant read the introductory paragraph.
3. Review and explain the wheel visually first (see background information).
4. Review each section of the wheel, first reading the examples listed and then asking the participant if s/he can think of any examples in his/her life, in the lives of people s/he knows, or in TV shows or movies.
5. After reviewing the wheel, give participant page two and a pen or pencil. Explain that this is a match-up game to see how well s/he understands the ideas in the equality wheel. Together read each scenario, and ask participant to draw a line from each scenario to the example it represents.
6. After participant has finished matching the examples to the behavior, provide the 'answer key' and review each answer, explaining any mistakes.

Answer Key: (1) C (2) A (3) E (4) G (5) F (6) D (7) B (8) H

Use In Conjunction With:

LIFE MANAGEMENT SKILLS II, "What Are Your Lifesavers," (page 46)
LIFE MANAGEMENT SKILLS IV, "Deepening Relationships," (page 28)
LIFE MANAGEMENT SKILLS V, "Setting Boundaries," (page 41)
CROSSING THE BRIDGE, (pages 49, 50, 51)

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How Healthy Is My Relationship?

Following are two lists, one of healthy relationship characteristics and one of unhealthy traits. Many relationships have a combination of both. The point of this exercise is to figure out what things in your relationship are healthy or unhealthy, so you can gain appreciation for the best things and decide what you want to change. Read both lists, and check the heart next to every statement that is true about your relationship.

I am evaluating my relationship with: _____

IS IT HEALTHY?

Check the heart if you and this person . . .

- ♥ Have fun together more often than not
- ♥ Each enjoy spending time separately, with your own friends, as well as with each other's friends
- ♥ Always feel safe with each other
- ♥ Trust each other
- ♥ Are faithful to each other if you have made this commitment
- ♥ Support each other's individual goals in life, like educational or career goals
- ♥ Respect each other's opinions, even when they are different
- ♥ Solve conflicts without putting each other down, cursing at each other or making threats
- ♥ Both accept responsibility for your actions
- ♥ Both apologize when you're wrong
- ♥ Have equal decision-making power about what you do in your relationship
- ♥ Each have an equal say in financial matters
- ♥ Are proud to be with each other
- ♥ Encourage each other's interests - like sports & leisure activities
- ♥ Have some privacy - your letters, diary, personal phone calls are respected as your own
- ♥ Have close friends & family who like the other person and are happy about your relationship
- ♥ Never feel like you're being pressured for sex
- ♥ Communicate about sex, if your relationship is sexual
- ♥ Allow each other 'space' when you need it
- ♥ Always treat each other with respect

IS IT UNHEALTHY?

Check the heart if one of you . . .

- ♥ Gets extremely jealous or accuses the other of cheating
- ♥ Puts the other down by calling names, cursing or making the other feel bad about him or herself
- ♥ Yells at and treats the other like a child
- ♥ Doesn't take the other person, or things that are important to him/her, seriously
- ♥ Doesn't listen when the other talks
- ♥ Frequently criticizes the other's friends or family
- ♥ Pressures the other for sex, or makes sex hurt or feel humiliating
- ♥ Has ever threatened to hurt the other or commit suicide if they leave
- ♥ Cheats or threatens to cheat
- ♥ Tells the other how to dress
- ♥ Has ever grabbed, pushed, hit, or physically hurt the other
- ♥ Blames the other for your own behavior ("If you hadn't made me mad, I wouldn't have . . .")
- ♥ Embarrasses or humiliates the other
- ♥ Smashes, throws or destroys things
- ♥ Tries to keep the other from having a job or furthering his/her education
- ♥ Makes all the decisions about what the two of you do
- ♥ Tries to make the other feel crazy or plays mind games
- ♥ Goes back on promises
- ♥ Acts controlling or possessive - like you own your partner
- ♥ Uses alcohol or drugs as an excuse for hurtful behavior
- ♥ Ignores or withholds affection as a way of punishing the other
- ♥ Depends completely on the other to meet social or emotional needs

This list is a way of identifying some of the healthy and unhealthy characteristics of your relationship - it does not cover every possible situation. You may want to share this list with someone in your support system, and talk about where you want to make changes in your relationship and how you can begin to do this.

Facilitator's Information for How Healthy Is My Relationship?

Purpose: To identify some of the healthy and unhealthy characteristics of participants' intimate relationships.

Background Information: Many people don't recognize certain controlling behaviors as abusive, but instead consider them 'romantic' – for example, they see jealousy as a sign of true love rather than a sign of possessiveness. Having certain behaviors categorized as they are on this worksheet will help participants to consider them from a different perspective. It will also help them to see that they are not the only ones who have had particular experiences. At the same time, it is important for victims of abuse to be able to identify some positive characteristics of their relationships, and to have others acknowledge that they are getting some valid needs met from that relationship.

Materials: One photocopy of worksheet per participant
Pens/pencils
Optional for GROUPS: 'How Healthy Is My Relationship' presentation poster

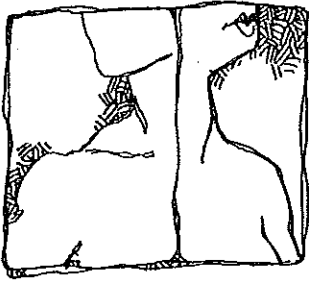
Group or Individual Activity: "IDENTIFYING HEALTHY AND UNHEALTHY CHARACTERISTICS OF MY RELATIONSHIP"

1. Introduce activity by stating that this activity is a way of understanding both the positive and negative sides of a relationship, and that most people have at least some checks on both sides.
2. Distribute worksheet(s) and pens/pencils.
3. Instruct participant(s) to identify the relationship they want to evaluate, and to write the name of that person in the box if they are comfortable doing so. (Identifying names should always be optional for reasons of confidentiality.) Tell participant(s) that if they are not currently in an intimate relationship, they should identify a former partner and do this activity based on their relationship with that person.
4. Instruct participant(s) to take the time to read over the lists and check whichever items apply to their relationship most of the time. After they have completed the activity, review and discuss checked items with participants. In a group, ask for volunteers to share and discuss what they checked.
5. Ask participant(s) to identify which characteristics on the 'healthy' side are most important to them, and which characteristics on the 'unhealthy' side are most troubling and why.
6. Instruct participant(s) to circle any characteristic of their relationship they want to change.

Alternative Group or Individual Activity: "CASE STUDY"

1. This activity may be done alone or as a lead-in to the above activity to 'break the ice.'
2. Choose one or more fictional couples to use as a case study for this activity. Be sure to choose a couple that is neither 'all good' nor 'all bad,' but has a mix of both. (See the list of movies in the Additional Resources section of this book, or choose a television couple like the Ricardos, the Flintstones, the Bunkers, the Jeffersons, or a couple from a more current show that everyone is familiar with.)
3. Using the presentation poster or copies of the worksheet, read each line aloud and facilitate a discussion about whether the couple you have chosen displays each characteristic. Check off the boxes as the participant(s) suggest.
4. As an additional alternative group activity, break into pairs or small groups and have each group complete the case study based on a different fictional couple of their own choosing, then present their results to the larger group.

Use In Conjunction With: LIFE MANAGEMENT SKILLS III, "Breaking Down Our Walls," (page 30)
LIFE MANAGEMENT SKILLS III, "Characteristics of Healthy Relationships," (page 31)
LIFE MANAGEMENT SKILLS IV, "Savvy Socializing," (page 31)
CROSSING THE BRIDGE, (pages 49, 50, 51)



Gender Roles: Men & Women

The term 'gender role' refers to the roles that males and females are expected to play. Often, gender roles are stereotypes. For example, typical gender roles say that men are supposed to be aggressive and not show emotions, while women are supposed to be very emotional and wear dresses and 'feminine' clothes.

In the box below, write as many male gender roles as you can think of. In other words, if someone said, "Act like a man!" what would they mean? Then, think about what happens when a male steps out of the 'Man Box' and doesn't behave that way. Write the names he gets called and the actions that are taken against him that smack him back in the box.

The MAN Box

Words that smack males
back in the box

A large, empty rectangular box with a hand-drawn border, intended for students to write words and actions related to the 'Man Box' concept.

Actions that smack males
back in the box

Now do the same exercise for females. What does it mean when someone says, "Act like a lady," and what gets said and done to her when she steps out of the box?

The LADY Box

Words that smack
females back in the box

A large, empty rectangular box with a hand-drawn border, intended for students to write words and actions related to the 'Lady Box' concept.

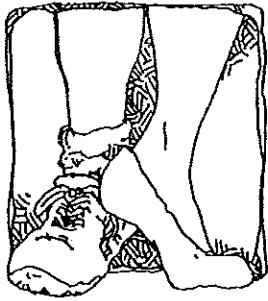
Actions that smack females
back in the box

Facilitator's Information for Gender Roles: Men & Women

- Purpose:** To understand the meaning of the term 'gender role,' to identify common gender role expectations, and to understand how people are pressured to conform to gender roles.
- Background Information:** This activity gets at the heart of why domestic violence is allowed to continue in our society and why the majority of perpetrators are males. It is a good place to introduce a discussion about homophobia, and how gay, lesbian and bisexual people are so severely mistreated by society because they are 'out of the box.'
- Materials:** One photocopy of worksheet per participant
Pens/pencils or fine-tipped colored markers
Flipchart and markers/blackboard and chalk
- Group or Individual Activity:** "THE MAN BOX AND THE LADY BOX"
1. Distribute worksheet(s) and read or have participant(s) read the introductory paragraph defining the term gender role.
 2. On a flipchart or board write 'Act like a man.' Ask participant(s) to imagine they are boys of nine or ten, and an older man – a father, brother, uncle or coach – is angry and yelling at them to 'Act like a man!' Ask participant(s) what is meant by this, and prompt for behaviors that 'Real Men' are supposed to display as they grow into adolescence and adulthood.
 3. Write responses under 'Act like a man' and instruct participant(s) to write the words in the boxes on their worksheets. Prompt participant(s) to include examples such as: Don't cry, be tough, play with action figures but not with dolls, fight back, don't show emotions, be strong, be in control, pay the bills, play sports, have a lot of sex with women.
 4. After completing the list, draw a box around the words. State that we call this the 'Man Box.' Explain that gender roles tell us that all males have to stay in this box at all times, and from the time they are very young they are conditioned to behave in the ways in this box.
 5. Ask participant(s) what happens when a male steps out of this box: for example, if a boy plays with dolls, a teenage male cries in front of his friends, or a man chooses to turn down sex with an attractive woman, what happens? What are the words he gets called? (For this exercise, it is best to give participant(s) permission to use their own language including curses or what might normally be considered inappropriate words.)
 6. Record answers on one side of the box, and instruct participant(s) to write examples on their worksheet(s) as well. Examples include: 'soft,' 'wimp,' 'mama's boy,' 'wuss,' 'faggot,' etc.
 7. Next ask participant(s) what are the things that happen to males who step out of the box. Write answers on the other side of the box and instruct participant(s) to write answers on their worksheet(s). Examples include 'beat up,' 'harassed,' 'isolated,' 'teased,' etc...
 8. Conduct the same activity with the "Act like a Lady" box. Examples of lady gender roles are: be emotional, wear dresses, cross your legs, don't be loud, don't fight, don't curse, be polite, be virginal. Examples of words women get called when they step out of the box are: 'tomboy,' 'slut,' 'dyke,' 'bitch,' etc. Examples of actions that smack women back into the box are: they get beat up, fired from their jobs, isolated, blamed for abuse and rape. (Note about abuse and rape: people get abused and raped regardless of whether they are in the box, including children, men and elderly people. However when women who step out of the box get abused and raped, they get blamed for it.)
 9. Process this activity by asking participant(s) what it feels like to get called the words and have the things done to you that happen when you step out of the box. Ask if anyone can give an example of having been 'smacked back in the box.' Challenge participant(s) to try to step out of the box in order to be who they are, rather than who the box tells them they should be, and to refrain from smacking other people back in the box.
- Alternative Activity:** "THE GENDER MACHINE"
1. This activity is for a co-ed group. If working with a same-sex group, you can adapt it by assigning half the group the role of the opposite sex.
 2. Give the following instructions: "The task of the female group is to create a 'Man Machine' and the task of the male group is to create a 'Woman Machine.' Each person in the group has to choose a single action that represents a stereotype of the opposite gender. For example, a stereotypical male action might be a man checking out his muscles in the mirror, while a stereotypical female action might be fluffing up her hair. Once everyone chooses an action, your team will line up in a row, and I will symbolically 'turn on' the machine. Every person, at the same time, will repeat their stereotypical action over and over again until I turn the machine off after thirty seconds."
 3. Allow each group five or ten minutes to decide on their actions and practice.
 4. Bring the larger group back together, and have each group perform their 'Gender Machine' for the other group.
 5. Process by asking group members how it felt for their gender to be stereotypes in that way and whether the stereotypes were accurate. Facilitate a discussion about how stereotypes function in our society to limit both the person being stereotyped and the person doing the stereotyping.

Use In Conjunction With: LIFE MANAGEMENT SKILLS I, "Female Assertive," (page 2)
LIFE MANAGEMENT SKILLS I, "Male Assertive," (page 3)
LIFE MANAGEMENT SKILLS III, "A Real Man," (page 49)
CROSSING THE BRIDGE (pages 12, 13)

R-46



Gender Roles: Where Do I Stand?

Sometimes our beliefs about males and females are based on messages we've gotten from friends, family, or the media, but haven't really thought too much about. It's important to make our own decisions about what we choose to believe regarding gender roles. Check the boxes below to indicate whether you agree, disagree or are unsure about each statement.

GENDER ROLE STATEMENT	Agree	Disagree	Unsure
Boys are <u>born</u> more violent than girls.			
Girls are <u>born</u> more emotional than boys.			
Women make better parents than men.			
A man should be solely responsible for providing financially for his family.			
A man should have the right to discipline his wife.			
The more often a guy has sex, the more of a man he is.			
The more often a woman has sex, the more of a slut she is.			
The guy should always pay for a date.			
It is okay for someone to hit their partner under some circumstances.			
Both people in a couple should have equal say in all decision-making.			
The music people listen to today contributes to relationship abuse.			
Gay and lesbian people are discriminated against because they do not conform to society's gender roles.			
A man should be embarrassed to be a nurse or secretary because those jobs are for women.			
People should go to jail for beating up their relationship partners.			
Women who dress in overly sexy clothes are asking to get raped or sexually harassed.			
Society generally treats men and women as equals.			
Men who don't act aggressively will be made fun of by other men.			
If a woman goes to a man's home alone with him, then she should expect they're going to have sex.			
A real man could never get raped.			

Facilitator's Information for Gender Roles: Where Do I Stand?

Purpose: To encourage participants to make informed decisions about their positions on gender issues by provoking discussion and debate on controversial statements about gender roles.

Background Information: The group activity below can be quite lively and often turns into a very heated debate. It is important to remind participants of ground rules in terms of respecting other people's opinions and allowing each other to talk. The most controversial statement is usually the one that says 'Women who dress in overly sexy clothes are asking to get raped or sexually harassed.' While the facilitator should generally refrain from interjecting his/her own opinion in this activity, it is important that the facilitator confront victim-blaming and send a clear message that no one ever asks or deserves to be raped or otherwise abused.

Materials: One photocopy of worksheet per participant
Pens/pencils
Additional for GROUPS: "Agree," "Disagree" and "Unsure" signs
Tape

Group Activity: "GENDER ROLE BODY VOTE"

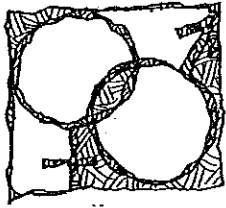
1. Make three signs with the words "Agree," "Disagree" and "Unsure." Tape the signs on three walls around the room.
2. Review the meaning of the term 'gender role' with participants.
3. Instruct participants to stand up, and if necessary push the chairs and tables/desks to the center of the room.
4. Tell group members that you are going to read a statement, and they are to silently decide if they agree with the statement, disagree with the statement or are unsure about the statement. They should then go stand under one of the signs in order to 'vote' on the statement.
5. Once all group members have moved to stand under a sign, allow a limited amount of time for participants from each side to state why they voted as they did. Facilitator should moderate the debate without interjecting his or her opinion - however the facilitator should intervene in victim-blaming if participants do not do so themselves.
6. After debating the issue, ask if anyone would like to change his or her position, and if so, why?
7. Repeat this activity for each of the gender role statements, or as many as time allows.
8. Instruct participants to take their seats. Distribute worksheets.
9. Instruct participants to complete the worksheets based on how they 'vote' for each item.
10. Ask participants if there are other gender role issues that should be included in the debate and if so, to write them in the space provided at the bottom of the page.
11. Process by asking if this activity got anyone to think about issues they had not really thought about before, whether they changed their minds about any issues, and how they think gender roles may be hurtful to men and women.

Individual Activity: "WHERE I STAND ON GENDER ROLES"

1. Introduce activity with individual by reviewing the meaning of the term 'gender role' and suggesting that it is important to really think about where we stand on certain gender roles that are common in society.
2. Give participant worksheet and read or have him/her read the introductory paragraph.
3. Read or have participant read each statement, and discuss. Since there are not other participants to engage in debate, facilitator should take more of an active role in guiding the discussion and providing alternative view points, but should ultimately allow the participant to make his or her own decision about whether s/he agrees, disagrees or is unsure about the statement.
4. Process with discussion as in #11 above.

Use In Conjunction With: LIFE MANAGEMENT SKILLS III, "Real Man," (page 49)
LIFE MANAGEMENT SKILLS IV, "Letting Go of Other's Expectations," (page 42)
LIFE MANAGEMENT SKILLS IV, "Letting Go of the Need To Control," (page 43)
CROSSING THE BRIDGE, (pages 12, 13)

R-48



The Gender Roles Around Us

One of the reasons sexism is so common in our society is that from the time we are very young, we are constantly seeing and hearing stereotypes about the gender roles of men and women. Gender role stereotypes are so much a part of the world we live in, that often we don't even notice they are there. But even when we don't notice them, the messages we get about gender roles have a strong influence on our attitudes, beliefs and behaviors. If we can become more aware of the gender role messages around us, we can make more conscious decisions about which ones to accept and which ones to reject.

Listed below are many different aspects of culture and society. Write examples of gender role stereotypes you have seen in each of these areas.

