

Q. Relationships

Intermediate

Knows how to identify how relationships have an impact (positive or negative) on their life	R-17, R-18, R-19, R-20
Has a general understanding of abusive warning signs and symptoms	R-21, R-22, R-23, R-24, R-25, R-26
Knows how to identify three forms of abuse (physical, sexual, emotional)	R-27, R-28, R-29, R-30, R-31, R-32, R-33, R-34, R-35, R-36, R-37, R-38
Knows how to identify healthy male/female gender roles	R-39 through R-52
Knows how to identify appropriate ways to start a relationship	R-53, R-54

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

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



How My Relationship Affects My Life

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

I am evaluating my relationship with: _____

WORK/EDUCATION:

- Does this person support me in my career? _____
- Have I ever missed or been late to work/class because of a fight with this person? _____
- Does this person pressure me to miss work/class? _____
- Do I talk to this person so much while at work that it gets in the way of my job? _____
- Has this person ever shown up at my job/school to 'check up' on me because of jealousy? If so, has this caused me embarrassment or questions from my co-workers or boss/other students or teachers? _____
- If I'm in school, have my grades fallen or improved since I've been in this relationship? _____
- Have I ever quit or been fired from a job as a result of my relationship with this person? _____
- If I want to further my education, does this person support this goal? _____

MY PHYSICAL HEALTH:

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

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

- Do I feel better about myself or worse about myself since I have been in this relationship? _____
- Do I ever think that "I am nothing" without this person - that I couldn't go on without him or her? _____
- Do I feel more or less stressed, depressed or anxious? _____
- Do I cry more or less frequently since I've been in this relationship? _____
- Do I have more trouble sleeping at night or sleep more than usual since I've been in this relationship? _____

For facilitator's information see page 18.





**How My Relationship
Affects My Life**

(continued)

USE OF DRUGS/ALCOHOL:

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

MY FAMILY & FRIENDSHIPS:

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

MY CHILDREN:

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

MY ABILITY TO FUNCTION INDEPENDENTLY:

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

Relationships R-20

Facilitator's Information for How My Relationship Affects My Life

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

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

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

Group or Individual Activity: "NAMING THE EFFECTS"

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

Alternative Group Activity: "BRAINSTORMING RELATIONSHIP EFFECTS"

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

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



Cues to Violence

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

WHAT HAPPENS BEFORE THE VIOLENCE?		
Mine	BEHAVIORAL CUES	My Partner's
Mine	PHYSICAL CUES	My Partner's
MY THOUGHTS AND FEELINGS		

For facilitator's information see page 22.

