

Q. Relationships

Advanced

Knows how to establish relationship values	R-55 through R-64
Understands the effects of domestic violence	R-65, R-66
Has a general understanding of domestic violence and it's causes	R-67 through R-82
Is aware of ways to protect oneself if in an abusive relationship	R-83, R-84, R-85, R-86, R-87, R-88, R-89, R-90
Understands the pros and cons to having a sexual relationship	R-91, R-92, R-93, R-94, R-95, R-96
Has an understanding of when a relationship has come to an end and can manage appropriately	R-97, R-98, R-99, R-100, R-101, R-102, R-103, R-104

The full Teen Relationship Workbook and CD can be purchased here:

<http://www.couragetochange.com/The-Teen-Relationship-Workbook-and-CD/>



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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#4



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:

Relationships R-60

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.

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For facilitator's information see page 82.



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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.

R-63

Relationships R-64

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, "Savvy 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.

R-65

**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.





**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.

Relationships R-70

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 8½ 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

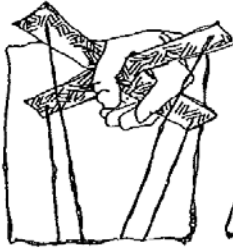
Group or Individual Activity: "DV MYTH OR FACT QUIZ"

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"

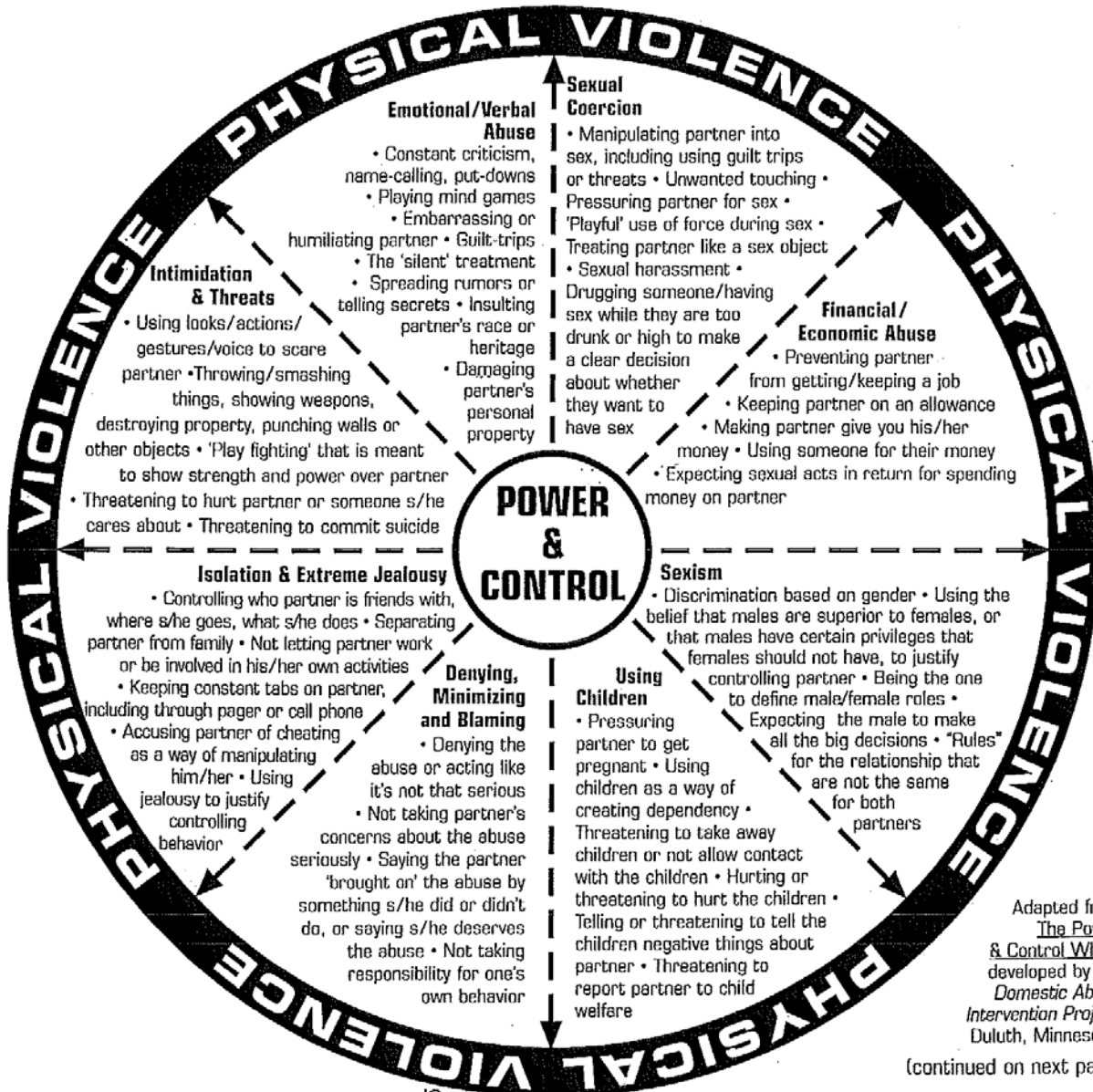
1. Introduce activity as a 'Game Show' to test participants' knowledge of myths and facts about domestic violence. Facilitator can play the role of the game show host, or have a group member volunteer to play the host.
2. Split the group into two teams.
3. Tell participants that the host will make a 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.



Relationships R-72

For facilitator's information see page 32.