1. Heroes & Heroines ex. Male heroes are always rescuing female heroines.
2. Dance _____
3. Music _____
4. Television _____
5. Movies _____
6. News Media _____
7. Advertisements _____
8. Magazines _____
9. Traditions _____
10. Language _____
11. Values _____
12. Trends _____
13. The Workplace _____
14. School _____
15. Health Care _____
16. Religion _____
17. Economics (money) _____
18. Government _____
19. Social Services _____
20. Family _____
21. Law Enforcement _____

Facilitator's Information for The Gender Roles Around Us

Purpose: To identify examples of gender roles in different aspects of culture, institutions and interpersonal relationships.

Background Information: One of the goals of this activity is to get participants to recognize stereotypes in their day-to-day activities. This can be the starting point for an ongoing discussion about gender roles – for example, starting each session by asking participants what gender roles stereotypes they observed during the week. This activity can also be used to address racial or other kinds of stereotypes.

Materials: One photocopy of worksheet per participant
Pens/pencils
Old issues of a variety of different kinds of magazines, newspapers, and TV guides
8½" x 11" construction or other heavy paper
Plastic page protectors for 3-ring binders
Glue
Tape
Scissors

Group or Individual Activity: "GENDER ROLE COLLAGES"

1. Distribute worksheet(s) and pen(s) or pencil(s). Place other supplies in reach of all participants.
2. Read or have participant read aloud introductory paragraph. Review the terms listed. Some of the terms may require explanation, discussion and examples: i.e., "economy" may refer to the way a husband and wife handle their family finances, or the way that wealth is distributed in the national economy.
3. While discussing terms and eliciting examples of gender roles in the areas listed, instruct participant(s) to write examples in the space provided on the worksheet. (For example, heroes always rescuing heroines, doctors are men and nurses are women, men always have to pay for dates.)
4. Tell participant(s) that their task is to make a collage that depicts examples of gender role stereotypes in as many of the different areas of culture, institutions and relationships listed as they can. Collages can include pictures or words. As they work on the collages and come up with new examples of gender roles, participant(s) should write the examples on the worksheets.
5. Allow 15-20 minutes for participant(s) to make collage(s).
6. If working with a group, ask for volunteers to present their finished collages to the group, explaining how each picture depicts an example of gender role stereotypes in a particular area of society.
7. If working with portfolios, (see instructions for portfolios on page ii) instruct participant(s) to put collages into the plastic page protectors so they can be placed in their portfolios along with the worksheet.
8. Process activity by reviewing each stereotype and asking participant(s) for an example of a situation where each stereotype does not apply, i.e., "Buffy, the Vampire Slayer is a strong female heroine on television," "My doctor is a female."

Alternative Group or Individual Activity: "REAL MEN & WOMEN"
Make collages that counter gender role stereotypes by depicting men and women in non-stereotypical roles.

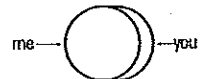
Use In Conjunction With: LIFE MANAGEMENT SKILLS II, "Black/White Thinking," (page 43)
LIFE MANAGEMENT SKILLS III, "Breaking Down Our Walls," (page 30)
LIFE MANAGEMENT SKILLS III, "Me, My Self Awareness and I," (page 39)
CROSSING THE BRIDGE, (pages 12, 13)



Balancing You, Me and Us

It's a romantic idea that when two people are in love they become one - but in reality, that way of thinking can sometimes be unhealthy. Another way to look at relationships is that two people, Me and You, overlap to create a third part of a relationship - Us. If one of those three parts dominates, the other parts get neglected.

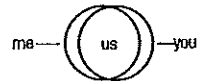
For example, if the relationship's all about ME, then I am focused on getting my needs met and expect you to make my needs your priority too - but your needs suffer.



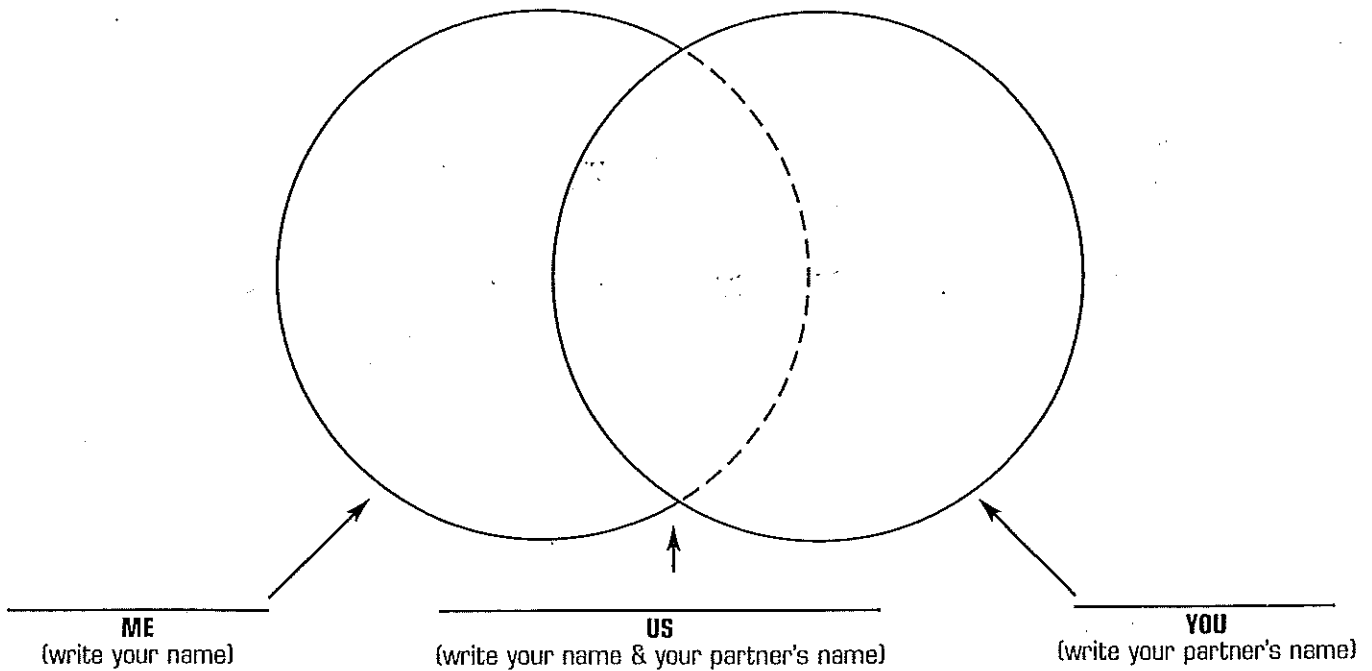
If the relationship's all about YOU, then I might spend all my energy trying to please you, but I do not take care of my own needs.



If the relationship is all about US, then we are both focused so intensely on the relationship that we each lose our individual identities.



In a healthy relationship, the ME, YOU and US are in balance most of the time. There might be days when I am having a problem so we focus on me, or you are celebrating a special accomplishment so we focus on you. But as a whole, we are able to achieve a balance between ME, YOU and US.



The overlapping circles above represent the three parts of a relationship - ME, YOU and US. Write your name and the name of your partner under the left and right circles. In the part of the circle that represents only you, write the things that are a part of you as an individual - for example, your close friends, family members, activities you enjoy by yourself, your education or career goals, talents and hobbies that are uniquely yours. Then do the same for your partner. In the center, where the two circles overlap to represent the US in your relationship, write things that you and your partner share together: special feelings, activities you enjoy together, friends that you have in common, special memories or future plans.

**Now ask yourself: Are the Me, You and Us in your relationship in balance? _____
If not, which part(s) need more attention? _____**

Facilitator's Information for Balancing You, Me and Us

Purpose: To understand the importance of maintaining balance between one's self and one's partner in a relationship. To identify and differentiate between aspects of each partner as an individual and aspects of the shared relationship.

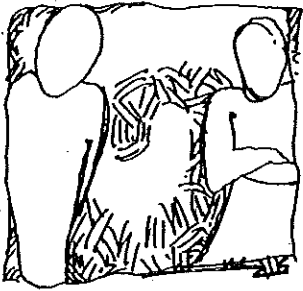
Background Information: This activity may be especially important to people in long-term abusive relationships who have been very isolated and whose needs have been subordinated to the needs of their partners. A therapeutic goal for these clients might be to begin to rebuild the "ME" circle in order to get to a place where either the relationship is more balanced or they are ready to move on from an unhealthy relationship.

Materials: One photocopy of worksheet per participant
Thin-tipped, colored markers
Additional for GROUP: Flipchart and markers/blackboard and chalk

Group or Individual Activity: "FINDING THE BALANCE"

1. Begin activity by stating that there are three parts of a relationship: the first is ME, the second IS YOU . . . ask participant(s) what they think the third part is. If working with a group, when a participant has answered US or facilitator has given the answer, write ME on the left side of flip chart or board, YOU on the right side, and US in the middle.
2. Ask participant(s) "Which one of these do you think should dominate in a healthy relationship?" Most participant(s) will probably answer US. Ask reasons why, and then ask participant(s) if they think there are negative effects when both people in the relationship focus only on the US in the relationship and not on the ME or YOU.
3. After discussion, state that in a healthy relationship, none of those three parts dominates, but each of the three parts are in balance. Draw circles around ME and YOU so that they overlap over the US, as in the illustration on the worksheet.
4. Distribute worksheet(s) and markers, and read or have participant(s) read the top part of the page, discussing as necessary.
5. Read the directions below the large circles and instruct participant(s) to fill in their names and names of their partners (or ex-partners, friends or family members.) Instruct participant(s) to fill in the circles as directed, encouraging them to use words or pictures and to decorate the circles as they wish.
6. Instruct participant(s) to complete the two questions at the bottom of the page.
7. If working with a group, ask for volunteers to share what they wrote. In an intimate group, ask for anyone who is comfortable having their answers read aloud to hand in worksheets. Without identifying whose worksheet it is, read the words in the ME circle and see if other participants can guess who it is.
8. Process with the following questions:
 - What are some of the consequences of having poorly balanced relationships?
 - In an abusive relationship, which part of the relationship dominates?
 - If anyone has discovered that their relationship is out of balance, what can you do to change the balance, (a) if the ME dominates, (b) if the YOU dominates, or (c) if the US dominates.
9. Follow up with discussion/activity on making changes or goal planning.

Use In Conjunction With: LIFE MANAGEMENT SKILLS I, "What Do I Value," (page 50)
LIFE MANAGEMENT SKILLS I, "One Step at a Time," (page 15)
LIFE MANAGEMENT SKILLS III, "Reward Yourself," (page 25)
LIFE MANAGEMENT SKILLS III, "Treat Yourself," (page 26)
LIFE MANAGEMENT SKILLS V, "Goal / Obstacle / Plan," (page 24)
CROSSING THE BRIDGE, (pages 49, 50)



The Do's and Don'ts of Starting A Relationship

Many people want to be in a romantic relationship but don't know how to get one started. If this sounds like you, it's important to first examine your reasons for wanting to be in a relationship. It's okay not to have a partner, and there are times in everyone's life when it may be healthier to be single for a while, especially after ending a painful relationship. There are also many benefits to leaving a friend a friend. But if you find yourself attracted to someone and don't know how to start up a relationship with them, here are some suggestions.

DO:

- ① Be confident. This is easier said than done, but you can train yourself to be confident by practicing your assertiveness skills, reminding yourself of all of your strengths, and working on your self-esteem with 'positive self-talk.'
- ① Notice something about the person you're interested in - something you have in common or something that you can compliment them on to strike up a conversation. But don't fake it - be sincere when you give compliments.
- ① Ask the person to do something 'non-threatening,' like going to a sports event or a park during the day, or going out with a group of mutual friends.
- ① If the person agrees to go out, meet in a public place, and avoid being isolated with a person you don't know well.
- ① Show interest in the other person. Ask about his or her likes and dislikes, family and friends, values and beliefs, goals and dreams.
- ① Be honest about who you are and what you want out of the relationship. Of course, this requires knowing yourself first!
- ① Call when you say you will.
- ① Be very careful about meeting people through the internet. If you're going to meet face-to-face, always do it in a public place and bring a friend along.
- ① Trust your instincts. If you're uncomfortable with a person or a situation, don't be afraid to do what you need to do to feel safe.
- ① Bring your own money on a date and be prepared to pay. It's often awkward knowing who should pay, but it shouldn't be assumed that it's the man's role. Often women want to pay for themselves so they can remain independent and not feel like they 'owe' anything.
- ① Be aware of the signs of healthy and unhealthy relationships (see activities in this workbook.)
- ① Accept "No" for an answer. If someone seems unsure about whether to go out with you, take the time try to get to know each other better, and if the person seems interested, try again. However, if a person clearly said that they are not interested, respect his or her decision and move on.

DON'T:

- ① Wait for someone you're interested in to come to you. It's okay for males and females to make the first move.
- ① Use teasing or obnoxious 'playing around' to get someone's attention.
- ① Play 'hard to get' or other mind games.
- ① Make snap judgements about people.
- ① Be aggressive or come on too strong. Don't try to force someone into going out with you if they are not interested.
- ① Go alone to other people's homes or invite them to your home, get in a car alone with them, or become isolated with people you don't know very well.
- ① Spend all night talking about your ex.
- ① Get drunk or high in order to 'loosen up' and be confident on a date. Chances are you'll wind up regretting it.
- ① Send mixed messages, especially about sex. Be aware of your body language and other non-verbal communication.
- ① Pressure anyone into sex, or get them high or drunk to get them to have sex. Remember, date rape includes using verbal coercion like threats or manipulation, drugs and alcohol or physical force to get a person to have sex when he or she doesn't want to.
- ① Do anything you don't want to, including anything sexual, just because you want the other person to like you or don't want to hurt his or her feelings.

Facilitator's Information for The Do's and Don'ts of Starting A Relationship

Purpose: To identify pros and cons of being single versus being in a relationship. To identify safe and healthy strategies for initiating a relationship. To understand dangerous or unhealthy behaviors in starting a relationship.

Background Information: People who have a history of unhealthy intimate relationships often follow one of two patterns: they either jump from one unhealthy relationship into another, without ever allowing themselves to be alone and develop a sense of independence, or they are so afraid of getting into another painful relationship that they avoid intimate relationships altogether. This activity can help participants process past relationships and plan for starting new relationships in a healthier way. It may also be helpful for abusive people to identify the behaviors they have practiced in the past, and process in terms of how those behaviors are abusive (emotionally, physically, sexually, etc.)

Materials: One photocopy of worksheet per participant
Pens/pencils
Flipchart and markers/blackboard and chalk

Group Activity

"HOW TO GET A DATE"

1. Ask participants if any of them has ever been single for a time but wanted to be in a relationship. Ask reasons why people want to be in relationships, and write a list of those reasons on the flipchart or board.
2. Then tell participants to identify which reasons are healthy reasons and which are not. Put a star next to the healthy reasons and put a line through the unhealthy reasons.
3. Next, prompt participants to brainstorm a list of 'pros' and 'cons' of being single and discuss.
4. Conduct one of the following two activities, or both if time allows:
 - A) Ask for two volunteers to do a role-play, as follows: one character has weighed the pros and cons of being single, and decided s/he really wants to be in a relationship. S/he doesn't know the other character, but has seen him/her at work and is interested in getting to know him/her and possibly asking him/her out on a date. Instruct volunteers to role-play the one character approaching the other. After the role-play, allow other group members to give advice to the characters or to replace the characters and do more role-plays.
 - B) Split the participants into two or more small groups of 3-4 people. Tell each group they are to pretend they are advice columnists for a magazine, and they give advice about love and romance. Allow each group to come up with the name of its advice column. They are to write a response to one of the following letters from a reader (make up or have group members make up more letters if necessary):
 - * "Dear _____: There's a man at work I am attracted to but he doesn't know I exist. I'm a bit shy and don't know how to get him to notice me. What should I do? Signed, Crushed"
 - * "Dear _____: All my friends are studs who take a different woman home every night. They are giving me a hard time because I'm not 'getting any.' I need to get a woman quick so I can get them off my back, but every time I try to approach a chick I strike out. Help! Signed, Needs Some."
 - * "Dear _____: This man I met at the coffee place I frequent asked me out. I said yes, mostly because I didn't want to hurt his feelings. He seems nice but I don't know anything about him. I haven't gone out with anyone in a long time so in a way I wouldn't mind going out with him, but what if I don't like him and then I'm stuck with him all night? What should I do? Signed, Confused."
 - * "Dear _____: I finally got up the nerve to ask out this woman I've been interested in for a while. I said I'd pick her up at her house next weekend, but I have no idea what to do with her after that. Should I just bring her to hang out at the bar with my friends, or what? Signed, Idea-less"Have each group share its response with the other groups and discuss.
5. Distribute worksheets and read or have participants read through the introductory paragraph and the Do's & Don'ts, processing as you go along. Instruct participants to check the 'Do's' and 'Don'ts' that they regularly do and add to the lists in the spaces provided. Process with discussion about which 'Do's' participants need to do more of, and which 'Don'ts' they need to do less of.

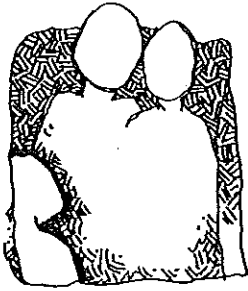
Individual Activity:

"RELATIONSHIP RULES"

1. Begin activity by facilitating a discussion about the pros and cons of being single vs. in a relationship, and why participant does or does not want to be in a relationship at this time.
2. Give participant worksheet and read or have him/her read aloud the introductory paragraph and the do's and don'ts, processing together as you go along.
3. If participant is interested in learning how to initiate a relationship, suggest a role-play as in #4 above, with the participant playing him or her self and the counselor playing the role of the person s/he is asking out. Or, read some of the letters asking for advice, and ask participant what kind of advice s/he would give, and process.

Use In Conjunction With: LIFE MANAGEMENT SKILLS II, "Your Body Can Speak," (page 15)
LIFE MANAGEMENT SKILLS IV, "Good Manners," (page 39)
LIFE MANAGEMENT SKILLS IV, "Social Skills 4 Life," (page 40)
CROSSING THE BRIDGE, (pages 49, 50, 51)

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My Relationship Role Models (Where I Got My Relationship Values)

The purpose of this activity is to look carefully at what you learned about relationships from the important people in your life.