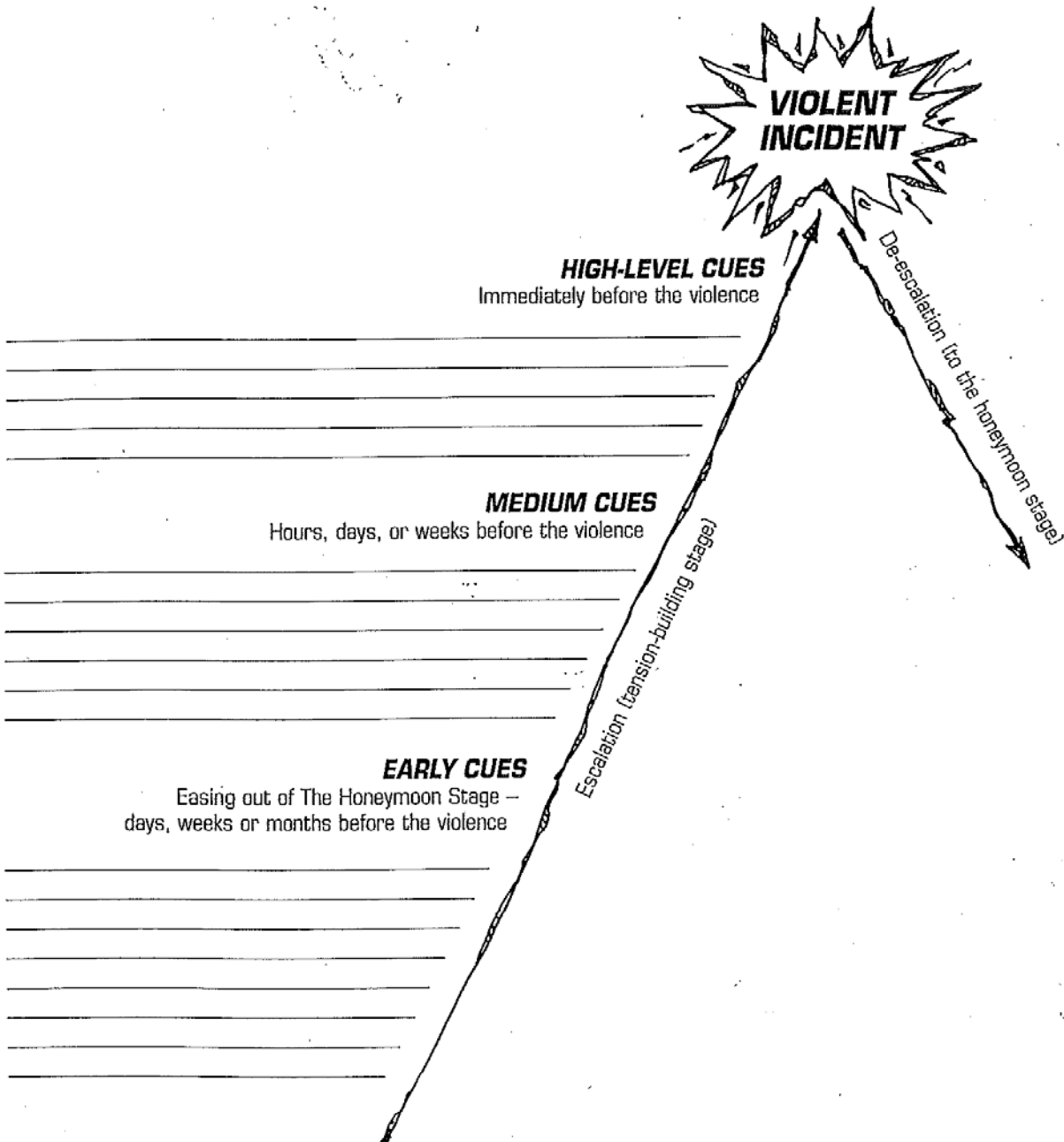




Cues to Violence

(continued)

