

Q. Relationships

Basic

Knows how to identify supportive people and organizations from which to seek help for relationship issues	R-1, R-2
Knows how to identify what qualities to look for in a partner and ones to avoid	R-3, R-4, R-5, R-6, R-7, R-8
Knows how to identify what physical abuse is	R-9, R-10
Knows how to explain what love is	R-11, R-12, R-13, R-14, R-15, R-16

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

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

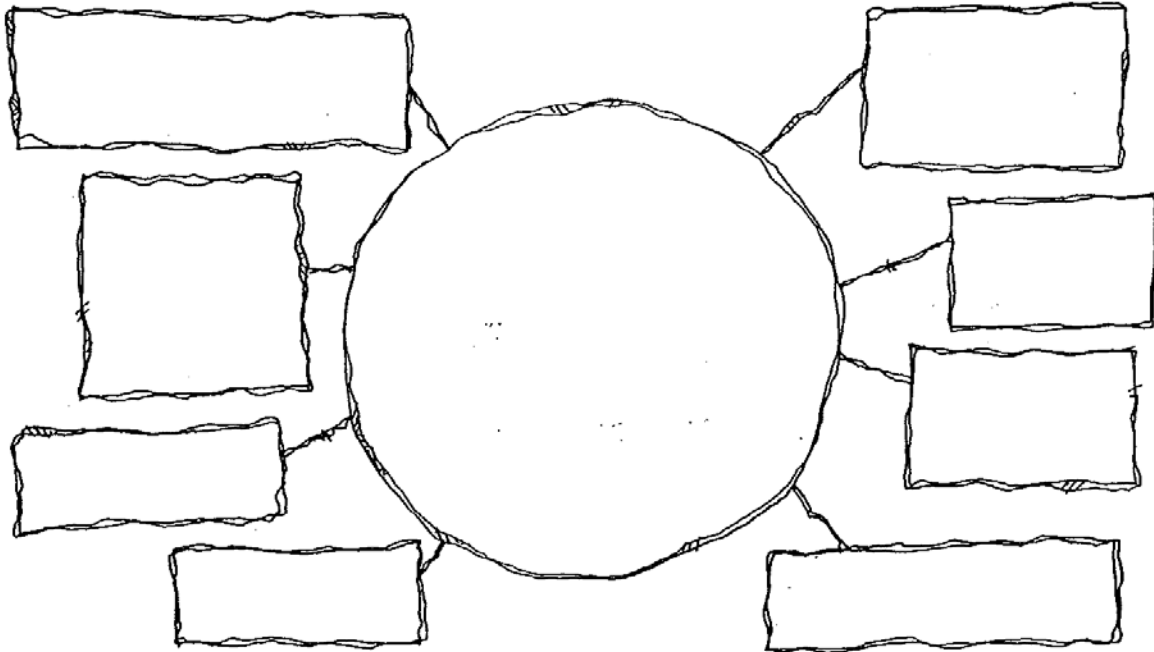
Relationships R-1



My Support Map

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

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



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

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

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

R-1

Relationships R-2

Facilitator's Information for My Support Map

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



Evaluating My Relationship

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

I am evaluating my relationship with: _____

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

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

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

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

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

Q Can you name three activities that you participate in without this person?
1. _____
2. _____ 3. _____

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

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

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

Facilitator's Information for Evaluating My Relationship

- Purpose:** To explore positive and negative qualities of intimate relationships.
- Background Information:** Often people in abusive relationships have been told repeatedly about their partners' negative qualities by well-meaning friends and family members. This activity allows participants to acknowledge *both* the positive and negative aspects of their relationships in their own words.
- Materials:** One photocopy of worksheet per participant, plus one extra copy
Pens/pencils
Hat, box or bag
- Group Activity:** "SHARING ASPECTS OF MY RELATIONSHIP"
1. Cut a photocopy of worksheet into strips of paper with one question on each, fold and put in a hat, box or bag.
 2. Seat participants in a circle, and tell them that the purpose of this activity is to begin to evaluate the different qualities of a intimate relationships. Those who are not currently in an intimate relationship should base their answers on a relationship with a former partner.
 4. Ask for a group member to volunteer to be first. Instruct that group member to pick a piece of paper out of the hat and read it, then ask each group member to answer the question to the best of his/her ability. The person who read the question goes last.
 5. Repeat by having different group members pick and read aloud a question until everyone has answered each question.
 6. Hand out worksheets and pens or pencils, and allow five or ten minutes for group members to fill in the blanks.
- Individual Activity:** "EVALUATING MY RELATIONSHIP WORKSHEET"
1. Give participant the worksheet and a pen or pencil. Together read the introductory paragraph.
 2. Together with participant, read and discuss each question, instructing him or her to fill in the answers as you go along.
 3. After completing the worksheet, process by discussing what aspects of the relationship the participant sees as positive or negative, which areas need change and how changes can be made.
- Alternative Group or Individual Activity:** "DRAWING ASPECTS OF MY RELATIONSHIP"
- Materials: Supplies for drawing, painting or creating collages from magazines (If painting or making collages, change title of activity accordingly.)
1. After having completed the worksheet, instruct participant(s) to look at the nine questions they have answered, and choose one aspect of their relationship that they would like to focus on.
 2. Lay out art supplies, and instruct participant(s) to create a drawing (or painting or collage) that expresses their feelings about that aspect of the relationship. For example:
 - * Create a drawing/painting/collage that expresses the things you most like or dislike about your partner
 - * Create artwork that expresses your feelings about your partner's relationship with family
 - * Draw/paint yourself engaged in relationships with friends, family or co-workers (If you feel your partner discourages you from outside relationships but would like to develop more of them, you can use this as a positive visualization experience)
 - * Draw/paint/collage yourself or your partner engaged in the activities you enjoy without the other
 - * Create an image of the power balance in your relationship
 - * Create a painting or collage that expresses the feelings you have during a conflict with your partner
 - * Create an image of your feelings about yourself over time -- before the relationship, at various stages of the relationship, and now
 3. When giving instructions, de-emphasize artistic ability, and encourage participant(s) to focus on using visual images as a way to express themselves and allow others to "see" what they mean.
 3. If working with a group, allow participant(s) time to display their work and explain it to the other group members.
- Use In Conjunction With:** LIFE MANAGEMENT SKILLS I, "Roles," (page 30)
LIFE MANAGEMENT SKILLS IV, "Supportive Relationships," (page 30)
LIFE MANAGEMENT SKILLS VI, "Interview With," (page 20)
CROSSING THE BRIDGE, (pages 50, 51)