Most relationships have positive and negative aspects, but it can be difficult to think about the negative. However this is important, because many times we learn from our role models without even being aware of what we are learning. Then, we often behave in the same way our role models did, and wonder why things aren't turning out any better for us. If you can become aware of what you have learned from your relationship role models, you can then make decisions about what lessons you want to live by, and which ones you want to live without.

**Below, please identify a relationship between two people you were around a lot when you were growing up.
(You should not be one of the people.)**

An intimate relationship I observed while growing up was/is between these two people:

_____ and _____

When I think about their relationship, the first words I think of are: _____

_____, _____, _____

This relationship gave me the impression that men are: _____

This relationship gave me the impression that women are: _____

The best thing I saw about this relationship was/is: _____

The worst thing I saw about this relationship was/is: _____

Most of the time, being around this relationship made/makes me feel: _____

These are some of the ways this relationship has affected me individually: _____

These are some of the ways this relationship has affected my own relationships: _____

Another relationship which I think has affected me was/is between:

_____ and _____

When I think about their relationship, the first words I think of are: _____

_____, _____, _____

This relationship gave me the impression that men are: _____

This relationship gave me the impression that women are: _____

The best thing I saw about this relationship was/is: _____

The worst thing I saw about this relationship was/is: _____

Most of the time, being around this relationship made/makes me feel: _____

These are some of the ways this relationship has affected me individually: _____

These are some of the ways this relationship has affected my own relationships: _____

For facilitator's information see page 76.

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My Relationship Role Models
(Where I Got My Relationship Values)

(continued)

Another relationship which I think has affected me was/is between:

_____ and _____

When I think about their relationship, the first words I think of are: _____

This relationship gave me the impression that men are: _____

This relationship gave me the impression that women are: _____

The best thing I saw about this relationship was/is: _____

The worst thing I saw about this relationship was/is: _____

Most of the time, being around this relationship made/makes me feel: _____

These are some of the ways this relationship has affected me individually: _____

These are some of the ways this relationship has affected my own relationships: _____

Another relationship which I think has affected me was/is between:

_____ and _____

When I think about their relationship, the first words I think of are: _____

This relationship gave me the impression that men are: _____

This relationship gave me the impression that women are: _____

The best thing I saw about this relationship was/is: _____

The worst thing I saw about this relationship was/is: _____

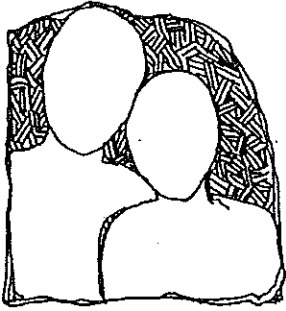
Most of the time, being around this relationship made/makes me feel: _____

These are some of the ways this relationship has affected me individually: _____

These are some of the ways this relationship has affected my own relationships: _____

Facilitator's Information for My Relationship Role Models (Where I Got My Relationship Values)

- Purpose:** To understand how the relationships of parents, caregivers and other role models have influenced the participants' relationship patterns.
- Background Information:** This activity can be clinically sensitive. It should only be undertaken with a group that is well into the intimacy stages of group development, or in individual sessions. Follow up this activity with Choosing My Relationship Values.
- Materials:** One photocopy of each worksheet per participant
Pens/pencils
Optional: List of 'feeling' words or EMOTIONS® page from SEALS+PLUS.
Optional: 'Sample' page completed in advance, with examples from a fictional relationship.
- Group or Individual Activity:** "REMEMBERING MY ROLE MODELS"
1. Introduce the activity with a discussion about the importance of understanding how we have been influenced by the relationships we saw growing up. Discuss the term 'role model,' and clarify that while we often use the term to refer only to positive role models, our role models can set both positive and negative examples.
 2. Distribute worksheet(s) and read or have a participant read the introductory paragraph. Emphasize the idea that this activity may bring up difficult emotions, especially for people who have experienced abuse in the home. Remind participant(s) that if they choose to acknowledge negative aspects of a person's relationship, this does not mean that they are putting that person down or ignoring the positive aspects of that person or that relationship. Remind them that most parents or loved ones would want the participant(s) to learn from their own experiences, both negative and positive. Clarify that this activity is about relationships that we observed, not relationships between others and ourselves.
 3. Instruct participant(s) to identify the relationship that they think had the greatest affect on them, and write the names of the people in the first box. This could simply be the relationship they were around the most, often parents or caretakers, although sometimes a relationship between people who they didn't live with could have made an extremely negative or extremely positive impression.
 4. Read or have participant(s) read each subsequent statement, and instruct them to fill in their responses in the space provided. It may be necessary to get participant(s) started by providing examples of feeling words, and/or offer a 'sample' page filled out based on fictional relationships.
 5. After completing the first box, instruct participant(s) to choose two or three other relationships that affected them and complete the boxes on this page and on the second worksheet.
- Alternative Activities:** "LOOKING FOR ROLE MODELS"
1. Find 6 movie or commercial clips that portray a variety of relationship role models. (See list of videos in resource section for ideas.)
 2. Show each 2-3 minute clip and discuss afterwards thought provoking questions such as...
 - a. If you observed this relationship in your life, how might it have affected you?
 - b. How might this relationship affect your future relationships?
 - c. What might you have learned about men? Women?
 3. Explain to the group that it's time now to look at relationships we've personally observed. Distribute handouts asking individuals to complete first box only.
 4. Share and process as time allows.
 5. Give remainder as homework for next session.
- Use In Conjunction With:** LIFE MANAGEMENT SKILLS I, "Influential People," (page 33)
LIFE MANAGEMENT SKILLS III, "Envisioning Female Role Models," (page 35)
LIFE MANAGEMENT SKILLS III, "Envisioning Male Role Models," (page 36)
CROSSING THE BRIDGE, (pages 49, 51)



Choosing My Relationship Values

While many people carry on the patterns of behavior they learned from their 'relationship role models,' you don't necessarily have to. You can decide which patterns are healthy for you, and which ones are not. You can choose to continue or change patterns of behavior by making conscious decisions about what you want your relationships to look like. You can choose your 'Relationship Values,' and live according to the values you choose.

1. These are the values I learned from my relationship role models which I believe are healthy for me and I choose to keep as my own values:

2. These are the values I learned from my relationship role models which I believe are unhealthy for me, and I choose to reject:

3. These are relationship values that I have developed on my own, and choose to add to my list of relationship values to live by:

4. These are relationship values that I have seen or experienced, which I do not believe are healthy for me, and I now choose to reject:

Facilitator's Information for Choosing My Relationship Values

Purpose: To identify learned relationship values. To make conscious decisions about which values to keep and which ones to reject.

Background Information: This activity can be very empowering because it teaches participants that they are more than just products of their environments, and they can make choices at any point in their lives about who they are, what they believe and how they behave. It is particularly intended for abusive people who grew up in abusive homes.

Materials: One photocopy of worksheet per participant
Copies of completed worksheets My Relationship Role Models
Pens/pencils
Additional for GROUPS: Flipchart and markers/blackboard and chalk

Group or Individual Activity:

"CHOOSING MY VALUES"

1. This activity should be done as a follow-up to My Relationship Role Models. If it is done in a separate session, begin by reviewing that activity.
2. Distribute worksheet(s) and read or have participant(s) read aloud the introductory paragraph.
3. If working with a group, draw two columns on board or flipchart, titled "Values to Keep" and "Values to Reject."
4. Instruct participant(s) to read over My Relationship Role Models and find all of the values they learned that they believe are healthy, and write them in the space provided in number one. If working with a group, invite participant(s) to share with the group the values they choose to keep, and write those values in the column on the flipchart or board.
5. Next instruct participant(s) to find all of the values they learned that they believe are unhealthy, and write them in the space in #2. Again, ask group participants to share their responses and record them on flipchart or board.
6. Continue with numbers three and four, allowing participant(s) to add their own values to keep or reject. To add to the discussion, suggest participant(s) think about relationships in videos, movies, television shows or even values that are promoted in music they listen to.
7. Close this activity by reminding participant(s) that as they gain more experience in life and in relationships, their list of values on both sides will grow; they should feel free to add to the list.
8. Process by asking participant(s) how this activity might help them have healthier relationships, if it would be useful to share these values with their partners and if so, at what point in the relationship would they do this? Would they ask their partners to also share their values? What would happen if they and their partners had opposing values?

Alternative Group Activity:

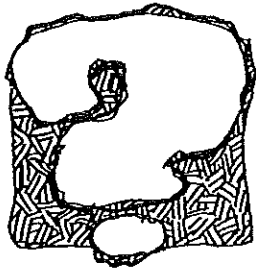
"STICKING WITH MY VALUES"

Materials: Several packages of 'sticky' notes, fine-tipped markers or pens/pencils, plastic page-protectors, waste-paper basket

1. Using values identified in My Relationship Role Models or Choosing My Relationship Values, instruct participants to write all of their learned values, negative or positive, on 'sticky' notes (one value per 'sticky' note).
2. Tell participants to continue writing values they may have learned from other sources, including peers, religion, culture, media, etc. They should write all of the values they can think of, negative or positive, on a 'sticky' note.
3. Instruct participants to stand in a circle, holding all of their 'sticky' notes with relationship values. Put waste-paper basket in the center of the circle.
4. Tell participants that one at a time, they are to hold up one of their 'sticky' notes and read the value that is written on it. They are to then decide whether it is a value they want to keep, or one they want to throw away. If it is a value they want to throw away, they should crumple the paper up and throw it into the waste-paper basket in the center of the circle. If it is a value they want to keep, they should stick it on their clothing to display their values.
5. Repeat going around the circle until all participants have made a choice about whether to keep or throw away each of their values.
6. Give each participant a plastic page protector and instruct them to place the values they have chosen to keep inside the page protector or on the back of the Choosing My Relationship Values worksheet. If working with portfolios (see instructions for portfolios on page ii) place page-protectors in portfolios.

Use In Conjunction With:

LIFE MANAGEMENT SKILLS I, "Influential People," (page 33)
LIFE MANAGEMENT SKILLS III, "Envisioning Female Role Models," (page 35)
LIFE MANAGEMENT SKILLS III, "Envisioning Male Role Models," (page 36)
CROSSING THE BRIDGE, (pages 33, 37, 38, 43, 49, 50)



QUIZ: What Would You Do...?

The purpose of this activity is to look at how you act in intimate relationships. After reading each situation, circle the letter next to the statement that best describes how you would act in that situation. Go with your first reaction, and try to be HONEST with yourself.

- 1 **You're rushing back to work after your lunch break because you're late for an important meeting. You see your partner coming out of a restaurant across the street with another man/woman who you don't know. They're both laughing. You:**
 - A. Call your partner's name, smile and wave, saying "I'm running late - I'll give you a call later!" You're glad to see s/he is making friends at his/her new job.
 - B. Smile, wave and keep going as in answer A, but you can't help but feeling a twinge of jealousy as you wonder if they were flirting. You'll ask who the other person was out of curiosity, but decide not to make an issue of it because you trust your partner.
 - C. Cross the street, walk up behind your partner and tap him/her on the shoulder. You smile at your partner and his/her friend, but you give your partner a look that says you're upset and you'll give him/her the third degree about this later.
 - D. Run across the street, grab your partner by the arm and drag him/her away while yelling accusations of cheating. You make it clear you don't ever want to see your partner around this person again, and if you do they will *both* get it!
- 2 **Your partner announces s/he is planning a night out with friends on Friday. You:**
 - A. Tell your partner to have fun. You'll miss your regular Friday night together, but you haven't had a night out with your friends in a while either.
 - B. Are a little hurt, and tell your partner you want to spend time together and thought s/he felt the same. After discussing it, you realize your partner does want to be with you but agree that both of your friendships are important too.
 - C. Tell your partner "If you really loved me, you would want to spend all your time with me like I do with you." You know if you make him/her feel guilty enough you'll get your way.
 - D. Get furious. You hate your partner's friends because they're always trying to break you two up, and you know s/he's probably planning to hook up with someone else. You tell your partner if s/he doesn't spend Friday with you, it's over.
- 3 **When it comes to financial matters in your relationship...**
 - A. You and your partner each control your own money, or, if one of you stays home to take care of the household and/or kids, you both have equal control over the household money.
 - B. One of you tends to deal with financial matters most of the time, but this is based on who is more comfortable with finances, and not based on 'gender roles.' Big financial decisions are agreed on by both partners.
 - C. The man in the relationship is in charge of the money, because this is how you both learned it is supposed to be.
 - D. You are in charge of the money, so you have the power in the relationship. You sometimes withhold (or threaten to withhold) money or things that cost money in order to get your way, or use money and gifts as rewards when your partner behaves the way you want.
- 4 **You and your partner are fooling around and just when you're sure you're about to have sex, your partner stops and says s/he doesn't want to. You:**
 - A. Stop immediately, even if you don't want to, because you respect your partner's decision.
 - B. Are annoyed - now you're in the mood and you can't just turn it off. You may try to persuade your partner again, but you stop when it becomes clear s/he doesn't want to go any further.
 - C. Try everything - make your partner feel guilty, say "I love you" even if you don't, call him/her a tease or a prude - anything that works to get your partner to agree to have sex with you.
 - D. Don't take no for an answer. You've been together long enough and done enough for your partner, so you deserve sex. If s/he won't say yes, you can do it anyway because you're stronger.
- 5 **Your partner cancels dinner plans with you, saying s/he has to work late. Later one of your friends mentions he saw your partner at the diner with someone else. You:**
 - A. Figure there must have been a change in plans and your partner will mention it later.

For facilitator's information see page 82.



QUIZ: What Would You Do...?

(continued)

- B.** Plan to ask your partner how the late night at the office was. You know there's probably an explanation, but you want to make sure s/he's being honest with you.
- C.** Question your friend about every detail, then angrily confront your partner and threaten the person s/he was with.
- D.** Blow your top - you know this means your partner is cheating on you. You take off to find them, so you can knock some sense into your partner and fight the person s/he's with.
- 6** **Your partner just told you s/he's been offered a great job, but the job will require a lot of out-of-town travel. You:**
- A.** Have been keeping your fingers crossed since your partner's interview. You are happy because this is a great opportunity, even though you know it will mean a lot of changes for your relationship.
- B.** Act happy, but can't help feeling disappointed. You had hoped your partner would turn down the job so it wouldn't interfere with your relationship.
- C.** Tell your partner s/he's making a mistake, will probably wind up getting fired, and you might not be around when s/he gets back from the first business trip. You hope this will change his/her mind.
- D.** Tell your partner s/he will take this job over your dead body.
- 7** **You want to go to the ball game, but your partner wants to go to a movie. You:**
- A.** Compromise. You might go to the game tonight and go to the movie tomorrow, or decide to go your separate ways and meet up afterwards.
- B.** Try really hard to convince your partner to go to the game.
- C.** Get into an argument, and tell your partner you either go to the game or you don't go out at all.
- D.** Go to the game without discussion - you both know you make the decisions in the relationship.
- 8** **Think about the worst argument you ever had with an intimate partner. You:**
- A.** Argued but did not 'hit below the belt' by calling each other nasty names or cursing each other out. In the end you either resolved the problem by talking, or agreed to disagree.
- B.** Got so angry that you cursed at your partner and said some hurtful things - but never intimidated or made your partner feel unsafe.
- C.** Got so angry that you punched a wall or broke something.
- D.** Got so angry that you grabbed, pushed or hit your partner.

Evaluate Your Answers

If you had all A's (and you were honest), you seem to have a very healthy attitude about intimate relationships. You believe both partners are equal, and share equal decision-making power and equal responsibility. You also respect each other's rights, beliefs and decisions, and support each other's goals. You should share your values with others as often as possible, be a role model for friends by continuing to treat others with respect, and speak up when people are disrespectful.

If you had A's and B's, you believe in equality in relationships and your attitude is relatively healthy - but sometimes, maybe without even meaning to, you might try to manipulate situations in your favor instead of respecting your partner's ability to make the best decision for him/herself. Figure out what role jealousy plays in your relationship, and try to be conscious of your feelings and actions. Be a role model and speak up with others about healthy relationships.

If you had any C's, this is where you have crossed the line from occasional feelings of jealousy or insecurity to behaving in ways that are controlling and verbally or emotionally abusive. It is important that you talk to a counselor to understand this controlling behavior better, before it turns into a major pattern.

If you had more than a couple of C's, you have probably begun a pattern of controlling your partner through manipulation, intimidation, isolation and by making him/her feel badly about him/herself. This kind of behavior is emotionally abusive, and could escalate to physical abuse. You should take a serious look at your behavior and talk with a counselor about it.

If you had any D's, you are in either a physically abusive relationship or in a very emotionally abusive relationship. Your attitudes towards relationships are unhealthy for you and your partner. The more D's you have, the more abusive you are. It is very important that you talk to a counselor so they can help you re-evaluate your attitudes and behaviors.

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Facilitator's Information for QUIZ: What Would You Do...?

Purpose: To assess one's own behavior for healthy and abusive tendencies.
To identify a range of responses to common situations in intimate relationships.

Background Information: This 'quiz' was developed with the primary purpose of allowing the participant to informally self-assess his or her own abusive tendencies. If you are working with individuals or groups who are known to be victims of abuse, you may instruct them to change the language so it assesses their partners' behaviors. Participants will often minimize abusive behavior (their own or their partner's) so the responses to these questions should not be considered true indications of relationship patterns. However, even when participants are less than honest in their responses, the activity can be valuable in that it exposes them to the idea that there are different ways that different people respond to conflict, and there are always options beside abusive behavior.

Materials: One photocopy of worksheet per participant
Pens/pencils

Group or Individual Activity: "TAKING THE QUIZ"

1. Introduce the activity by telling participant(s) that you would like them to take this 'quiz' to see how they tend to respond to certain situations in relationships.
2. Ask the participant(s) to take the quiz on their own, or read it aloud together and have them choose the answer that corresponds to how they think they would most likely respond.
3. Have participant(s) count up the number of A's, B's, C's, and D's they circled, and see how many they have of each letter. Read and discuss the description that applies to their answers. Go back and discuss individual responses, and discuss with the participant(s) how their responses are controlling or healthy.