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



Facilitator's Information for Cues to Violence

- Purpose:** To be able to recognize the early, medium and high-level cues to violence in participants' relationships.
- Background Information:** This activity is adapted from the curriculum developed for working with abusive men by the Domestic Abuse Project, Minneapolis, Minnesota (612-874-7063). It can be used to teach batterers how to identify their own 'early warning signs' so that they can stop their escalation before violence occurs. It can also be helpful in safety planning for people being abused, so they may recognize the escalation and activate their safety plans sooner.
- Materials:** One copy of each worksheet per participant
Pens/pencils
Additional for Group: Flipchart and markers/blackboard and chalk
- Group or Individual Activity:** "RATING MY CUES"
1. This activity is for participant(s) who have acknowledged being victims or perpetrators of domestic violence.
 2. If working with a group, draw a copy of the chart on the first worksheet on flipchart or board.
 3. Ask participant(s) to think back to times they/their partners have been physically violent. Ask what happened *before* the violence. Generate a list of behaviors (i.e., raising voices, drinking, accusing partner of infidelity, complaining about the kids, etc.) that participant(s) saw in both themselves and their partners before the violence. They may want to begin by thinking of cues immediately preceding the violence, but can then go back hours or days – as far back as they can identify the beginning of the escalation or 'tension building' stage.
 4. As the list is generated, write 'cues' on flipchart or board if working with a group, and instruct participant(s) to write their own lists under 'Behavioral Cues' on the first worksheet.
 5. Next prompt participant(s) to generate a list of 'Physical Cues' (i.e., muscles tensing, heart racing, clenched jaw) and write on flipchart or board and/or instruct participant(s) to write on their worksheet(s).
 6. Next prompt participant(s) to generate a list of their thoughts and feelings before the violence. Note that since no one can say what another person is thinking or feeling, only participants' own cues, not their partner's cues, are asked for in this area.
 7. After generating lists of physical, behavioral and thinking/feeling cues, distribute second worksheet.
 8. Instruct participants to look at all of their physical, behavioral and thinking/feeling cues, and put them in order according to how close in time to the violent incident they occur. Participant(s) should write each cue on the second worksheet under 'High-Level,' 'Medium' or 'Early' cues.
- Alternative Group or Individual Activity:** "MOVIE CHARACTERS' CUES"
1. Show participant(s) a video or video clip from the list of recommended videos in the Resource Section of this book.
 2. Complete the activity as suggested above, only based on the cues of the characters in the video instead of participant(s).
- Use In Conjunction With:** LIFE MANAGEMENT SKILLS II, "Anger Diary," (page 8)
LIFE MANAGEMENT SKILLS III, "Reaction Patterns," (page 40)
LIFE MANAGEMENT SKILLS V, "What Are Your Warning Symptoms," (page 38)
CROSSING THE BRIDGE, (pages 49, 51)



21 Warning Signs

... of a Violent Person

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

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

TRUE of ME

TRUE of MY PARTNER

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

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

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

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

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

Materials: One photocopy of worksheet per participant
Pens/pencils

Group or Individual Activity: "LEARNING THE WARNING SIGNS"

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

Alternative Group or Individual Activity: "SEEING THE SIGNS"

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

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



Focus on Emotional Abuse

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

I am evaluating my relationship with: _____

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

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

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



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

Relationships R-28

Facilitator's Information for Focus on Emotional Abuse

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

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

Materials: One photocopy of worksheet per participant
Pens/pencils

Group or Individual Activity: "EMOTIONAL ABUSE IN MY RELATIONSHIP"

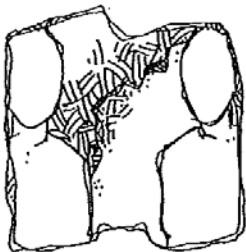
1. Distribute worksheet(s) and read or have a participant volunteer to read aloud the introductory paragraph.
2. Ask participant(s) if they believe that every time someone gets their feelings hurt in a relationship, it means someone is being abusive. Ask for examples of how feelings get hurt in a non-abusive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

Alternative Group Activity: "CONTINUUM OF EMOTIONAL ABUSE"

Materials: Flipchart and markers

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

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



Case Study: **Emotional Abuse**

Lucy and Will *

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

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

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

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

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

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

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

Relationships R-30

Facilitator's Information for Case Study: Emotional Abuse

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

* Names and situations are not based on real people.



Focus on Physical Abuse

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

I am evaluating my relationship with: _____

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

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

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



CHECKPOINT:

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

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

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

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

Relationships R-32

Facilitator's Information for Focus on Physical Abuse

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

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

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

Group or Individual Activity: "PHYSICAL ABUSE IN MY RELATIONSHIP"

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

Alternative Group Activity: "CONTINUUM OF PHYSICAL ABUSE"

Materials: Flipchart and markers

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

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



Focus on Sexual Abuse

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

Some examples of sexual abuse are listed below.

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

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

Here are some examples of sexual abuse I have experienced:



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



Facilitator's Information for Focus on Sexual Abuse

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



Focus on Sexual Harassment

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

Some examples of sexual harassment are listed below.

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

I have done Have had done to me

Physical forms of sexual harassment:

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

Verbal forms of sexual harassment:

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

Nonverbal forms of sexual harassment:

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

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



CHECKPOINT:

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

For facilitator's information see page 48.