R-72



**Understanding
Power & Control Tactics**

(continued)

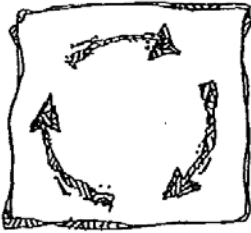
Each sentence below is an example of one of the tactics described in the "Power and Control" wheel on the previous page. Draw a line to match the example on the left to the "Power and Control" tactic on the right.

- | | |
|---|------------------------------------|
| 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 |

Relationships R-74

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 power 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)

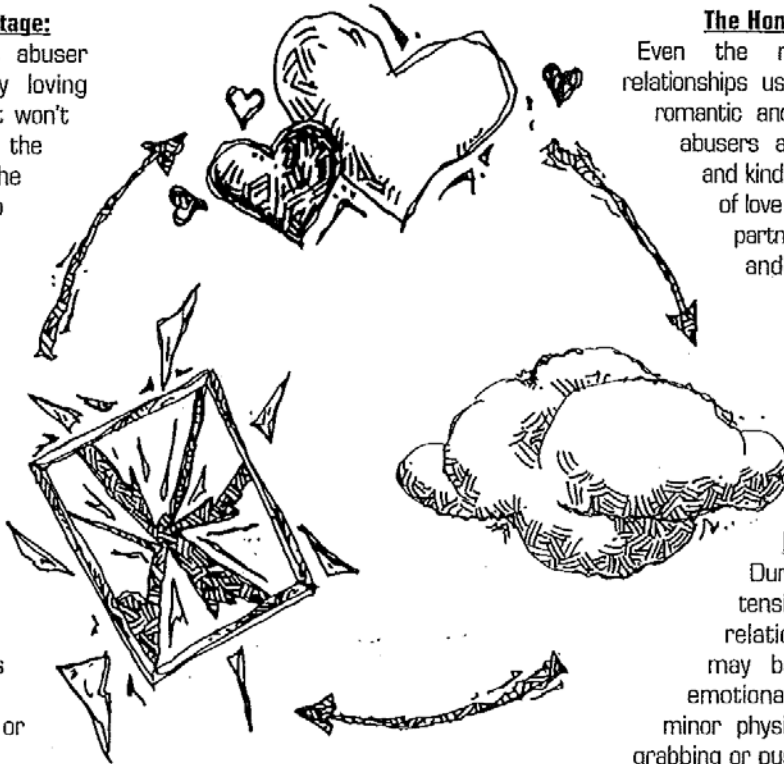


The Cycle of Abuse

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:

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): _____

Relationships R-76

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 _____

(continued on next page)

Relationships R-78

For facilitator's information see page 56.

R-78
54



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 _____

Relationships R-80

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?

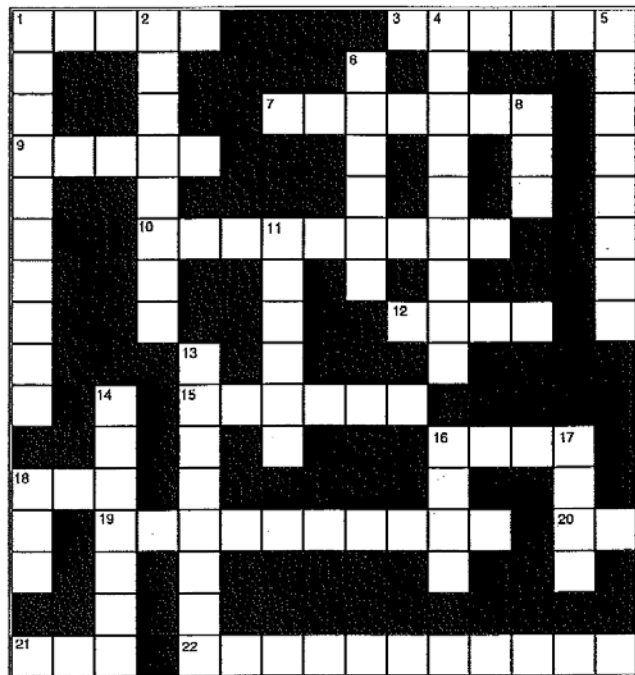
Use the clues below and your knowledge of relationship issues to fill in the words in the puzzle.

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.



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? _____

For facilitator's information see page 142.



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

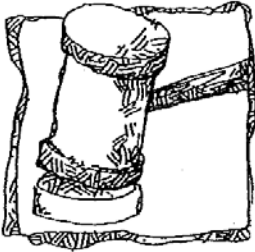
If you have a child or children with your abuser, your safety plan will also have to include making sure your children are safe physically and emotionally. In addition to the precautions above, make sure you do the following things for the safety of your children:

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.

Relationships R-86

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.

Relationships R-88

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 _____

Relationships R-90

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 "Sexsequences."

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.

Relationships R-94

For facilitator's information see page 116.

R-94
8-94





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.

Relationships R-96

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 Activity** "BRAINSTORMING"
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

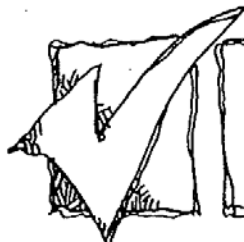
Reasons to Go

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.

- | | |
|--|--|
| <input type="checkbox"/> Physical health | <input type="checkbox"/> Friendships |
| <input type="checkbox"/> Family | <input type="checkbox"/> School or work attendance/performance |
| <input type="checkbox"/> Self-esteem | <input type="checkbox"/> Activities you enjoy |
| <input type="checkbox"/> Goals in life | <input type="checkbox"/> Children |
| <input type="checkbox"/> Finances | <input type="checkbox"/> 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? _____

R-97

Relationships R-98

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)



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.

R-99

Relationships R-100

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)



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.



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 _____

Relationships R-104

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)