Alternative Group Activity: "ROLE PLAYS"

1. This activity may be done by itself or as a follow-up to the above activity.
2. Split the group into smaller groups of two to four people. Assign each group a number from 1-8.
3. Give each group a copy of the 'quiz' with the question number circled that corresponds to the group number.
4. Tell each group that it has about 10 minutes to develop a role-play based on the scenario circled on the quiz. Group members can choose to play out any one of the responses described in the quiz, or make up a different response on their own. Specify that they do not have to role-play the situation how they would personally handle it, and they are not necessarily required to show a healthy or abusive relationship. The only rule is that if they are going to act out violence, there can be no actual physical contact.
5. After each group has developed its role-play, have the groups perform their role-plays one at a time. After a group has acted out its role-play, ask the audience members how healthy or unhealthy they felt the response was, and why. If it was unhealthy, ask for volunteers from the audience to replace the actors and respond to the situation in a healthier way.
6. After each group has performed its role-play and unhealthy behaviors have been 'corrected' by the audience, process by discussing how easy or difficult it is in real life to change your own patterns of behavior. Point out that this activity shows that there are always a number of different choices about how to react to difficult situations, and while violence may be one option, there are also other, healthier options.

Use In Conjunction With: LIFE MANAGEMENT SKILLS II, "Self-Disclosure," (page 12)
LIFE MANAGEMENT SKILLS IV, "Sawvy Socializing," (page 31)
LIFE MANAGEMENT SKILLS VI, "Understanding the Ripple Effect," (page 24)



The Effects of Domestic Violence on Children*

Every child who is exposed to domestic violence reacts differently, but the behaviors listed below are some of the most common signs that a child is being emotionally affected. If your child has seen, heard, or been aware of the 'aftermath' of violence between you and your partner, and has displayed any of the behaviors below, it is important that you seek counseling from a domestic violence services agency for both you and your child.

INFANTS:

- | | |
|--|--|
| <input type="checkbox"/> Sleep disturbances (sleeping so much that they have to be awakened to eat or a lack of restful sleep) | <input type="checkbox"/> An inability to be comforted |
| <input type="checkbox"/> Eating disturbances (always wanting to eat or never wanting to eat) | <input type="checkbox"/> Being easily startled (exaggerated response to loud noises or quick movements, often followed by inconsolable crying) |
| <input type="checkbox"/> Continual fussing and crying | <input type="checkbox"/> Being easily irritated |
| | <input type="checkbox"/> Listlessness (lethargic, lacking in energy) |

TODDLERS/PRE-SCHOOLERS:

- | | |
|--|---|
| <input type="checkbox"/> Frequent physical complaints (chronic stomach aches, headaches, nausea, general aches and pains, unexplained vomiting) | <input type="checkbox"/> Not knowing how or when to play |
| <input type="checkbox"/> Difficulty going to bed | <input type="checkbox"/> General sadness |
| <input type="checkbox"/> Frequent nightmares or night terrors | <input type="checkbox"/> General meanness toward other children and adults |
| <input type="checkbox"/> Inability to be comforted | <input type="checkbox"/> Cursing |
| <input type="checkbox"/> Slow motor responses/movements (for example, a physically healthy child who walks very slowly in the playground, rarely runs or engages in physical play) | <input type="checkbox"/> In pre-schoolers, an age-inappropriate inability to separate from parents (this is normal in younger toddlers) |

ELEMENTARY AGE CHILDREN - ALL OF THE SYMPTOMS IN TODDLERS, PLUS:

- | | |
|--|---|
| <input type="checkbox"/> Difficulty concentrating | <input type="checkbox"/> School phobia (not wanting to go to school, being afraid to leave home) |
| <input type="checkbox"/> Consistent inability to complete homework/tasks | <input type="checkbox"/> "Regressive" behaviors (returning to behaviors the child has outgrown such as sucking thumb, wearing diapers, bed-wetting, crawling, etc.) |
| <input type="checkbox"/> A drop in grades/consistently low grades | <input type="checkbox"/> Bullying other children |
| <input type="checkbox"/> An inability to sit still, stand in line, or follow directions in class | <input type="checkbox"/> Cruelty to animals or smaller children |
| <input type="checkbox"/> Frequent trips to the bathroom | <input type="checkbox"/> General 'acting out' behavior |
| <input type="checkbox"/> Hiding | |
| <input type="checkbox"/> Extreme 'shyness' or being fearful of adults | |
| <input type="checkbox"/> Excessive talking | |

ADOLESCENTS:

- | | |
|---|--|
| <input type="checkbox"/> Property destruction | <input type="checkbox"/> Nightmares |
| <input type="checkbox"/> Self-destructive behavior | <input type="checkbox"/> Carrying or keeping weapons |
| <input type="checkbox"/> Frequent physical complaints | <input type="checkbox"/> Depression |
| <input type="checkbox"/> Cruelty to animals, smaller children, peers of the opposite gender | <input type="checkbox"/> Sleep disorders (sleeping too much or inability to sleep) |
| <input type="checkbox"/> Truancy | <input type="checkbox"/> Eating disorders |
| <input type="checkbox"/> Aggressive/violent behavior | <input type="checkbox"/> Extreme nervousness |
| <input type="checkbox"/> Frequent fighting | <input type="checkbox"/> Obsessive/Compulsive behaviors (counting everything, re-checking everything, obsession with cleanliness, compulsive hair pulling, nail biting, washing, etc.) |
| <input type="checkbox"/> Running away | <input type="checkbox"/> Isolation |
| <input type="checkbox"/> Drug and alcohol abuse | <input type="checkbox"/> Lack of involvement (with peers, community, school or family) |
| <input type="checkbox"/> Suicidal talk, threats or attempts | |

Please note: Anxiety caused by violence affects a child's ability to function, and is sometimes attributed to attention-deficit/hyperactivity disorder, learning disorders and other mental health diagnoses (obsessive-compulsive disorder, depression, bipolar, panic attacks, etc.) It is important that if your child has been diagnosed with one of these disorders, the psychiatrist, psychologist or therapist making the diagnosis be aware of the history of family violence so they are able to treat your child appropriately.

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Facilitator's Information for The Effects of Domestic Violence on Children

Purpose: To recognize effects of exposure to domestic violence on child and adolescent behavior.

Background Information Many people mistakenly assume that if children do not directly see the violence, they are not affected by it. These children may still hear the fighting, see the aftermath of abuse, and are affected when their parent(s) are less able to tend to their needs because they are traumatized or preoccupied with fear or worry about their own abusive relationships. Many of the behaviors listed are normal for many children during particular developmental stages, and can be attributed to other things beside domestic violence. However when a child has been exposed to domestic violence it is important that the behaviors be addressed professionally within that context. A child who is treated by a mental health professional who is not aware of the domestic violence may be diagnosed with a learning disorder or mental illness, when the behavior might be better understood as a coping mechanism for dealing with the trauma of living in a violent home.

Materials: One photocopy of worksheet per participant
Pens/pencils

Group or Individual Activity: "HOW MY CHILDREN COPE"

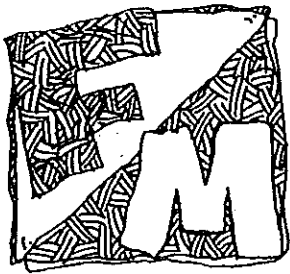
1. Explain to participants that this activity is about understanding how being exposed to domestic violence can affect children. Ask whether participants believe that children have to see violence to be affected by it, and facilitate a discussion about other forms of 'witnessing' or being exposed to violence. Include a discussion about how domestic violence affects a parents' ability to care for his or her children.
2. Distribute worksheets and pens/pencils.
3. Instruct participant(s) who have children to read the lists and check any behaviors that they have observed in their children.
4. If working with a group, invite group members to share any behaviors their children have demonstrated and discuss.
5. Process with a discussion of why domestic violence causes so much anxiety in children that they display these types of 'coping' behaviors, how specific behaviors might help a child cope with their anxiety, and what participants have done or can do to address their children's behavior and help their children heal from their trauma. Follow this activity with Helping Children Heal.

Alternate Group Activity: "LESSONS"

1. Seat participants in a circle. On flipchart or board, write: "Being exposed to violence as a child affected me in this way..."
2. Tell participants that they are to go around in a circle and each complete the sentence. Explain that while not everyone in the group may have witnessed violence in the home, participants can talk about the effects of other violence they were exposed to – for example, if they were ever assaulted on the streets, bullied on the playground, ganged up on by peers, involved in or affected by gang violence, or even affected by violence in the media.
3. After all participants have completed the sentence, instruct them to go around and complete a second sentence on the board or flipchart: "Being exposed to violence has affected by children in this way..."
4. Process as in #5 above.

Use In Conjunction With: LIFE MANAGEMENT SKILLS VI, "Are You Stuck In the Cycle of Fear?," (page 1)
LIFE MANAGEMENT SKILLS VI, "Poetry Can Help to Work Through Fear," (page 2)
LIFE MANAGEMENT SKILLS VI, "Working Through Fear," (page 3)
CROSSING THE BRIDGE, (pages 12, 13)

* Adapted from the handout "Some Red Flags in Behavior: Things That Make You Go Hmmm..." developed by Margaret Weisbrod-Morris, MA, ATR, for the Children's Aid Society's Family Wellness Program.



Myths & Facts on Domestic Violence & Teen Relationship Abuse

On the line next to each statement, check "M" if you think the statement is a myth, or "F" if you think it is fact. After taking this survey, when you are given the answers, write the FACTS about the issue on the line below each statement.

1. Domestic violence is not all that common. M _____ F: _____

2. Men and women sometimes push each other around when they get angry, but it rarely results in anyone getting seriously hurt. M _____ F: _____

3. While females can be abusive and abuse happens in same-sex couples too, it is much more common for males to abuse their female partners. M _____ F: _____

4. If a mother is abused by her children's father, the children are also likely to be abused. M _____ F: _____

5. It is not abuse if there are no physical injuries. M _____ F: _____

6. People abuse their partners because they can't control their anger. M _____ F: _____

7. Most men who abuse their partners grew up in violent homes. M _____ F: _____

8. If a person is really being abused, it's easy to just leave. M _____ F: _____

9. Most rapes are committed by strangers who attack women at night on the streets. M _____ F: _____

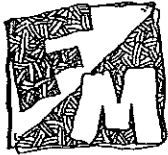
10. A pregnant woman is at an even greater risk of physical abuse. M _____ F: _____

11. Relationship abuse happens most often among blacks and Hispanics. M _____ F: _____

12. People who are abused often blame themselves for their abuse. M _____ F: _____

For facilitator's information see page 28.

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Myths & Facts on Domestic Violence & Teen Relationship Abuse

(continued)

FACT SHEET

MYTH OR FACT?

1. M. **FACT:** Between 25 and 50 percent of all women in America will be physically abused by a partner at least once in their lives.¹
2. M. **FACT:** Domestic violence is the number one cause of injury to women between the ages of 15-44 in the U.S. - more than car accidents, muggings and stranger rapes combined.² Of the women murdered each year in the U.S., 30% are killed by their current or former husband or boyfriend.³
3. F. **FACT:** About 95% of known victims of relationship violence are females abused by their male partners.⁴
4. F. **FACT:** 50% of men who frequently abuse their wives also frequently abuse their children.⁵ A child who lives in a family where there is violence between parents is 15 times more likely to be abused.⁶
5. M. **FACT:** Abuse can be physical, verbal, emotional and/or sexual. Many victims of abuse say they feel that the emotional and verbal abuse is even worse than the physical abuse.
6. M. **FACT:** People who abuse are usually not out of control. They do it to gain power and control over the other person. They often use a series of tactics besides violence, including threats, intimidation, psychological abuse and isolation to control their partners.⁷
7. F. **FACT:** Men who have witnessed violence between parents are three times more likely to abuse their own wives and children than children of non-violent parents.⁸
8. M. **FACT:** There are many very complicated reasons why it's difficult for a person to leave an abusive partner. (see worksheet Why People Stay in Abusive Relationships.) One very common reason is fear - women who leave their abusers are at a 75% greater chance of being killed by the abuser than those who stay.⁹
9. M. **FACT:** About 80% of rapes and sexual assaults are committed by a partner, friend or acquaintance of the victim.¹⁰
10. F. **FACT:** Pregnant women are especially at risk for battery and it is common for physical abuse to begin or escalate during pregnancy.¹¹ It is estimated that more than one-third of pregnant women are abused.¹²
11. M. **FACT:** Women of all races are equally likely to be abused by a partner.¹³
12. F. **FACT:** Most people who are abused blame themselves for causing the violence.¹⁴ However, the fact is that NO ONE is ever to blame for another person's violence - violence is always a choice, and the responsibility is 100% with the person who is violent.

Facilitator's Information for Myths & Facts on Domestic Violence & Teen Relationship Abuse

Purpose: To dispel some common myths and understand facts about relationship abuse.

Background Information: While these facts can be useful in pointing out the common themes in abusive relationships, it is usually not helpful to get too caught up in statistics. Often a participant will want to debate about a specific statistic as a way of taking the focus off of the real issue at hand. Rather than argue, the facilitator can point out the underlying purpose of sharing the statistic, for example: "Okay, so you don't believe the number of women abused is that high, but can we agree that it happens far too often and that any abuse is too much abuse?"

Materials: One photocopy of worksheet per participant
Pens/pencils
Additional for GROUP: Four pieces of 8 $\frac{1}{2}$ x 11 paper with "MYTH" printed largely on two pieces, and "FACT" printed largely on the other two pieces.
Prizes or incentives for winning team

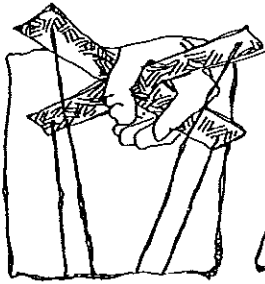
Group or Individual Activity: "DV MYTH OR FACT QUIZ"

1. Distribute first worksheet and pens or pencils to participant(s).
2. Read or have participant(s) read each statement aloud. Ask participant(s) whether they think the statement is a myth or a fact.
3. After participant(s) have responded, read aloud the answer and corresponding facts from the second worksheet.
4. Encourage participant(s) to summarize or expand upon the 'facts', in their own words, in the space provided under each statement.
5. If desired, hand out 'fact sheet' to each participant to keep for their own information.

Alternative Group Activity: "DV GAME SHOW"

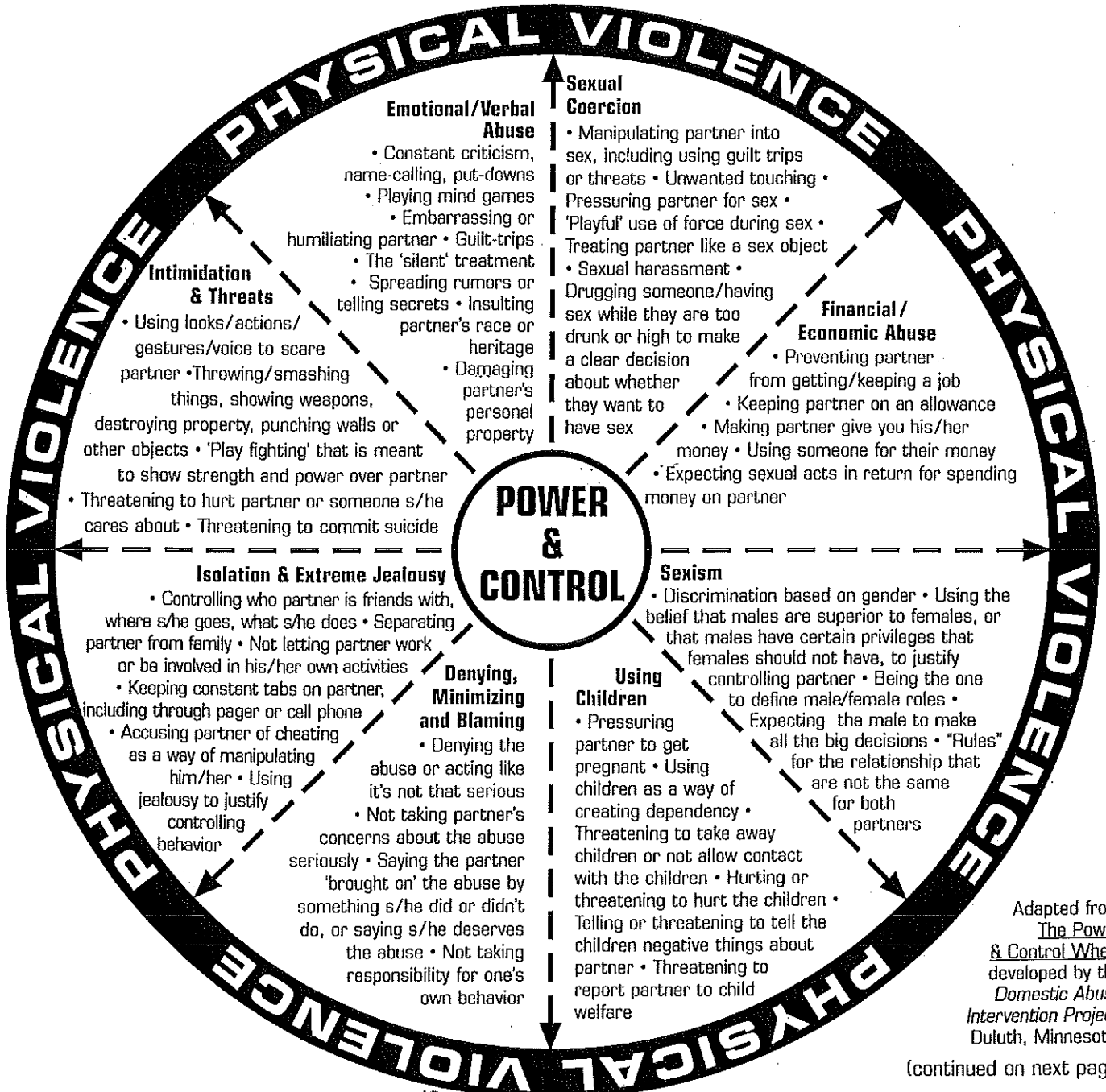
1. Introduce activity as a 'Game Show' to test participants' knowledge of myths and facts about domestic violence. Facilitator can play the role of the game show host, or have a group member volunteer to play the host.
2. Split the group into two teams.
3. Tell participants that the host will make a statement about domestic violence, and the teams will be given thirty seconds to discuss with their teammates and decide whether the statement is a myth or a fact. (Facilitator may need to review the meaning of the word 'myth.')
4. When the host calls 'time' after 30 seconds, a member of each team must hold up one of the signs – MYTH or FACT. A team that does not hold up its sign right away forfeits its chance to win points. If both teams get the right answer, they each get one point. If only one team gets the right answer, that team earns two points.
5. Optionally, facilitator may give teams the chance to win 'bonus points' if they can say why the statement is a myth or a fact. They do not have to guess the exact statistics, but demonstrate an understanding of the general concept behind the fact, at the facilitator's discretion.
6. After the game show is over award prizes and distribute worksheets and pens/pencils. Read over each statement and the corresponding facts from the "Fact Sheet," and instruct participants to fill in the facts, in their own words, under each statement.