**Focus on
Sexual Harassment**

(continued)

WHAT TO DO IF YOU ARE BEING SEXUALLY HARASSED

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

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

Write what you will say to your harasser here: _____

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

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

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

What was said or done: _____

How you responded: _____

Any witnesses or people you told about the incident: _____

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

Who will you tell? _____

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

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

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

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

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

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

Relationships R-38

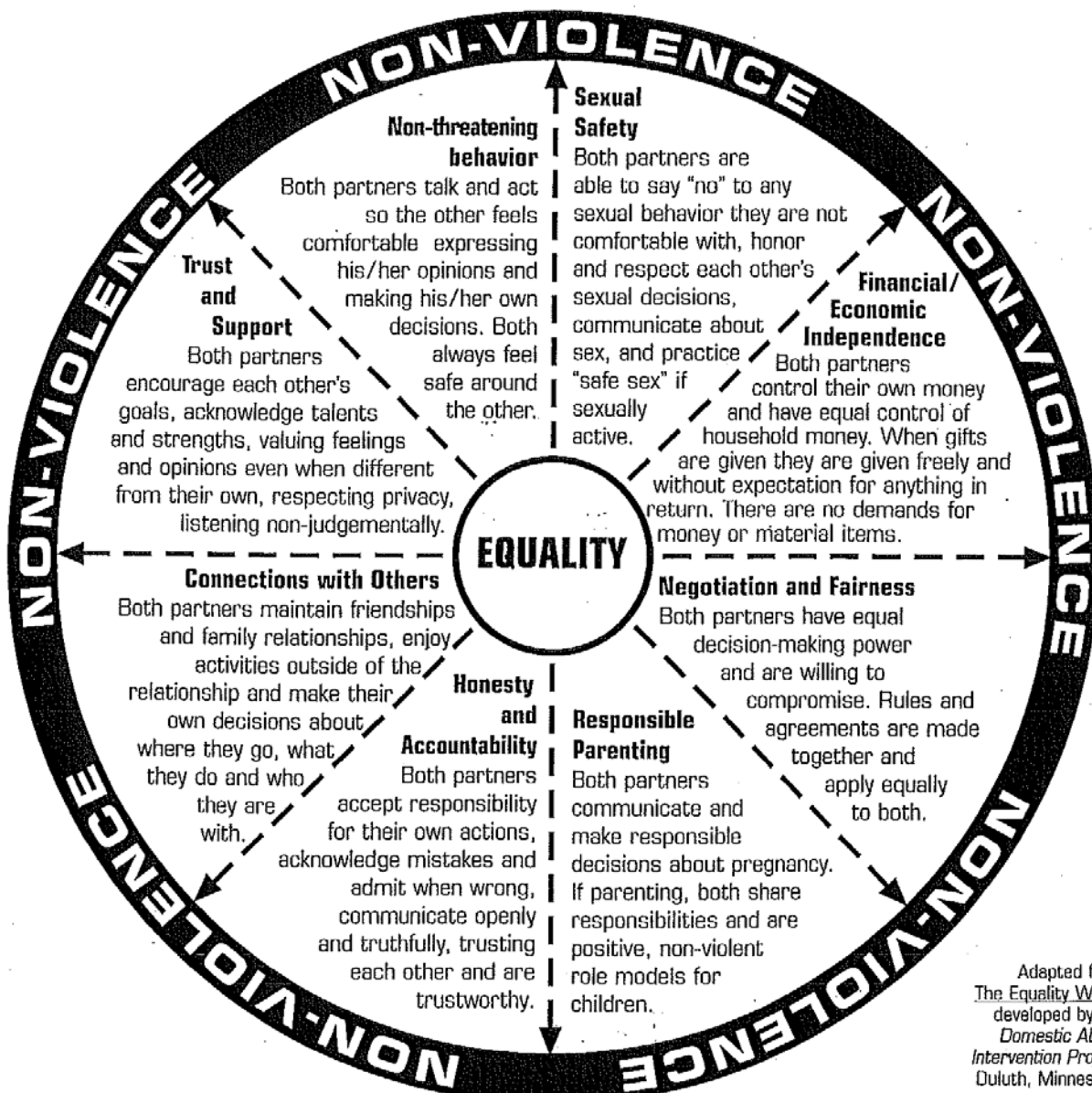
Facilitator's Information for Focus on Sexual Harassment

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



Understanding Equality

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



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

(continued on next page)

For facilitator's information see page 36.