R-4



How Healthy Is My Relationship?

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

I am evaluating my relationship with: _____

IS IT HEALTHY?

Check the heart if you and this person . . .

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

IS IT UNHEALTHY?

Check the heart if one of you . . .

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

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

Facilitator's Information for How Healthy Is My Relationship?

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

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

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

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

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

Alternative Group or Individual Activity: "CASE STUDY"

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

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

R-6



What to Look for in a Partner

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

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

R-7

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

- Purpose:** To identify characteristics of a partner for a healthy relationship.
- Background Information:** Often, people who have ended abusive relationships are concerned about making sure their future relationships are healthier. Reviewing this list may help participants to go into future relationships with more confidence because they know what characteristics they are looking for in a partner.
- Materials:** One photocopy of worksheet per participant
Pens/pencils
- Group or Individual Activity:** "WHAT I'M LOOKING FOR"
1. Introduce activity by reading or having a participant read aloud the opening paragraph. Engage participant(s) in discussion about why it might be important to think about the signs of a healthy partner before they get involved in a new relationship.
 3. Read or have participant(s) read aloud each item in the list, and discuss as appropriate, encouraging participant(s) to give examples of these behaviors from their own relationships or relationships they are familiar with. Facilitator may want to process each item by asking "How would you know a person is 'someone who...'; what specific behaviors would you see or not see?"
 4. Instruct participant(s) to decide which items are important to them, and check the ones that they will consider the next time they begin a relationship. Or, participants who are considering beginning a new relationship or currently in a relationship may check the items that apply to their partners or potential partners.
 5. After completing the activity, offer participant(s) blank copies of the worksheet to keep for future use, when they are considering a new relationship.
- Alternative Group or Individual Activity:** "MOVIE PARTNERS"
1. Show a video or one or more clips from the list of recommended videos in the resource section of this book that depicts an intimate relationship.
 2. After viewing the video or clips, discuss the relationships depicted and ask participant(s) whether they would want to date the characters involved.
 3. Distribute worksheet(s) and read or have participant(s) read aloud each item on the list of characteristics of a potential partner. For each item, discuss whether the characters in the video(s) showed those characteristics and check the items that were demonstrated.
- Use In Conjunction With:** LIFE MANAGEMENT SKILLS I, "*Let's Pretend - a Friend,*" (page 49)
LIFE MANAGEMENT SKILLS IV, "*Savvy Socializing,*" (page 31)
LIFE MANAGEMENT SKILLS V, "*Creative Love, Creating Love,*" (page 39)

R-8



Focus on Physical Abuse

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

I am evaluating my relationship with: _____

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

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

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



CHECKPOINT:

Am I being physically abused by my partner? __ Yes __ No

Have I been physically abused in the past? __ Yes __ No

Am I being physically abusive to my partner? __ Yes __ No

Have I been physically abusive in the past? __ Yes __ No

Facilitator's Information for Focus on Physical Abuse

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

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

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

Group or Individual Activity:

"PHYSICAL ABUSE IN MY RELATIONSHIP"

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

Alternative Group Activity:

"CONTINUUM OF PHYSICAL ABUSE"

Materials: Flipchart and markers

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

Use In Conjunction With:

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



3 Kinds of Love

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



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

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

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

Write about your experiences with Romantic Love:

Handwriting practice lines for writing about experiences with Romantic Love. The lines are ruled and decorated with small heart icons at the end of each line.

R-11

(continued on next page)

For facilitator's information see page 14.

R-12

in

Relationships R-13



For facilitator's information see page 14.

R-14



3 Kinds of Love

(continued)



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

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

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

Write about your experiences with Addictive Love:

A series of ten horizontal lines for writing, with a pencil icon at the start of the first line and arrowheads at the end of each line.

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

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

R-15

Facilitator's Information for 3 Kinds of Love

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

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