Use In Conjunction With: LIFE MANAGEMENT SKILLS I, "Opening Doors to Achievement," (page 23)
LIFE MANAGEMENT SKILLS III, "Envisioning Female Role Models," (page 35)
LIFE MANAGEMENT SKILLS III, "Envisioning Male Role Models," (page 36)



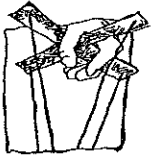
Understanding Power & Control Tactics

Consider the following definition of abuse: *“Abuse is any attempt to gain power or control over another person using physical, emotional, sexual or financial tactics.”* The ‘Wheel’ you see on this page shows that Power and Control are at the center of an abusive relationship. In other words, abuse is when there is a pattern of one person trying to gain power and control over the other. One of the most obvious or blatant ways to control another person is by using violence – such as hitting a person, holding someone down or sexually assaulting someone. However there are other ways of controlling a person that do not include physical violence and are not so easy to spot. Instead of using physical or sexual violence, many abusers may use verbal, emotional, psychological or financial tactics to control the other person. Some examples of these forms of abuse are shown in between the ‘spokes’ of the wheel. They are more subtle so often people do not recognize them as abuse. But they are abuse, and they often lead to physical violence.



For facilitator's information see page 32.

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Understanding Power & Control Tactics

(continued)

Each sentence below is an example of one of the tactics described in the "Power and Control" wheel on the previous page. Draw a line to match the example on the left to the "Power and Control" tactic on the right.

- | | |
|---|------------------------------------|
| 1. Jason has never hit Pat, but when he's angry he often scares Pat by punching walls or throwing things. | A. Isolation & Extreme Jealousy |
| 2. David makes Keira quit her job because he doesn't trust the guys she works with. Instead, he says he'll give her a weekly allowance – as long as she's "good." | B. Denying, Minimizing and Blaming |
| 3. Denise tells William that if he leaves her, she'll make sure that she gets full custody of their son and she will never let William see him. | C. Using Children |
| 4. After hitting her, Robin tells Kim to stop crying and making such a big deal out of nothing, adding "I just get so out of control when I see you flirting with other people like that. If you didn't act like that I wouldn't have to hurt you." | D. Sexism |
| 5. Rosario bad-mouths Kristin's friends all the time. Finally, he tells her he doesn't want her hanging out with them anymore because they're all a bunch of 'hoes'. | E. Financial/Economic Abuse |
| 6. Eva wants to have sex and Lynell isn't ready. Eva says if he doesn't want her, she'll have to tell everyone he's gay, and get her sexual needs met by a 'real man'. | F. Sexual Coercion |
| 7. Dillan and Dee are eating dinner with friends when Dillan says jokingly to Dee, "Are you sure you're gonna have dessert? I don't know, baby, that stuff is going right to your butt." | G. Intimidation & Threats |
| 8. While Kian listens to his girlfriend's ideas, he expects that he should always make the final decisions because he is the man. | H. Emotional/Verbal Abuse |

Facilitator's Information for Understanding Power & Control Tactics

Purpose: To identify and understand some of the many different tactics abusers use to gain power and control over their partners.

Background Information: The 'wheel of power and control' is a visual depiction of the way in which many different abusive tactics can be used to gain power and control. 'Power and Control' is written in the center of the wheel, because an abusive relationship is based on and motivated by one partner's desire to gain power and control over the other. In between the 'spokes' of the wheel are some of the many different behaviors abusers use to gain power and control. On the rim of the wheel is physical violence, because it is the most visible form of abuse and the tactics on the inside of the wheel lead to physical abuse.

Materials: One photocopy of each worksheet per participant
Pens/pencils
Additional for GROUP: Flipchart and markers/blackboard and chalk.
One additional copy of second worksheet, cut up into eight strips of paper with one situation on each paper.
Tape

Group Activity: "POWER & CONTROL MATCH UP"

1. Draw a large outline of the wheel with headings only on board or flipchart.
2. Distribute first worksheet, the 'wheel' of power & control. Review and explain the wheel visually.
3. Review each section of the wheel, reading the heading and the examples listed on the worksheet. Ask group members if they can think of examples.
4. Pass out pieces of paper with scenarios from second worksheet. If you have more than 8 group members, you can make up additional examples, or just ask for 8 group members to volunteer.
5. Ask each group member with a paper to read his or her scenario aloud, decide where on the wheel that example falls and tape the piece of paper on the large wheel. Ask the rest of the group if they agree, and if not, where they think it should go.
6. Repeat this with each scenario until there is an example taped to each section of the wheel. Provide "answer key" and review the answers.
7. Distribute photocopies of second worksheet and instruct teens to draw a line from each scenario to the tactic it represents.

Individual Activity: "NAMING THE TACTICS"

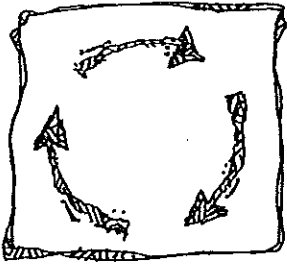
1. Give participant the copy of first worksheet and read or have participant read aloud the explanation above the power and control wheel.
2. Review and explain the wheel visually first (see background information).
3. Review each section of the wheel, first reading the examples listed and then asking the participant if s/he can think of examples.
4. After reviewing the wheel, give participant the copy of second worksheet and pen or pencil. Together read each scenario and ask teen to draw a line to which type of controlling behavior the situation is an example of. Participant may refer to the Power & Control Wheel in order to complete the worksheet.
5. After participant has finished matching the examples to the behavior, provide the "answer key" and review each answer, explaining any mistakes.

Alternative Group Activity: "POWER & CONTROL ROLE PLAYS"

1. Break the group into pairs. Assign each pair a section of the wheel
2. Instruct participants that each pair of participants has ten minutes to come up with a role-play demonstrating one of the poser and control tactics named in the section of the wheel they have been assigned. If some group members are not comfortable role-playing, they can write a short scene and read it to the group, or even write a song or poem. If participants are having a hard time coming up with ideas, facilitator may give them the corresponding scene from the 'match up' activity on the second worksheet as a starting point if they haven't already completed this activity.
3. Reconvene the larger group and have each pair present its role-play or scene.
4. Process after each pair has presented by asking the group what power and control tactic was demonstrated and how.

Answer Key: (1) G (2) E (3) C (4) B (5) A (6) F (7) H (8) D

Use In Conjunction With: LIFE MANAGEMENT SKILLS IV, "Letting Go Of Other's Expectations," (page 42)
LIFE MANAGEMENT SKILLS IV, "Letting Go of the Need to Control," (page 43)
LIFE MANAGEMENT SKILLS V, "It's Your Choice," (page 11)



The Cycle of Abuse

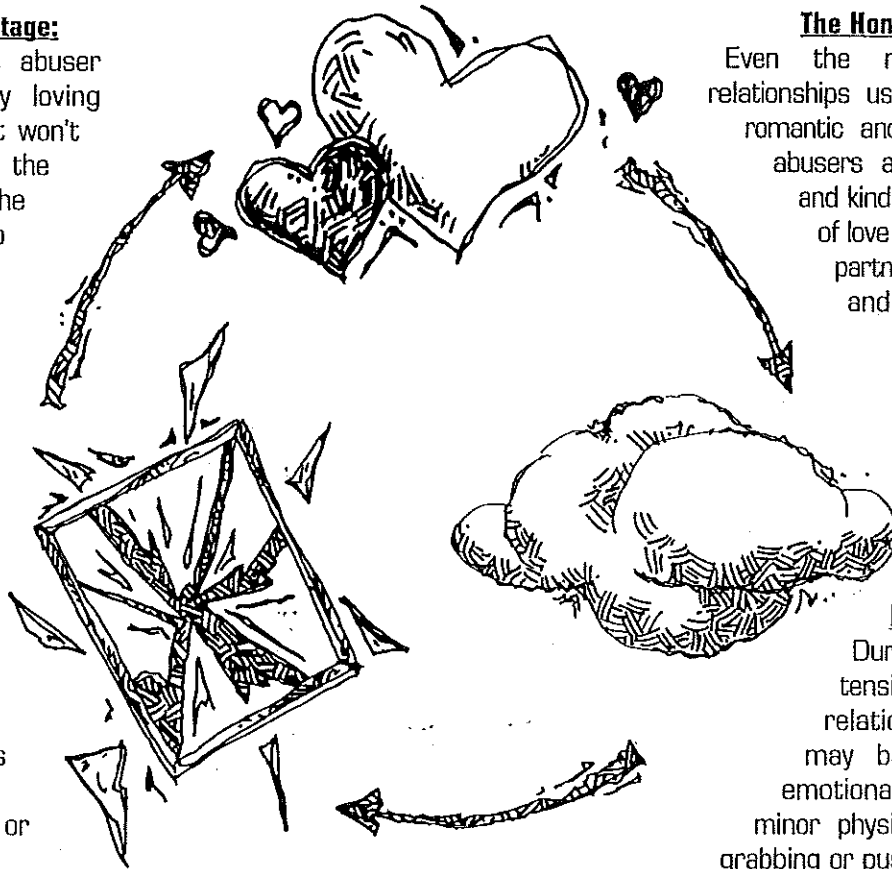
Although not all abusive relationships follow the same pattern, there is a cycle that is similar in many abusive relationships. It looks something like this.

Back to The Honeymoon Stage:

After the 'blow up' the abuser may apologize, be very loving and kind, and promise it won't happen again. Because the abuser is so convincing, the partner will often try to 'forgive and forget.' Unfortunately, the cycle usually repeats itself and the abuse gets worse.

The Honeymoon Stage:

Even the most abusive relationships usually start out romantic and loving. Many abusers act very sweet and kind, express a lot of love and make their partners feel special and cared for.



The Tension Building Stage:

During this phase, tension builds in the relationship. There may be arguments, emotional abuse or minor physical abuse like grabbing or pushing.

The Blow Up Stage:

This is when the abuse is at its worst, and it may include extreme physical or sexual violence.

Have you experienced this cycle in your relationship? If so, briefly write down the behaviors you saw during each of the phases. Or think of a relationship from a movie, book or TV, and write down examples of behaviors you saw at each stage of the relationship.

1. The Honeymoon Stage (beginning of the relationship): _____

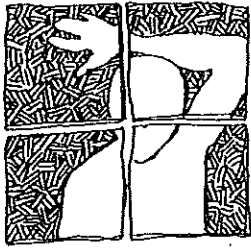
2. The Tension Building Stage: _____

3. The Blow Up Stage: _____

4. The Honeymoon Stage (after the blow up): _____

Facilitator's Information for The Cycle of Abuse

- Purpose:** To understand and identify the 'Honeymoon,' 'Tension Building' and 'Blow Up' stages which are common in abusive relationships.
- Background Information:** This 'Cycle of Abuse' is adapted from the theory developed by Dr. Lenore Walker (*see The Battered Woman, 1979*) to help explain why women stay in abusive relationships. Over time, the 'honeymoon stage' tends to get shorter and sometimes disappears completely, and the 'blow up stage' often increases in intensity.
- Materials:** One photocopy of worksheet per participant
Pens/pencils
Optional for GROUP: Flipchart and markers/blackboard and chalk
- Group or Individual Activity:** "STAGES OF THE CYCLE"
1. Introduce activity by stating that there is a pattern that is very common in abusive relationships, although it does not apply to all abusive relationships.
 2. Refer to the cycle on the page or, in a group, a larger version of the cycle drawn on a flipchart or board. Read or have participant(s) read aloud the descriptions of each stage of the cycle.
 3. Ask participant(s) if they can think of examples of this cycle from their own relationships or relationships from a movie, book or TV. If necessary, provide examples of behaviors that might be seen at the various stages such as the following:
 - * Honeymoon Stage (Beginning of the relationship): Compliments, buying presents, writing love letters, going out on romantic dates.
 - * Tension Building Stage: Accusing the person of flirting with other people, telling the person they're acting stupid, starting arguments about being late. Later in the relationship (after the cycle has escalated) this may include minor battering like pushing, grabbing or shoving.
 - * Blow Up Stage: Early in the relationship this might be a minor battering incident like pushing, grabbing or shoving, or verbal abuse and threats. As the cycle repeats the degree of violence may escalate to punching, kicking, breaking bones, shooting, stabbing, etc.
 - * Honeymoon Stage (after blow up): Apologizing, making excuses, buying presents, promising to change, making commitments to the relationship, saying s/he couldn't live without the other person.
 4. Instruct participant(s) to write the examples they have generated in the spaces provided at the bottom of the page.
- Alternative Group or Individual Activity:** "IKE AND TINA"
1. Show the movie "What's Love Got To Do With It, the Ike and Tina Turner story," or clips from the video as time allows. Include at least scenes from the beginning of the relationship and the scene where Ike beats Tina during the pool party and brings her flowers afterwards.
 2. Ask participant(s) to point out the different stages of the cycle of abuse demonstrated.
 3. Point out that the scene after the pool party is extreme, and takes place after the cycle of violence has escalated over a period of years. Ask participant(s) to name more subtle examples, either from the movie or examples they can generate on their own.
- Use In Conjunction With:** LIFE MANAGEMENT SKILLS II, "Serenity," (page 41)
LIFE MANAGEMENT SKILLS III, "Repeating Questions," (page 46)
LIFE MANAGEMENT SKILLS V, "Coping Tree," (page 8)



Why People Stay In Abusive Relationships

Many people recognize they are being mistreated or even abused, but choose to stay in the relationship for a number of reasons. When friends or family members ask them "Why do you stay...?" they may have a hard time explaining. After all, it is never easy to end a relationship, even a hurtful one. Below are some of the common reasons people stay in unhappy or abusive relationships. If you are being mistreated, it might be helpful to look over this list and circle the reasons that might have something to do with your decision to stay.

1. **Love.** You love your partner, and there are still times when your partner is very loving.
2. **Hope.** You have many memories of happy times, and hope those times will return. Your partner may promise to change, or you may think if you do things differently, the abuse will stop.
3. **Making light of the abuse.** Your partner may deny that his or her behavior is abusive, or act like it's not such a big deal, and you want to believe this. It's very painful to admit that someone you love would hurt you, so you might try to convince yourself it's not really that bad.
4. **Blaming yourself.** Your partner might blame you for his or her abusive behavior – saying you made him or her angry, or that you did something to deserve it. A part of you may believe this.
5. **Link between love and violence.** If you grew up in a home where there was violence, or if you were ever hit by a parent and told they were doing it because they love you, you might have learned to think that love and violence go together.
6. **Hopelessness.** You may feel like you'll never be able to be happy, you'll never find a partner who treats you any better, or that all relationships include abuse.
7. **Gender roles.** If you are a woman in a relationship with a man, you may have learned from family, religion or culture that men are supposed to be in charge, can't help being violent, or have the right to discipline their women. You may believe that women have to put up with this behavior and try to keep their men happy.
8. **Embarrassment and shame.** You may not want to admit what's going on to others because you're afraid of what they will think about you.
9. **Financial dependence.** You may depend on your partner for financial support.
10. **Lack of supportive relationships.** You may have become isolated from your friends and family. Or, family and friends may pressure you to stay with your partner.
11. **Fear.** Your partner may have threatened to hurt or kill you or someone you care about if you leave.
12. **Not wanting to be alone.** You may panic at the thought of being without your partner.
13. **Loyalty.** You may feel the right thing to do is to stick with your partner no matter what.
14. **Rescue complex.** You think you can change, fix, or heal your partner if you stay.
15. **Guilt.** Your partner may make you feel guilty about how much it would hurt him or her if you left. S/he may even threaten to commit suicide.
16. **Children.** If you have a child with your partner, you may believe it is best for the child to have two parents who are together.
17. **Dependency on drugs or alcohol.** Many people use drugs or alcohol as a way of coping with abuse, which then makes them less clear and strong and makes it more difficult to leave.
18. Other _____
19. Other _____

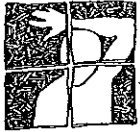
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For facilitator's information see page 56.

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Why People Stay In Abusive Relationships

(continued)

Whatever your reasons for staying in an abusive relationship, those reasons are very real and very important to you. However it is also important to look at both sides of the situation. Some of your reasons may be based on misunderstandings or myths, and some might be based on fear. If you are struggling with wanting to end the relationship but you can't get past one or more of your reasons for staying, it might help to consider the following statements that give additional perspective to each of these reasons.