Understanding Equality

(continued)

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

- | | |
|---|---|
| <p>1. Sarah is a member of a choir group and has been invited to go on a week-long tour with the men and women in the choir. Her partner Josh tells her he will miss her, but encourages her to go because he knows she enjoys the company of the other choir members and will have a chance to see parts of the country she has never seen before.</p> | <p>A. Honesty and Accountability</p> |
| <p>2. Chris and Armeen had a bad fight last night and Armeen punched a hole in the wall. Armeen apologizes and says Chris doesn't deserve to be treated that way. He agrees to see a counselor, and follows through with his promise.</p> | <p>B. Sexual Safety</p> |
| <p>3. Danny and Taria have a child together. Danny works at night so he can take care of the baby during the day while Taria is in school, and once a week they share the cost of a babysitter so they can take parenting classes.</p> | <p>C. Trust and Support</p> |
| <p>4. When Natasha tells Dennis that the girls are getting together for a friend's birthday on Friday, Dennis says he will miss their regular Friday night together but encourages her to have a good time. Dennis makes plans to play ball with the guys.</p> | <p>D. Non-threatening Behavior</p> |
| <p>5. When Cynthia tells Adam she would like to take him out to dinner, she pays; Adam then offers to pay for the movie, and Cynthia agrees to this.</p> | <p>E. Responsible Parenting</p> |
| <p>6. Steven and Maria often argue. Even though Steven is twice Maria's size, he never uses his size or strength to intimidate her, and Maria is never afraid to say what she thinks. They respect each other's opinions and feelings.</p> | <p>F. Financial/Economic Independence</p> |
| <p>7. On their third date, Ken wants to have sex but Karen isn't ready, so he doesn't pressure her. Although it's awkward, they discuss their feelings about sex. When they're both ready they go to the health center for HIV tests and birth control.</p> | <p>G. Connection with Others</p> |
| <p>8. Lee wants to go to a movie tonight and Sam wants to go to a concert. They agree that since the concert is a one-time thing, they will go to that tonight and Sam will change his schedule around tomorrow so they can go to the movie together.</p> | <p>H. Negotiation and Fairness</p> |

Relationships R-42

Facilitator's Information for Understanding Equality

- Purpose:** To identify and understand some of the behaviors found in healthy relationships based on equality.
- Background Information:** The 'Equality Wheel' is the flip-side of the 'Power and Control Wheel.' It is a visual depiction of a healthy relationship. In the center of the wheel is equality, because healthy relationships are based on the belief that both partners are of equal value, and the relationship is a 50/50 partnership. In between the 'spokes' of the wheel are behaviors that support equality and that are commonly seen in this type of relationship. On the outside is non-violence, because there will never be violence in this type of relationship.
- Materials:** One photocopy of each worksheet per participant
Pens/pencils
Additional for GROUP: Additional photocopy of second worksheet, cut up into eight pieces of paper with one situation on each paper
Tape
Flipchart and markers/blackboard and chalk
- Group Activity:** "EQUALITY MATCH-UP"
1. This activity should be done as a follow-up to Understanding Power & Control Tactics. Explain that this activity is about the opposite of a relationship based on power and control – it's about a healthy relationship, one based on equality.
2. Ahead of time, draw a large outline of the wheel on board or flipchart with the headings only for each section written in.
3. Distribute first worksheet, the equality wheel. Review and explain the wheel visually (see background information).
4. Review each section of the wheel, reading the heading and the examples listed on the worksheet. Ask group members if they can think of examples in their own lives, in the lives of people they know, or in TV shows or movies.
5. Pass out pieces of paper with scenarios from page two. If you have more than 8 group members you can make up additional examples, or just ask for 8 group members to volunteer.
6. Ask each group member with a paper to read his or her scenario aloud, decide where on the wheel that example falls and tape the piece of paper on the large wheel. Ask the rest of the group if they agree, and if not, where they think it should go.
7. Repeat this with each scenario until there is an example taped to each section of the wheel. Provide the "answer key" and review answers.
8. Distribute photocopies of page two and instruct teens to draw a line from each scenario to the behavior it represents.
- Individual Activity:** "EQUALITY MATCH-UP"
1. This activity should be done as a follow-up to Understanding Power & Control Tactics. Explain that this activity is about the opposite of a relationship based on power and control – it's about a healthy relationship, one based on equality.
2. Give participant a copy of the first worksheet, the equality wheel, and read or have participant read the introductory paragraph.
3. Review and explain the wheel visually first (see background information).
4. Review each section of the wheel, first reading the examples listed and then asking the participant if s/he can think of any examples in his/her life, in the lives of people s/he knows, or in TV shows or movies.
5. After reviewing the wheel, give participant page two and a pen or pencil. Explain that this is a match-up game to see how well s/he understands the ideas in the equality wheel. Together read each scenario, and ask participant to draw a line from each scenario to the example it represents.
6. After participant has finished matching the examples to the behavior, provide the 'answer key' and review each answer, explaining any mistakes.
- Answer Key:** (1) C (2) A (3) E (4) G (5) F (6) D (7) B (8) H
- Use In Conjunction With:** LIFE MANAGEMENT SKILLS II, "What Are Your Lifesavers," (page 46)
LIFE MANAGEMENT SKILLS IV, "Deepening Relationships," (page 28)
LIFE MANAGEMENT SKILLS V, "Setting Boundaries," (page 41)
CROSSING THE BRIDGE, (pages 49, 50, 51)

R-42



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 . . .

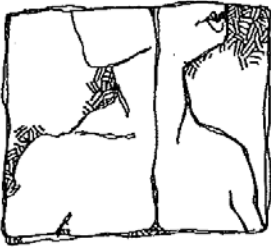
- ♥ Gets extremely jealous or accuses the other of cheating
- ♥ Puts the other down by calling names, cursing or making the other feel bad about him or herself
- ♥ Yells at and treats the other like a child
- ♥ Doesn't take the other person, or things that are important to him/her, seriously
- ♥ Doesn't 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.

Relationships R-44

Facilitator's Information for How Healthy Is My Relationship?