1. **Love.** No one can argue with the way you feel – your love is real and you can't ignore it. But loving someone doesn't always mean they are healthy for you. Ending your relationship does not mean you will automatically stop loving your partner, but with time your feelings will be less intense as you are able to look at the whole picture. It might help to focus on nurturing your love for yourself and your family or friends.
2. **Hope.** You are not the cause of the abuse, so nothing you do or change about your behavior will end the abuse. While abusers will usually promise to change, it is rare for an abuser to change while still in a relationship without professional intervention for both partners – often, the only way to stop the abuse is to end the relationship.
3. **Making light of the abuse.** Abuse is a big deal. No one deserves to be abused, and physical abuse is a serious crime that can result in jail time for the abuser.
4. **Blaming yourself.** The fact is there is nothing you can do to make another person hurt you, and no one deserves to be hurt under any circumstances. Everyone is 100% responsible for their own behavior.
5. **Link between love and violence.** Physical abuse is not about love – it's about gaining power and control. Even if violence was normal in your upbringing, the fact is that it is NOT a normal part of a healthy, loving relationship.
6. **Hopelessness.** The idea of being happy without your current partner may seem impossible now, but remember that you are a person who deserves to be treated with respect. There are many people out there who don't abuse!
7. **Gender roles.** Sexism is a big part of domestic violence, and sexist attitudes and beliefs need to be explored. The bottom line is, a healthy relationship is a partnership based on equality, regardless of gender.
8. **Embarrassment and shame.** It is true that some people judge or blame people who are being abused because they are not educated about relationship abuse. You must remember that you are not the one doing something wrong, and you have nothing to be ashamed of! Counselors at domestic violence hotlines and agencies will not judge you, and can help you figure out which friends or family members you can talk to.
9. **Financial dependence.** There are ways to become more financially independent, including programs specifically set up for people who are financially trapped in abusive relationships. Your counselor can help you make a plan for financial independence.
10. **Lack of supportive relationships.** Your friends and family may be more willing than you think to help you if you want to end an abusive relationship – but, you may have to develop new supportive relationships. A good place to start is with a support group where you will meet other people who have been in abusive relationships.
11. **Fear.** If you have been threatened, it is very important to develop a safety plan with your counselor before leaving. See the safety plan section in this workbook, and know there are safe homes, shelters and other programs to help you get away from an abuser.
12. **Not wanting to be alone.** You are a strong person who has endured a great deal and while the idea of being alone is scary, you can live without an abusive relationship. Developing other supportive relationships will be helpful.
13. **Loyalty.** Loyalty must be earned. Someone who is supposed to love you, but abuses you, has betrayed you. No reasonable person should expect you to be loyal to someone who abuses you.
14. **Rescue complex.** No amount of loyalty or understanding will change your partner.
15. **Guilt.** Guilt-trips are a way of manipulating you. Your partner is responsible for his or her own actions; you are only responsible for yourself. You have nothing to feel guilty about if you choose to leave an abusive relationship.
16. **Children.** The fact is, witnessing abuse is extremely psychologically damaging to children. A child is better off living with one non-violent parent than with two parents in an abusive relationship. You can work out a way for your child to see the other parent in a safe setting.
17. **Dependency on drugs and alcohol.** If you use drugs or alcohol as a way of coping with abuse, it's important to get treatment for this problem so you can make healthier decisions about your relationships.
18. Other _____
19. Other _____

Facilitator's Information for Why People Stay In Abusive Relationships

Purpose: To understand common reasons why many people remain in abusive relationships.
To identify some of participants' own reasons for staying in an abusive relationship.
To hear alternative perspectives on reasons for staying in or ending an abusive relationship.

Background Information: While the first page of this activity lists common reasons for staying in abusive relationships, the second page offers *additional perspective* to those reasons – not arguments *against* them. This information is not intended to discount participants' reasons for making the choices they have made. It is intended to validate participants' feelings and choices, and to encourage them to move their thinking forward to a new level of awareness about themselves and their situations, *when they are ready to do so*.

Materials: One photocopy of each worksheet per participant
Pens/pencils
Optional: Flipchart and markers/blackboard and chalk

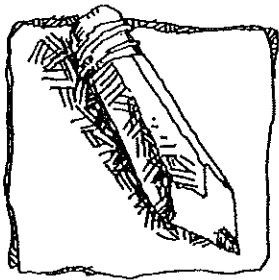
Group or Individual Activity: "WHY I CHOOSE TO STAY"

1. Hand out first worksheet and read or have participant(s) read aloud the introductory paragraph.
2. If desired, have the headings of each 'reason' written on flipchart or board for visual aid.
3. Read each item aloud, or have participant(s) take turns reading. Instruct participant(s) to circle the number of each item that has contributed to their staying in an abusive relationship.
4. Discuss and process each item on the list as you go along. Be sure to validate the feelings of participant(s) who disclose their own reasons for staying in an abusive relationship. Without minimizing these feelings, ask participant(s) if they can think of another side to these reasons.
5. After reviewing the list, ask participant(s) if there are reasons for staying in a relationship that are not listed here, and if so, have them write the reason(s) in the space provided.
6. Process this part of the activity by asking participant(s) what feelings this activity brought up, whether they were surprised at some of the things they circled or realized anything new about their reasons for staying, and whether it helps people who have not been in abusive relationships to better understand people who have. Remind participant(s) that all of the reasons discussed are real, legitimate and valid reasons for staying in a relationship.
7. Tell participant(s) that for all the reasons for staying in an abusive relationship, we are now going to look at some additional perspective.
8. Hand out second page of worksheet and read or have participant(s) read aloud the introductory paragraph.
9. Read or have participant(s) take turns reading aloud each item. Discuss and process each item as you go along, including whether participant(s) had thought of that point while discussing the reasons in the first page of this activity.
10. Process this part of the activity by asking whether this activity has given them anything new to think about or whether they think it will influence their decisions about whether to continue their relationships.

Alternative Group or Individual Activity: "UNDERSTANDING WHY PEOPLE STAY"

1. Identify a character from a video the group or individual has viewed (see video list in Resource Section) or a story they have read, or develop your own short story or skit about a person in an abusive relationship.
2. Proceed with activity as in "Why I Stay" activity above, substituting the character you have identified, and asking participants to identify factors that seem to have contributed to that character staying in the abusive relationship.

Use In Conjunction With: LIFE MANAGEMENT SKILLS I, "Be Your Own Best Friend," (page 32)
LIFE MANAGEMENT SKILLS III, "Women & Risk Taking," (page 42)
LIFE MANAGEMENT SKILLS V, "Personal Network Profile," (page 50)



Relationship Abuse Crossword Puzzle

How much have you learned about healthy and unhealthy relationships?

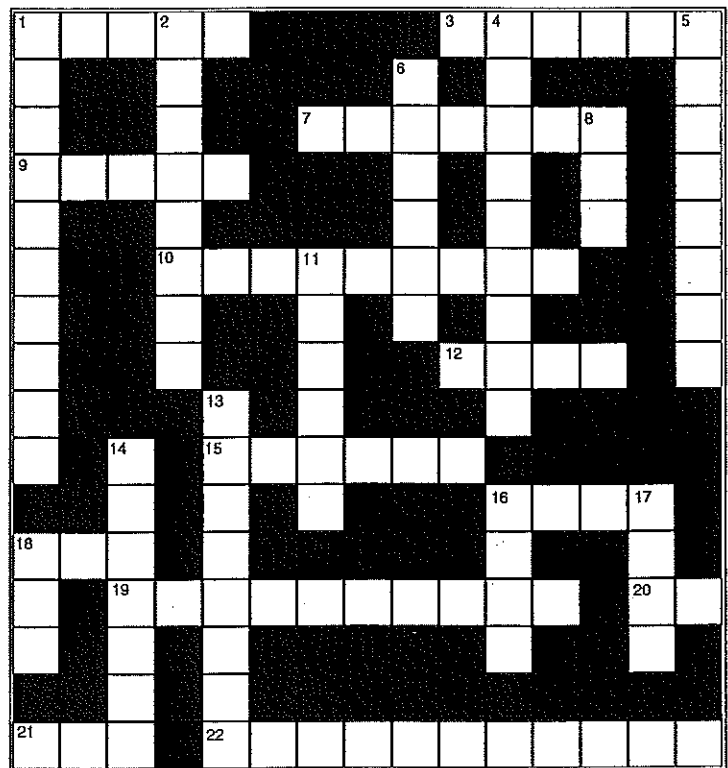
Use the clues below and your knowledge of relationship issues to fill in the words in the puzzle.

ACROSS:

1. An abusive relationship is based on one person trying to gain _____ and control over the other.
3. It's like racism, but when a person is discriminated against based on their sex instead of their race.
7. A person who is extremely _____ doesn't trust his/her partner. This is the number one warning sign of an abusive person.
9. In a healthy relationship both people feel free to _____ their minds, but don't put each other down.
10. A "Power & Control Tactic" in which a person cuts his/her partner off from friends, family and activities.
12. Date _____ is when someone you go out with forces you to have sex when you don't want to.
15. To _____ someone is to convince them to do something they don't want to do, using threats, manipulation, mind games, etc.
16. One example of psychological abuse is playing _____ games.
18. The best way to be sure someone has agreed to have sex is to hear them say the word "_____".
19. You can go to court to get an Order of _____, or Restraining Order, telling your abuser they can't come near you.
20. "No" means "____"!
21. A _____ line is a place you can call to get help and information.
22. Often abusers will tell their partners what to do, what to wear and who to spend time with as a way of _____ them.

DOWN:

1. People who act like they own their partners are very _____.
2. A healthy relationship is based on this, when both people have the same amount of value.
4. Put-downs, guilt trips, and humiliating one's partner are examples of this kind of abuse.
5. To act like abuse is "no big deal" is to _____ the abuse.



6. Anyone who is in a violent relationship should develop a written _____ plan.
8. A consequence of unsafe sex (abbreviation).
11. In a healthy relationship, both people can talk and _____ to each other.
13. Using money to control one's partner is called financial or _____ abuse.
14. In a healthy relationship, both people _____ each other's opinion even if they disagree.
16. The stage in the Cycle of Abuse when the abuser is acting loving and kind, is the honey _____ stage.
17. Often abusers will flat-out lie and _____ that the abuse ever happened.
18. There are three parts of a relationship that need to be balanced: Me, _____ and Us.

Facilitator's Information for Relationship Abuse Crossword Puzzle

Purpose: To review terms and concepts associated with healthy and unhealthy relationships.

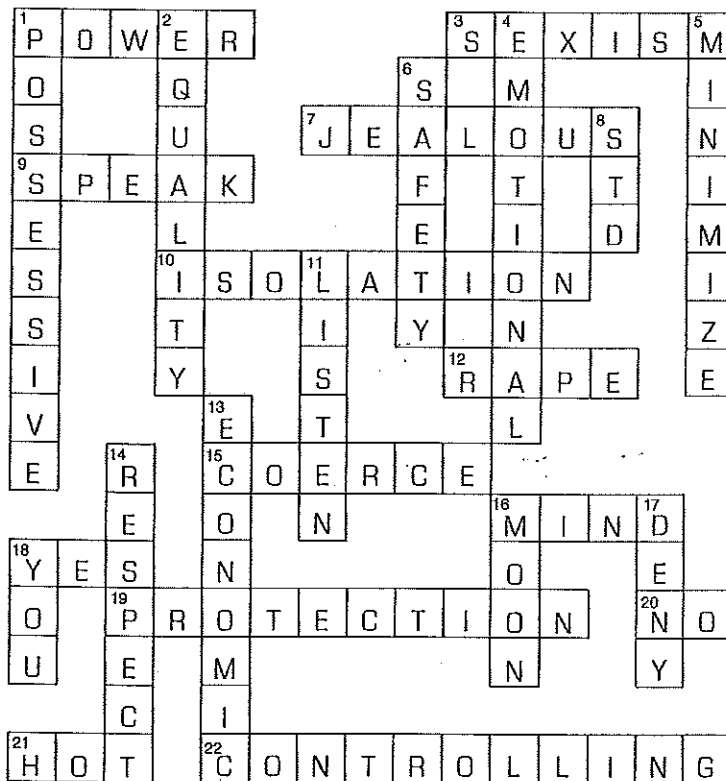
Background Information: This crossword puzzle includes terms that are used throughout *The Relationship Workbook*, although most of the concepts are introduced in the *Understanding Abuse* section. The puzzle can be used as a review of this section or of the entire workbook.

Materials: One photocopy of worksheet per participant
Pens/pencils

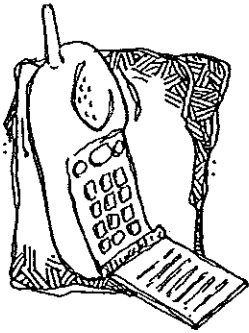
Group or Individual Activity: "PUTTING TOGETHER THE PUZZLE"

1. Introduce activity as a review of concepts and terms that have been discussed in this workbook.
2. Hand out worksheet(s) and pencils.
3. Instruct participant(s) to complete crossword puzzle to the best of their ability. Allow 15-20 minutes to do so.
4. After participant(s) have completed as much of crossword puzzle as possible on their own, go over each clue, giving answers from the answer key only when no participant has been able to figure out the answer. Discuss each concept as you go along.

Answer Key:



Use In Conjunction With: LIFE MANAGEMENT SKILLS I, "Saying "No"," (page 4)
LIFE MANAGEMENT SKILLS III, "Healthy Relationships," (page 31)
LIFE MANAGEMENT SKILLS VI, "Evaluate Your Relationship," (page 36)
CROSSING THE BRIDGE, (pages 49, 50, 51)



Safety Plan

SECTION A: If you have decided to stay in a relationship that has been violent in the past
If your partner has been violent in the past, chances are very good it will happen again - even if your partner promised it wouldn't. You may not want to think about that possibility, but for your own safety, it's best to be prepared just in case. Remember, you do not have control over your partner's violence, but you do have control over how you prepare for it and respond to it. Below are suggestions for doing so.

1. Identify the 'cues' you have seen in the past right before your partner has been violent. Keep these in mind as warning signs, and when you see these things in the future you will know it is time to take action to protect yourself:

- Use of drugs/alcohol Jealousy Verbal abuse/put-downs
 Embarrassing you in front of friends Disagreements about sex

2. Write down the ways you have tried to protect yourself in the past that HAVE worked. In the future, as soon as you sense that your partner may become violent, do as many of these things as you can to protect yourself:

3. Now write down the ways you have tried to protect yourself in the past that HAVE NOT worked. Do not rely on these things in the future:

4. When you sense there is going to be an argument, try to go to a place where other people might hear the arguing, and/or a place where there is less risk of injury. (Avoid kitchens, bathrooms, garage, anywhere near weapons or any room without an outside exit.)

Write the specific places you will try to avoid having an argument:

5. Write the numbers you can call for help when you sense that you are in danger:

(Always have these numbers and change for phone calls on you.)

Police: _____ Under what circumstances will you call? _____

Hotline: _____ Under what circumstances will you call? _____

Other: _____ Under what circumstances will you call? _____

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(continued on next page)

For facilitator's information see page 142.

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00a



Safety Plan

(continued)

Section C: If you are breaking up with an abusive partner who you live with

Breaking up with someone you live with is even more complicated.

Aside from following all of the steps in section B, take the extra precautions below before breaking up.

1. Identify where you can stay, preferably a place where your partner will not find you:
(If necessary get information about how to access a shelter from your local domestic violence hotline)

2. If you are going to stay with a family member or friend where your partner might be able to find you, make sure that everyone living in the household is a part of your safety plan.
3. Get any important personal possessions, identification, documents, money, etc., out of your home before the breakup. Going back for them could be dangerous, or your partner could try to control you by destroying or 'holding hostage' things that you need.
Write down the things you will remove from the home: _____

This is where you will keep them: _____
4. If you plan to stay where you live now and ask your partner to leave, change the locks so your partner doesn't have access to the home. (Do this before you break up or immediately after, and don't stay home alone until the locks are changed.)
Write the name and number of the locksmith you will use, and how you will pay for it:

5. If you plan to stay where you live now, do not allow your ex-partner in the home when you're alone to get his or her belongings. Have him or her do this when you're not home. If you have an order of protection, you can request police be present when your partner picks up his/her things.
Plan how you will stay safe when your partner gets his or her belongings:

SECTION D: If you have a child or children with your abuser

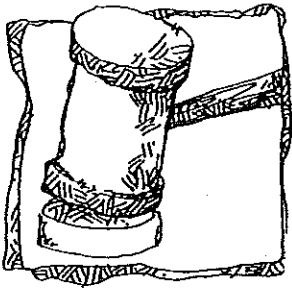
If you have a child or children with your abuser, your safety plan will also have to include making sure your children are safe physically and emotionally. In addition to the precautions above, make sure you do the following things for the safety of your children:

1. Get counseling for your child(ren) and advice on how to help them deal with the emotional effects of witnessing the violence. Write where you will go for help with this: _____
2. Call the police or child welfare services if your partner abuses your child(ren). You are responsible for protecting your child(ren), and if your partner hurts them and you fail to seek help, you could be charged with neglect and the child(ren) could be taken away.
3. If your child(ren) are old enough, teach them how to use the phone to call the police or fire department. If you have a programmable phone, program these numbers on speed dial and teach the child(ren) when and how to use them.
4. If your child(ren) are old enough, teach them the escape plan in case they feel they are in danger.
5. Let anyone who cares for your child(ren) know who else has permission to visit or pick the child(ren) up. If you have an order of protection that includes the child(ren), make sure the school, day care or sitters have copies.

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Facilitator's Information for Safety Plan

- Purpose:** To develop a plan for increased safety while in an abusive relationship, while breaking up and after ending an abusive relationship.
- Background Information:** A carefully developed safety plan is critical for anyone being abused, and should be completed as soon as a client identifies as a victim. However, having a written safety plan is not a guarantee of safety, and the plan should be reinforced, rehearsed and revised on an ongoing basis. If working with a client who is not able to complete a written safety plan, help him or her to develop one verbally and rehearse it until the client knows it well.
- Materials:** One photocopy of each worksheet per participant
Pens/pencils
- Group or Individual Activity:** "INDIVIDUAL SAFETY PLANS"
1. Introduce activity by stating that while no one is in control of his or her partner's violence, it is possible to plan for how you are going to respond to violence or the threat of violence in as safe a way as possible.
 2. Give each participant a worksheet and pen or pencil.
 3. Read or have participant read the first paragraph aloud.
 4. If working with a group where not everyone is in an abusive relationship, suggest that everyone complete the safety plan in case they someday find themselves in a dangerous relationship. It can also help to be aware of the concept of safety planning in case they someday have a friend or relative in an abusive relationship who needs help.
 5. Review each item and discuss possible responses with participant(s). Instruct participant(s) to write in their responses in the space provided.
 6. Discuss where participant(s) will keep the written safety plan (aside from putting a copy in their workbooks.) It is a good idea to have it somewhere they have access to, but it may not be safe to keep it with them or at home if there is a chance the abuser might find it. What is important is that they are clear about what they will do if they are in danger.
 7. Process this activity with the following questions/points:
 - * Does this activity make participant(s) feel better prepared to deal with the possibility of current or future violence?
 - * Who else can have a role in the safety plan?
 - * While the safety plan can be helpful, it is not a guarantee of safety. Why not? What are some of the other concerns around safety?
 8. Be sure to process individually with any participant who is in an actively abusive relationship in order to be sure their safety plan will be as effective as possible.
- Alternative Group Activity:** "VERBAL SAFETY PLANNING"
1. This activity is for participants who may not work well with written activities, but process information better verbally.
 2. introduce activity as in #1 above.
 3. Using the worksheets, adapt each question/strategy into a direct question for participant(s). If working with an individual, facilitate discussion around each issue; if working with a group, go around in a circle and ask each participant to answer each question as it applies to him or her. Encourage group members to assist and support each other in their safety planning.
- Use In Conjunction With:** LIFE MANAGEMENT SKILLS II, "I Love Me," (page 39)
LIFE MANAGEMENT SKILLS III, "Safe Place," (page 25)
LIFE MANAGEMENT SKILLS V, "HELP," (page 49)



Orders of Protection

Getting an Order of Protection (also called a Restraining Order or Protective Order) is one step you can take to try to put a stop to abuse or harassment. It is not a guarantee of safety, but it can send a serious message to your abuser that you are not willing to put up with abuse.