- Purpose:** To identify some of the healthy and unhealthy characteristics of participants' intimate relationships.
- Background Information:** Many people don't recognize certain controlling behaviors as abusive, but instead consider them 'romantic' – for example, they see jealousy as a sign of true love rather than a sign of possessiveness. Having certain behaviors categorized as they are on this worksheet will help participants to consider them from a different perspective. It will also help them to see that they are not the only ones who have had particular experiences. At the same time, it is important for victims of abuse to be able to identify some positive characteristics of their relationships, and to have others acknowledge that they are getting some valid needs met from that relationship.
- Materials:** One photocopy of worksheet per participant
Pens/pencils
Optional for GROUPS: 'How Healthy Is My Relationship' presentation poster
- Group or Individual Activity:** "IDENTIFYING HEALTHY AND UNHEALTHY CHARACTERISTICS OF MY RELATIONSHIP"
1. Introduce activity by stating that this activity is a way of understanding both the positive and negative sides of a relationship, and that most people have at least some checks on both sides.
 2. Distribute worksheet(s) and pens/pencils.
 3. Instruct participant(s) to identify the relationship they want to evaluate, and to write the name of that person in the box if they are comfortable doing so. (Identifying names should always be optional for reasons of confidentiality.) Tell participant(s) that if they are not currently in an intimate relationship, they should identify a former partner and do this activity based on their relationship with that person.
 4. Instruct participant(s) to take the time to read over the lists and check whichever items apply to their relationship most of the time. After they have completed the activity, review and discuss checked items with participants. In a group, ask for volunteers to share and discuss what they checked.
 5. Ask participant(s) to identify which characteristics on the 'healthy' side are most important to them, and which characteristics on the 'unhealthy' side are most troubling and why.
 6. Instruct participant(s) to circle any characteristic of their relationship they want to change.
- Alternative Group or Individual Activity:** "CASE STUDY"
1. This activity may be done alone or as a lead-in to the above activity to 'break the ice.'
 2. Choose one or more fictional couples to use as a case study for this activity. Be sure to choose a couple that is neither 'all good' nor 'all bad,' but has a mix of both. (See the list of movies in the Additional Resources section of this book, or choose a television couple like the Ricardos, the Flintstones, the Bunkers, the Jeffersons, or a couple from a more current show that everyone is familiar with.)
 3. Using the presentation poster or copies of the worksheet, read each line aloud and facilitate a discussion about whether the couple you have chosen displays each characteristic. Check off the boxes as the participant(s) suggest.
 4. As an additional alternative group activity, break into pairs or small groups and have each group complete the case study based on a different fictional couple of their own choosing, then present their results to the larger group.
- Use In Conjunction With:** LIFE MANAGEMENT SKILLS III, "Breaking Down Our Walls," (page 30)
LIFE MANAGEMENT SKILLS III, "Characteristics of Healthy Relationships," (page 31)
LIFE MANAGEMENT SKILLS IV, "Savvy Socializing," (page 31)
CROSSING THE BRIDGE, (pages 49, 50, 51)