What is an Order of Protection?

It is a legal order from a judge that sets strong limits on the abuser's contact with you. Every state is different, but in many states an order of protection can do the following things:

- ☆ Order the abuser to stay away from you. It may say the abuser can not come within a certain distance of you, your family, your home, your job or your school. It may also say the abuser can not call you, send you mail or write you notes.
- ☆ Order the abuser not to abuse you. Some types of orders of protection do not make the abuser stay away from you, but say the abuser can not physically hurt you or verbally abuse you.
- ☆ Order the abuser to move out if you live together. You can even request that a police officer come to your home when the abuser comes to get his/her personal belongings.
- ☆ Order the abuser to join a counseling or educational program for abusers.
- ☆ Give you temporary custody of any children you have with the abuser, and order that visits with the children be supervised by a social worker if the children have also been abused.

How do I get an Order of Protection?

You have to apply for an order of protection in court - Family, Criminal or Supreme Court, depending on the situation. Usually, you can go to family court if you are/were married or have a child together. Otherwise you will have to go to criminal or supreme court. Here are some steps you should take:

- ☆ Notify the police during or immediately after an incident of abuse or harassment. This will help build your case in court. If police are involved, write the names of the responding officers here:

- ☆ Gather evidence of the abuse. Have a friend take a picture if you have any injuries, and get written statements from any witnesses.

List evidence here: _____

- ☆ Call a domestic violence or victim advocate agency to get advice. Many agencies have legal counselors who can tell you the specifics about orders of protection in your state, tell you which court to go to, accompany you to court, and provide free legal representation if necessary.

The agency you can call and its phone number: _____

- ☆ Complete the forms and file for the order of protection at the appropriate court. You will have to write down details of the abuse, with dates and places. A counselor from a domestic violence services agency or the court clerk can help you. An emergency order of protection can be put in place immediately, and you will be given a hearing date.

Write the locations of your local Family, Criminal and Supreme Courts here:

Family Court: _____

Criminal Court: _____

Supreme Court: _____

- ☆ Go to the court hearing and tell your story to the judge. Be sure to have a supportive person with you. The abuser will probably be there and may try to upset or intimidate you. Make sure you get a certified copy of your order of protection.

After getting an Order of Protection:

- ☆ Carry a copy of the order of protection with you at all times.
- ☆ If the abuser violates the order, report it to the police immediately.
- ☆ Do not make contact with the abuser.
- ☆ **Continue to follow your safety plan.** There are risks involved in getting an order of protection because it may make the abuser angry and more dangerous. Even though the abuser can be arrested if s/he violates the order, the abuser may still try to hurt you.

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Facilitator's Information for Orders of Protection

Purpose: To become familiar with the concept of Orders of Protection and develop a plan for getting one if necessary.

Background Information: Legislation and procedures regarding orders of protection may vary depending on your state and community. This worksheet provides general information, but facilitators can get more specific information from local domestic violence services agencies, crime victim's advocates, district attorney's office, court clerk or police precinct. It is important that victims seeking orders of protection not be misled into a false sense of security. The order of protection creates a legal restriction on contact by the alleged perpetrator and makes it easier for the criminal justice system to respond, however, many abusers violate orders of protection and assault victims further. In some cases, an order of protection can anger a perpetrator and trigger further abuse. These issues should be carefully processed with the abuse survivor.

Materials: One photocopy of worksheet per participant
Pens/pencils
Phone numbers of local domestic violence services and/or crime victim's advocacy agencies
Addresses of Criminal, Family and Supreme Courts
Literature on how to obtain an order of protection in your state or community, if available

Group Activity: "HOW TO GET AN ORDER OF PROTECTION"

1. Gather information on obtaining orders of protection from your area's domestic violence services agencies, crime victim's advocacy organizations, court clerk, district attorney's office, etc.
2. Distribute worksheets and pens or pencils and review each point with the group, filling in the specifics for your area as necessary. Have participants fill in the blanks in the spaces provided when applicable. Remind them that they can keep these worksheets to use in the future if they ever decide to seek an order of protection.
3. Process with the following questions:
 - * What are some of the emotions that might come along with the decision to get an order of protection against a partner or ex-partner? (Common emotions include guilt, relief, fear of partner's reaction, a sense of justice, feelings of loss, feelings of safety...)
 - * What are some of the risks involved in getting an order of protection?
 - * How do you think abusers might react when they are served with an order of protection?
 - * Under what specific circumstances would you seek an order of protection?

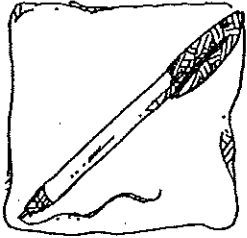
Individual Activity: "PERSONAL PLAN FOR THE ORDER OF PROTECTION"

1. Gather as much information as possible on obtaining orders of protection from your area's domestic violence services agencies, crime victim's advocacy organizations, court clerk, district attorney's office, etc.
2. Review each point on the worksheet with the participant, filling in the specifics for your area as necessary. Have participant fill in the blanks in the spaces provided when applicable. Remind him or her that s/he can keep the worksheets to use in the future if s/he ever decides to seek an order of protection.
3. Process as in #3 above.

Alternative Group Activity: "GUEST SPEAKER"

Arrange for a speaker to attend a group meeting and give a presentation on obtaining orders of protection in your area. Many domestic violence services agencies have legal assistance counselors who will do this.

Use In Conjunction With: LIFE MANAGEMENT SKILLS I, "Procrastination," (page 47)
LIFE MANAGEMENT SKILLS IV, "A Plan For Staying Alive," (page 47)
LIFE MANAGEMENT SKILLS V, "HELP:," (page 49)



Contract With Myself

I, _____, define the following behaviors as abuse.
I promise never to commit them or tolerate them in a relationship for any reason:

I define the following behaviors as 'respect' in a relationship. I will try to behave in these respectful ways in my relationships.

If I experience abuse in a relationship, or want to help someone else who I think might be in an abusive relationship, the persons or agencies I will call for help are:

_____ Phone # _____

_____ Phone # _____

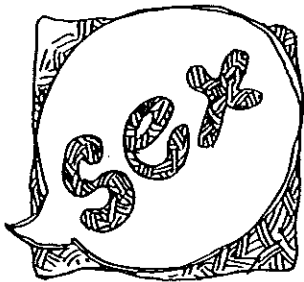
_____ Phone # _____

_____ Phone # _____

Signature _____ Date _____

Facilitator's Information for Contract With Myself

- Purpose:** To define boundaries of acceptable and unacceptable behavior in one's intimate relationships.
- Background Information:** This activity allows participants to develop their own definitions of abuse and respect, which will make it more difficult for them to negate those definitions later. Making a commitment to certain behaviors in the form of a written contract, rather than just verbally, may help some participants to keep the commitment – especially if they have the contract in a portfolio or other place where they can be reminded of it often. If activities on boundary-setting and support maps have been completed, process the connection between those activities and this one.
- Materials:** One photocopy of worksheet per participant
Pens/pencils
Phone numbers for domestic violence hotlines
Additional for GROUP: Flipchart or poster-size paper and markers
- Group or Individual Activity:** "CONTRACTING WITH MYSELF"
1. Introduce activity by telling participant(s) that you would like them to define specifically what they mean when they use the terms 'abuse' and 'respect.'
 2. If working with a co-ed group, separate the males and females. Give each group two large pieces of paper, with the words 'Abuse' written on the top of one piece of paper and the word 'Respect' on the other. Same-sex groups may or may not be divided, depending on size and group dynamics.
 3. For a single participant or a same-sex group, facilitator can act as recorder; or, ask for a volunteer from each group to write.
 4. Instruct participant(s) that they will first have five minutes to brainstorm examples of abuse. Examples should be specific behaviors, for example, 'smacking.' Remind participant(s) that brainstorming means to write down everything that anyone in the group calls out, whether others agree with it or not.
 5. If there is more than one group, to encourage maximum participation, facilitator may frame this activity as a 'contest' between the two groups to see who can write the most examples or who can come up with examples of the different types of abuse.
 6. During brainstorming, facilitator may need to prompt participant(s) to include examples of physical, emotional, verbal, psychological, sexual and financial abuse.
 7. After brainstorming 'Abuse' is completed, instruct participant(s) to brainstorm examples of 'Respect,' and prompt participant(s) to describe examples of respect around physical, emotional, verbal, psychological, sexual and financial relationships.
 8. If there is more than one group, bring the larger group back together and ask volunteers from each group to read their lists aloud and explain anything that needs to be explained. If groups were separated by gender or any other characteristic, process by asking whether both groups had similar or very different ideas of what abuse and respect are, or if they express their ideas differently but have the same general ideas.
 9. After reviewing and processing the lists, state that while not everyone will agree with everything on these lists, it is important for everyone to define for themselves what is abusive and what is respectful. That way, when we go into relationships, we are clear on what is acceptable and what is unacceptable.
 10. Distribute worksheet(s). Review the concept of a contract, stating that participant(s) are being asked to make a promise to themselves about what behaviors they will accept and which ones they will not accept in an intimate relationship.
 11. Instruct participant(s) to fill in their names, then take examples from the lists that were generated and write the behaviors they believe are abusive and respectful.
 12. Instruct participant(s) to fill in the bottom section with names of people or places they will go to for help if they ever find themselves in an abusive situation. Provide numbers of domestic violence hotlines as optional resources for this section, but also suggest they use the names of counselors, friends or family members who they trust.
 13. Instruct participant(s) to sign and date contract.
- Use In Conjunction With:** LIFE MANAGEMENT SKILLS I, "Self-Esteem Boosters & Busters," (page 37)
LIFE MANAGEMENT SKILLS III, "Breaking Down Our Walls," (page 30)
LIFE MANAGEMENT SKILLS V, "Friendship Quilt," (page 40)



Let's Talk About Sex

Sex is one of the most controversial and difficult topics to talk about, but also one of the most important. If you choose to have sex, you can minimize the risks and maximize the positive aspects of sex by communicating with your partner and making sure all of your decisions are informed, conscious and consensual. Sex shouldn't 'just happen.'

WHY IT'S IMPORTANT TO TALK ABOUT SEX

Talking about sex with a partner or potential partner can be very awkward, so some people just avoid the subject altogether. Below, write the reasons it is important for two people in an intimate relationship to communicate about sex:

EXCUSES NOT TO

Now, write some of the excuses people use to avoid communicating about sex even when they're sexually active:

WHERE & WHEN

It's usually not a good idea to make decisions about sex in the 'heat of the moment.' Write some times and places you can talk about sex when the pressure's not on and cooler heads can prevail.

STARTING A DISCUSSION

Write some suggestions for starting a discussion about sex – exactly what words could a person use to raise the subject?

THE CONTENT OF THE CONVERSATION

What is important for your partner to know about your sexuality – your sexual history, feelings, beliefs, experiences, sexual health, ideas about pregnancy and parenting, etc?

What do you think you want to know about your partner's sexuality? For each answer, also write why this information is important to you or to your relationship.

Facilitator's Information for Let's Talk About Sex

Purpose: To develop strategies for communicating with one's partners or potential partners about sex and sexuality.

Background Information: While talking about sex is difficult for many people, it may be helpful for participants to become conscious of their own reasons for avoiding the topic and develop specific 'game plans' for where, when and exactly how they will raise the subject in their relationships. When discussing what information participants want from their partners, the facilitator should keep in mind that abusive people will sometimes use information about a person's sexual history as a way of demeaning their partners or to justify extreme jealousy and controlling behavior. It is important to explore participants' reasons for wanting particular information from their partners, and the difference between healthy and unhealthy reasoning in this respect.

Materials: One photocopy of worksheet per participant
Pens/pencils
Additional for group: Flipchart and markers

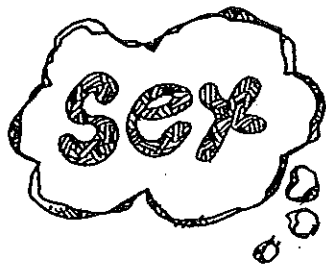
Group "SEX TALK"

- Activity:**
1. Distribute worksheets and pens/pencils. Read or have participant read aloud the introductory paragraph.
 2. On flipchart, write heading "WHY IT'S IMPORTANT." Prompt group members to brainstorm reasons that it is important to communicate about sex with a partner. Write the answers on the flipchart and process as you go along. Instruct participants to write the reasons they believe are most important in the space provided on their worksheets.
 3. Repeat the above process with the following headings: "EXCUSES," "WHERE AND WHEN," and "STARTING A DISCUSSION."
 4. Instruct participants that they are to spend five to ten minutes on their own, answering the two questions under The Content of the Conversation.
 5. Invite participants to share their responses in general terms (without exposing detailed information about their own sexual histories, etc., which they could regret later.)
 6. Facilitate a discussion about why participants feel it is important to share or not share certain information, to have certain information about their partners, whether there is such a thing as 'too much information' about one's partner, and how this information might affect a relationship negatively or positively.

Individual "COMMUNICATION GAME PLAN"

- Activity:**
1. Give participant worksheet and pen or pencil, and read or have participant read the introductory paragraph.
 2. Read each section and discuss, then encourage participant to respond to questions in the space provided.
 3. Process as in #6 above. Also facilitate a discussion about communication patterns around sexual issues in participant's past or current relationships, and how he or she would like to change those patterns in the future.

Use In LIFE MANAGEMENT SKILLS I, "Saying "No"," (page 4)
Conjunction LIFE MANAGEMENT SKILLS IV, "Your Sexuality - Myths and Realities," (page 38)
With: LIFE MANAGEMENT SKILLS VI, "Communicating with "I" Statements," (page 18)



Sexual Decisions

Decisions about sex can be difficult to make because of the confusing and often contradicting feelings, thoughts and messages that are involved. Here are some things to think about and some suggestions for how to carry out your decisions.

SEXSEQUENCES

Every action has a reaction – otherwise known as a consequence. Before deciding to take any action, it's a good idea to be aware of what the consequences of that action could be. Consequences can be positive or negative, physical or emotional, and more. The consequences of sex can be all of the above – we'll call these "Sexequences."

What are some of the possible physical consequences of sex?

POSITIVE

NEGATIVE

What are some of the possible emotions consequences of sex?

POSITIVE

NEGATIVE

What are some of the possible consequences of sex to your relationship?

POSITIVE

NEGATIVE

Is there anyone else your decisions about sex could affect besides you and your partner? Who and how?

SEX VALUES

Name some of the messages you have been given about sex, both negative and positive. These can be messages you got from your parents, family, peers, culture or elsewhere.

Now list three values you have developed around the issue of sex. These should be values that you are now choosing to hold as your own, even if it means rejecting messages about sex that you have gotten from others. In the future, try to make sure all of your decisions about sex are based on these values.

For facilitator's information see page 116.

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Sexual Decisions

(continued)

SAYING NO TO SEX

Everyone has the right to say 'no' to sex – to anyone, at anytime. It doesn't matter what one person has done for or given the other, and it doesn't matter if two people are dating or married. Sometimes people don't want to have sex but do it anyway, because they either feel they don't have the right to say no, or they don't know how to.

What are some of the reasons people might agree to have sex when they don't want to?

How could you make sure your partner isn't just "going along" with sex when they don't want to?

Below, write as many ways as you can think of to clearly communicate 'no' to sex?

Verbal ways of saying 'no'

Non-verbal ways of communicating 'no'

Note for Safety: When you want to say 'no' to sex, it's best to communicate your decision both verbally and with your body language and actions, as clearly as possible. However, not everyone is able to do this. If you think you are getting mixed signals because you see your partner communicating 'yes' in one way but 'no' in another way, you should back off and assume the answer is 'no' or ask for verbal clarification.

THINGS TO DO INSTEAD OF SEX

If you or your partner has said 'no' to sex, there are still lots of ways you can have fun, express your feelings and be close to each other. Below, brainstorm ways to do this.

Facilitator's Information for Sexual Decisions

Purpose: To identify positive and negative consequences of sex. To identify values regarding sexuality in order to encourage participants to make informed and healthy decisions about sex

Background Information: Many programs that seek to prevent sexually transmitted diseases and unplanned pregnancy focus only on the negative consequences of sex by using 'scare tactics' and ignoring the very valid reasons people engage in sexual activity. This activity acknowledges positive aspects of sexuality and explores not only the physical consequences of sex, but also the emotional consequences and consequences to relationships and to others.

Materials: One photocopy of each worksheet per participant
Pens/pencils
Flipchart and markers
Prize or incentive for winning team

Group: "BRAINSTORMING"

Activity

1. Distribute worksheets and pens/pencils. Read or have participant read aloud the introductory paragraph and the paragraph under the heading 'Sexsequences.'
2. Split participants into three groups. Instruct each group to brainstorm positive and negative consequences for one of the first three questions under the 'Sexsequences' section. Allow five minutes for participants to do so.
3. Reconvene the larger group, and have members of each small workgroup present their lists of consequences to the rest of the group. After processing, instruct group members to write in the answers in the spaces provided on their worksheets.
4. Address the last question in this section with the group, and brainstorm a list of people who may be affected by their decisions about sex.
5. As a group, brainstorm negative and positive messages that people are given about sex from their families and society in general. Write the brainstormed list on flipchart and instruct participants to write their own answers in the space provided.
6. Instruct each participant to write in the space provided at the bottom of the worksheet at least three values they have developed around the issue of sex, upon which they can base their future decision-making about sex. Invite participants to share these values with the group.
7. Distribute second worksheet. Separate participants into the same three workgroups, and assign each group to brainstorm answers for one of the three questions under 'Saying No to Sex'.
8. Again reconvene the larger group and have each workgroup present its' response to the question it was assigned. Process and allow other group members to add to the responses.
9. Again split participants into the same three smaller workgroups, and frame the next activity as a contest, providing some kind of prize or incentive for the winning group if possible. Tell each group they have exactly five minutes to brainstorm as many "Things to Do Instead of Sex" as they can. The list should include ways to express feelings, be close and gain some of the 'positive consequences' of sex that were named, without having sex. (The list may name activities that include physical closeness, like cuddling, but not sexual acts that stop short of intercourse – this is not an "everything but" list.)
10. After the groups have developed their lists, have each group present its list and count up the number of ideas each group has. When a group has an idea that is the same as another group's ideas, they cancel each other out so that neither group gets credit for that idea, but the idea should remain on the list. Give the group with the most ideas a prize.
11. Instruct participants to write the "Things to Do Instead of Sex" that they believe are the best answers in the space provided on their worksheets.

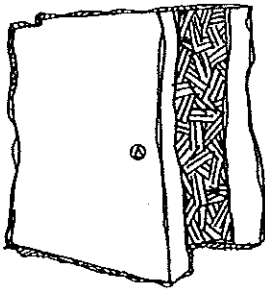
Individual Activity:

"DECISIONS IN MY PAST AND FUTURE"

1. Give participant worksheet, and read or have participant read the introductory paragraph and each section heading.
2. Discuss each question and assist participant in filling his or her responses in the spaces provided.
3. Process as you go along, exploring participant's own experiences with and feelings about these issues and how this activity may or may not influence future decisions and actions

Use In Conjunction With:

LIFE MANAGEMENT SKILLS II, "Limits," (page 17)
LIFE MANAGEMENT SKILLS III, "Set the Stage," (page 17)
LIFE MANAGEMENT SKILLS V, "What do I Want to Change," (page 26)
CROSSING THE BRIDGE, (pages 49, 51)



Should I Stay or Should I Go?

The decision to end a difficult relationship, or to stay and keep trying to make it better, is always a hard one. The purpose of this activity is to help you figure out what's the best move for you.

Below, list every reason you can think of for continuing to work at the relationship, and every reason you can think of to end the relationship.

Reasons to Stay

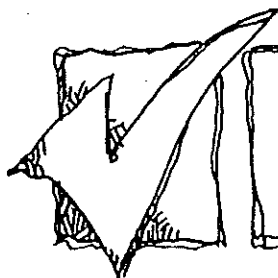
Reasons to Go

Not every reason you have listed will have equal weight in your decision – go back and put 2 stars next to the reasons that have 'double weight' (or 3 stars for triple weight) in your decision.

Here are some more things to think about if you haven't already. Consider how your relationship has affected the following areas of your life, or your partner's life. Add them to your list if they apply.

- Physical health
- Family
- Self-esteem
- Goals in life
- Finances
- Friendships
- School or work attendance/performance
- Activities you enjoy
- Children
- Spirituality

You may want to talk over your list with someone you trust, to make sure it is complete and honest.



CHECKPOINT: Are you ready to make a decision about whether to stay or go?

Yes _____ No _____

If yes, what is it? _____

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Facilitator's Information for Should I Stay or Should I Go?

Purpose: To assist participant in making a decision about whether to continue or end his or her relationship.

Background Information: Even if the facilitator knows a participant's relationship is not healthy, it will not be productive to pressure him/her to end a relationship before s/he is ready to do so. If a participant has decided to end a violent relationship, it is important that s/he is aware that breaking up is usually the most dangerous time in an abusive relationship, and having a safety plan in place before attempting to do so is critical. Follow up this activity with Goals for Improving My Relationship, Ending a Relationship and Safety Plan

Materials: One photocopy of worksheet per participant
Pens/pencils
Optional: Flipchart and markers/blackboard and chalk

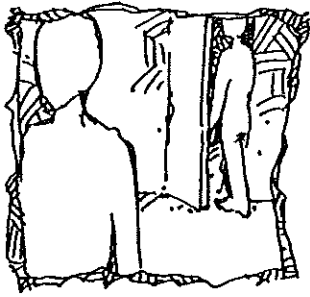
Group or Individual Activity: "WEIGHING MY DECISIONS"

1. Introduce activity by stating that some of the hardest decisions we have to make in life have to do with ending or continuing difficult relationships. This activity is aimed at helping participant(s) make that decision.
2. If working with a group: On flipchart or board, draw two columns titled "Reasons to Stay" and "Reasons to Go." Ask group to brainstorm every reason they can think of that anyone has ever chosen to stay in a relationship. They do not have to be what the participant considers 'good' reasons and they do not have to be the only reason a person stays, just factors that have influenced a person's decision. Then ask them to do the same for reasons people have decided to end a relationship.
3. Distribute a worksheet and pen or pencil to each participant.
4. Read or have participant(s) read aloud the introductory paragraph and directions for the lists.
5. Instruct participant(s) to develop lists of reasons for continuing or ending their current relationships. If a participant is not currently in a relationship, ask him/her to do the activity based on a past or fictional relationship.
6. After participant(s) have completed lists, read the next paragraph and instruct them to put stars next to items that have more weight in their decision.
7. Read or have participant(s) read the next paragraph and the list of factors to consider, and allow them to add to their lists if necessary.
8. If working with a group: Invite participants to go around and share some of their reasons with each other. If working with an individual, the facilitator should process each of the reasons with the participant.
9. Ask participant(s) if they are ready to make a decision about whether to stay or go. Instruct them to write their decisions in the space provided in the 'checkpoint' box. Tell them you will follow up with an activity about how to end a relationship or what to do if you have decided to stay.

Use In Conjunction With: LIFE MANAGEMENT SKILLS I, "Positive Problem Solving," (page 24)
LIFE MANAGEMENT SKILLS II, "Right to Change," (page 11)
LIFE MANAGEMENT SKILLS VI, "Hand," (page 7)
CROSSING THE BRIDGE, (pages 49, 50, 51)

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Breaking Up Is Hard To Do

Ending a relationship is never easy. You have probably invested a lot in your relationship, and ending it may mean many changes in your life. It might help to remember that you have grown from your experiences in this relationship – even from the most painful parts of it – and what you have learned from this relationship can help to make future relationships more successful. Also remember that you have the right to end a relationship any time you want to.

How do I end the relationship?

That depends. If your partner has ever been violent or threatened violence, even once, then it is very important that you have a safety plan in place before you break up. Work with your counselor to complete the Safety Plan in this workbook.

If you have no concerns about your physical safety:

1. First, be clear about your reasons for breaking up, and be sure that ending the relationship is what you want to do. It's normal to be ambivalent about ending a relationship, but never tell someone you want to break up with them as a way of manipulating them or getting them to do something you want them to do. Don't say you want to break up if you don't mean it.

What are your reasons for ending the relationship? _____

Are you sure that breaking up is what you want to do? _____

2. Choose a time when you have plenty of time to talk about your reasons for the breakup and for both of you to express your feelings. (However, don't be surprised or angry if your partner does not want to talk about it too much and leaves abruptly. This is his or her way of saying s/he is overwhelmed with emotions and needs some time and space.)

This is when I will tell my partner: _____

3. Choose a quiet, private place to let your partner know in person that you want to end the relationship. Don't do it on the phone, through a friend or by letter (unless you are concerned about violence).

This is where I will tell my partner: _____

4. Be clear, honest and 'firm but gentle' when telling your partner you want to end the relationship. Don't be wishy-washy, because it might lead your partner to think he or she can change your mind. Don't give false hope. But don't be cruel either – there is no reason to put your partner down or try to make him/her feel bad. Use your assertiveness skills and "I" messages.

These are the words I will use to let my partner know I want to end the relationship:

5. It's OK to agree to be friends, but it's a good idea to limit your time together so you can both move on. And don't be surprised if your partner does not want to be friends – it may be too painful to be around you. However, even if you decide you can't be friends, you can still respect your ex and the relationship you had by being polite and by not badmouthing him/her.

6. Be prepared to cope with difficult feelings about breaking up, so you don't end up going back to a relationship you really don't want to be in. Work with your counselor to complete the worksheet on Dealing with a Breakup.

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Facilitator's Information for Breaking Up Is Hard To Do

Purpose: To prepare emotionally for ending a relationship, and to develop a plan for ending the relationship in a way that is respectful and healthy for both partners.

Background Information: Ending an abusive relationship can be very dangerous; in fact, most people who are killed by a partner are killed while breaking up or after the breakup. For this reason, it is important to determine whether participant(s) will be in any danger when or after they tell their partner(s) they want to break up. Participants who have any concerns about their safety should work with facilitator/counselor to complete the Safety Plan before attempting to break up with their partners. Follow this activity with Dealing with a Breakup.

Materials: One photocopy of worksheet per participant and pens/pencils

Group or Individual Activity: "PLANNING THE BREAKUP"

1. Distribute worksheet and pens/pencils.
2. Read or have participant(s) read aloud the opening two paragraphs.
3. Remind participant(s) that ending an abusive relationship is dangerous, and anyone who is in an abusive relationship should complete the Safety Plan instead of this worksheet.
4. If working with a group in which not all participants are considering ending a relationship, suggest they complete the worksheet based on a hypothetical or fictional situation, so they will have 'practice' in case they are ever in the position of having to end a relationship.
5. Instruct participant(s) to read each item and fill in the blank spaces, allowing sufficient time for them to do so and processing with the group afterwards. Or, go over each item on the worksheet as a group and process as you go along.
6. Process with the following questions:
 - The first paragraph of the worksheet says to remember that you have the right to end a relationship any time you want. What does this mean? Why do some people feel like they don't have that right or that their partners don't have that right? When someone thinks their partner doesn't have the right to break up with them, how might they act?
 - What is the concern about safety when someone is breaking up with a partner who has been violent in the past?
 - How can you be sure (or can you be sure) that breaking up is what you really want to do?
 - Can you avoid hurting someone when you break up with them?
 - Why is it important to end a relationship in a respectful way?
 - What are some of the times and places people decided they would end a relationship?
 - What are some of the words people would use to end a relationship?

Alternative Individual Activity: "BREAKUP ROLE PLAY"

1. Ask the participant to name all of the reasons he or she has decided to end the relationship.
2. Ask the participant to consider what information it is important to give his/her partner when breaking up, and what information or shared feelings may be unnecessarily hurtful, make the breakup more difficult or make the participant's decision seem unclear.
3. Ask participant to consider where and when would be the most appropriate time to end the relationship.
4. Ask participant to imagine ways in which his/her partner might react to being told the relationship is ending.
4. Tell the participant to imagine that it is the time and place s/he has decided on, and that you (the therapist/facilitator) are the participant's partner. Ask him or her to role-play ending the relationship in order to practice the words, tone and body language s/he will use. The facilitator can react in different ways that the participant imagines his or her partner will react.

Alternative Group Activity: "PRACTICING THE BREAKUP"

1. Pair up participants and instruct them to move chairs so they are sitting facing their partners; if space allows, have pairs scatter around the room so they are able to hear each other better.
2. Tell participants that they are going to practice 'breaking up' with a partner. They can base this role-play on a fictional relationship.
3. Instruct participants to decide which person in each pair will be the 'breaker-upper.'
4. One at a time, read the questions/issues in numbers 1 - 4 in the *Alternative Individual Activity* above and tell the 'breaker-uppers' to spend a few minutes discussing each of those issues with their partners.
5. Next instruct pairs to role-play the breakup.
6. Instruct pairs to process the role-play by discussing how it felt for the person being broken up with, whether it was respectful and whether it was clear and assertive.
7. Instruct pairs to switch and have the other person prepare for and practice breaking up.

Use In Conjunction With: LIFE MANAGEMENT SKILLS II, "Limits," (page 17)
LIFE MANAGEMENT SKILLS III, "Set the Stage," (page 17)
LIFE MANAGEMENT SKILLS V, "What do I Want to Change," (page 26)
CROSSING THE BRIDGE, (pages 49, 51)

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Dealing With A Breakup

If you've decided to end a relationship, it's a good idea to be prepared for your partner's reaction as well as your own feelings.

How will my partner react when I end the relationship?

There's no way to be sure, but below are some **normal** reactions to a breakup.

Check the ways your partner might react.

- Disbelief, even if you think your partner should have seen it coming
- Crying
- Some degree of anger directed towards you, but no violence or threats
- Acting as if he or she doesn't care
- Making some effort to get you to change your mind, but without threats or coercion
- Denying that it is really over by saying that he or she believes that you'll get back together someday – but without making scary threats
- Trying to hurt you by saying mean things
- Wanting a detailed reason for the breakup, and having a hard time accepting the reason you give
- Other _____

Most of the above reactions are examples of defense mechanisms – ways of protecting oneself from hurt feelings. The best way to deal with this kind of reaction is to just let your partner use whatever defenses s/he needs to protect him or herself at this time. Your partner's anger at you will probably go away with time. In the mean time, you should have someone you trust to talk to about your feelings.

Below are reactions to a breakup that are **NOT normal or acceptable** and require you to get HELP from a trusted adult or the police. Check the ways you think your partner might react.

- Any violence or threats of violence
- Words that scare you like "I will never let you go" or "If I can't have you no one can"
- Threats of suicide, stated clearly like "I'll kill myself if you leave me" or implied like "I can't go on living without you"
- Refusing to 'let you' breakup by not letting you leave, or refusing to leave you alone
- Stalking you after the breakup: following you, calling constantly, or having you watched
- Other _____

If you checked any of the boxes above, you should have a safety plan in place before breaking up.

For facilitator's information see page 134.

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Dealing With A Breakup

(continued)

How Will I Feel After the Breakup?

Below are some **normal** feelings you may experience, along with suggestions for how to deal with them:

- Sadness and frequent crying.** This should begin to slow down after a week or two. It's OK to let yourself be sad and cry – even though you wanted the breakup, you are experiencing a real loss. One healthy way to work through your confusing feelings is to write about them in a journal. Start here by writing some of the feelings you are having while thinking about breaking up.

- Feelings of loneliness and missing your partner.** You should let yourself experience these feelings, but don't isolate yourself for too long. Now is the time to re-connect with your friends and family, and get involved with a project or hobby or other activities. Write names of people or activities that can help you cope with the loneliness.

- Guilt.** There's no way to get around someone getting hurt when a relationship ends. You and your partner will both get through it and grow from the experience. Console yourself by knowing that you did the best thing for your partner by being honest and ending the relationship at the right time; it would have hurt your partner more to string him or her along. Write this sentence in the space below, and remind yourself whenever necessary: *"I have the right to end a relationship. I am making the best decision for me."*

- Questioning yourself about whether you did the right thing.** It is normal to have some doubts, but it is not a good idea to call up your partner and tell him or her about them. This might give your partner false hope and hurt them more, or lead you both into a painful 'on again - off again' cycle. The best thing is to talk about these doubts with someone in your support system, and remind yourself of all of the reasons you made the decision to break up in the first place.

Who will you talk to when you're questioning your decision?

Remind yourself: What are the biggest reasons for your decision to end the relationship?

- Other** _____

Below are some **more serious** reactions to a breakup that you could experience. These reactions mean that you need help from a counselor or doctor. List the people or organizations you will go to for help if you experience each problem:

- Feelings of extreme depression and loneliness that do not go away after a short period _____
- Thoughts about hurting or killing yourself _____
- Loss or gain of more than a few pounds _____
- Use of drugs or alcohol as a way of dealing with the pain _____
- Other _____

Facilitator's Information for Dealing With A Breakup

Purpose: To prepare emotionally for ending a relationship.
To plan safe and healthy responses to a partner's reactions and participants' own feelings following a breakup.

Background Information: This activity will help participants anticipate and prepare for both their partner's reactions and their own feelings after a breakup. It normalizes feelings of sadness, loneliness, guilt and ambivalence, while identifying warning signs of more serious clinical depression and maladaptive behavior that indicate a need to seek professional help.

Materials: One photocopy of each worksheet per participant
Pens/pencils
Flipchart and red and green markers

Group or Individual Activity: "WHAT DO I EXPECT?"

1. Introduce activity by reviewing past activities on ending relationships. Remind participant(s) that even when the decision is clearly the right one, it is still often very difficult to deal with.
2. On a flipchart, write the sentence, "How will my partner react?" Engage participant(s) in brainstorming a list of possible ways a person might react when their partner tells them they want to end the relationship.
3. After generating the list, ask one or more participant(s) to circle the 'normal and safe' reactions on the list using a green marker, and circle the reactions that are 'unsafe, unhealthy or abusive' in red.
4. Distribute first worksheet and pen or pencil to each participant.
5. Read or have participant(s) read aloud the introductory paragraph and heading to "How will my partner react . . . ?"
6. Read each item aloud and instruct participant(s) to check boxes next to the ways they might expect their partners to react. Process as you go along. Encourage participant(s) to include any items on their brainstormed list that are not on this worksheet in the space provided.
7. Read or have participant(s) read aloud the paragraph about defense mechanisms following this section. Discuss the concept of defense mechanisms as necessary.
8. Read or have participant(s) read aloud the next paragraph about reactions that are not normal or acceptable. Read each item and instruct participant(s) to check the behaviors they might expect from their partners, again including items on their brainstormed list in the space provided.
9. Prompt participant(s) to generate another list under the heading "How will I feel after the breakup?" process as you go along. Encourage them to list both positive and negative feelings, reminding them that it is normal to have a mixture of both.
10. After the list is complete, again ask one or more participant(s) to circle the healthy responses in green and the unhealthy ones in red. Review each item on the list and ask participant(s) if they can think of strategies for dealing with each of the feelings and reactions named.
11. Distribute second worksheet for this activity. Read or have participant(s) read aloud the introductory paragraph.
12. Read or have participant(s) read aloud each item, and allow them time to write in the spaces provided as instructed.
13. Read or have participant(s) read paragraph heading the list of 'more serious' reactions that would require a person to seek help. Allow them time to fill in the people or organizations they would go to in each situation.
14. Encourage participant(s) to write in additional feelings and strategies on this worksheet or on a separate piece of paper to attach to this one.

Use In Conjunction With: LIFE MANAGEMENT SKILLS I, "Decision Making," (page 25)
LIFE MANAGEMENT SKILLS IV, "What Have I Been Up To," (page 19)
LIFE MANAGEMENT SKILLS VI, "Are You Stuck in the Cycle of Fear," (page 1)

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