Gender Roles: Men & Women

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

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

The MAN Box

Words that smack males
back in the box

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

Actions that smack males
back in the box

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

The LADY Box

Words that smack
females back in the box

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

Actions that smack females
back in the box

**Facilitator's Information for
Gender Roles: Men & Women**

- Purpose:** To understand the meaning of the term 'gender role,' to identify common gender role expectations, and to understand how people are pressured to conform to gender roles.
- Background Information:** This activity gets at the heart of why domestic violence is allowed to continue in our society and why the majority of perpetrators are males. It is a good place to introduce a discussion about homophobia, and how gay, lesbian and bisexual people are so severely mistreated by society because they are 'out of the box.'
- Materials:** One photocopy of worksheet per participant
Pens/pencils or fine-tipped colored markers
Flipchart and markers/blackboard and chalk
- Group or Individual Activity:** "THE MAN BOX AND THE LADY BOX"
1. Distribute worksheet(s) and read or have participant(s) read the introductory paragraph defining the term gender role.
 2. On a flipchart or board write 'Act like a man.' Ask participant(s) to imagine they are boys of nine or ten, and an older man – a father, brother, uncle or coach – is angry and yelling at them to 'Act like a man!' Ask participant(s) what is meant by this, and prompt for behaviors that 'Real Men' are supposed to display as they grow into adolescence and adulthood.
 3. Write responses under 'Act like a man' and instruct participant(s) to write the words in the boxes on their worksheets. Prompt participant(s) to include examples such as: Don't cry, be tough, play with action figures but not with dolls, fight back, don't show emotions, be strong, be in control, pay the bills, play sports, have a lot of sex with women.
 4. After completing the list, draw a box around the words. State that we call this the 'Man Box.' Explain that gender roles tell us that all males have to stay in this box at all times, and from the time they are very young they are conditioned to behave in the ways in this box.
 5. Ask participant(s) what happens when a male steps out of this box: for example, if a boy plays with dolls, a teenage male cries in front of his friends, or a man chooses to turn down sex with an attractive woman, what happens? What are the words he gets called? (For this exercise, it is best to give participant(s) permission to use their own language including curses or what might normally be considered inappropriate words.)
 6. Record answers on one side of the box, and instruct participant(s) to write examples on their worksheet(s) as well. Examples include: 'soft,' 'wimp,' 'mama's boy,' 'wuss,' 'faggot,' etc.
 7. Next ask participant(s) what are the things that happen to males who step out of the box. Write answers on the other side of the box and instruct participant(s) to write answers on their worksheet(s). Examples include 'beat up,' 'harassed,' 'isolated,' 'teased,' etc.,.
 8. Conduct the same activity with the "Act like a Lady" box. Examples of lady gender roles are: be emotional, wear dresses, cross your legs, don't be loud, don't fight, don't curse, be polite, be virginal. Examples of words women get called when they step out of the box are: 'tomboy,' 'slut,' 'dyke,' 'bitch,' etc. Examples of actions that smack women back into the box are: they get beat up, fired from their jobs, isolated, blamed for abuse and rape. (Note about abuse and rape: people get abused and raped regardless of whether they are in the box, including children, men and elderly people. However when women who step out of the box get abused and raped, they get blamed for it.)
 9. Process this activity by asking participant(s) what it feels like to get called the words and have the things done to you that happen when you step out of the box. Ask if anyone can give an example of having been 'smacked back in the box.' Challenge participant(s) to try to step out of the box in order to be who they are, rather than who the box tells them they should be, and to refrain from smacking other people back in the box.
- Alternative Activity:** "THE GENDER MACHINE"
1. This activity is for a co-ed group. If working with a same-sex group, you can adapt it by assigning half the group the role of the opposite sex.
 2. Give the following instructions: "The task of the female group is to create a 'Man Machine' and the task of the male group is to create a 'Woman Machine.' Each person in the group has to choose a single action that represents a stereotype of the opposite gender. For example, a stereotypical male action might be a man checking out his muscles in the mirror, while a stereotypical female action might be fluffing up her hair. Once everyone chooses an action, your team will line up in a row, and I will symbolically 'turn on' the machine. Every person, at the same time, will repeat their stereotypical action over and over again until I turn the machine-off after thirty seconds."
 3. Allow each group five or ten minutes to decide on their actions and practice.
 4. Bring the larger group back together, and have each group perform their 'Gender Machine' for the other group.
 5. Process by asking group members how it felt for their gender to be stereotypes in that way and whether the stereotypes were accurate. Facilitate a discussion about how stereotypes function in our society to limit both the person being stereotyped and the person doing the stereotyping.
- Use In Conjunction With:** LIFE MANAGEMENT SKILLS I, "Female Assertive," (page 2)
LIFE MANAGEMENT SKILLS I, "Male Assertive," (page 3)
LIFE MANAGEMENT SKILLS III, "A Real Man," (page 49)
CROSSING THE BORDER (pages 40, 41)

R-46





Gender Roles: Where Do I Stand?

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

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

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

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

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

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

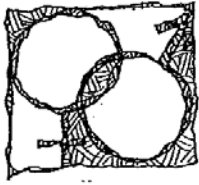
Group Activity: "GENDER ROLE BODY VOTE"

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

Individual Activity: "WHERE I STAND ON GENDER ROLES"

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

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



The Gender Roles Around Us

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

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

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

Relationships R-50

Facilitator's Information for The Gender Roles Around Us

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

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

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

Group or Individual Activity: "GENDER ROLE COLLAGES"

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

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

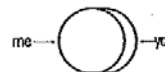
Use In Conjunction With: LIFE MANAGEMENT SKILLS II, "Black/White Thinking," (page 43)
LIFE MANAGEMENT SKILLS III, "Breaking Down Our Walls," (page 30)
LIFE MANAGEMENT SKILLS III, "Me, My Self Awareness and I," (page 39)
CROSSING THE BRIDGE, (pages 12, 13)



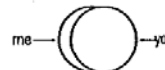
Balancing You, Me and Us

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

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



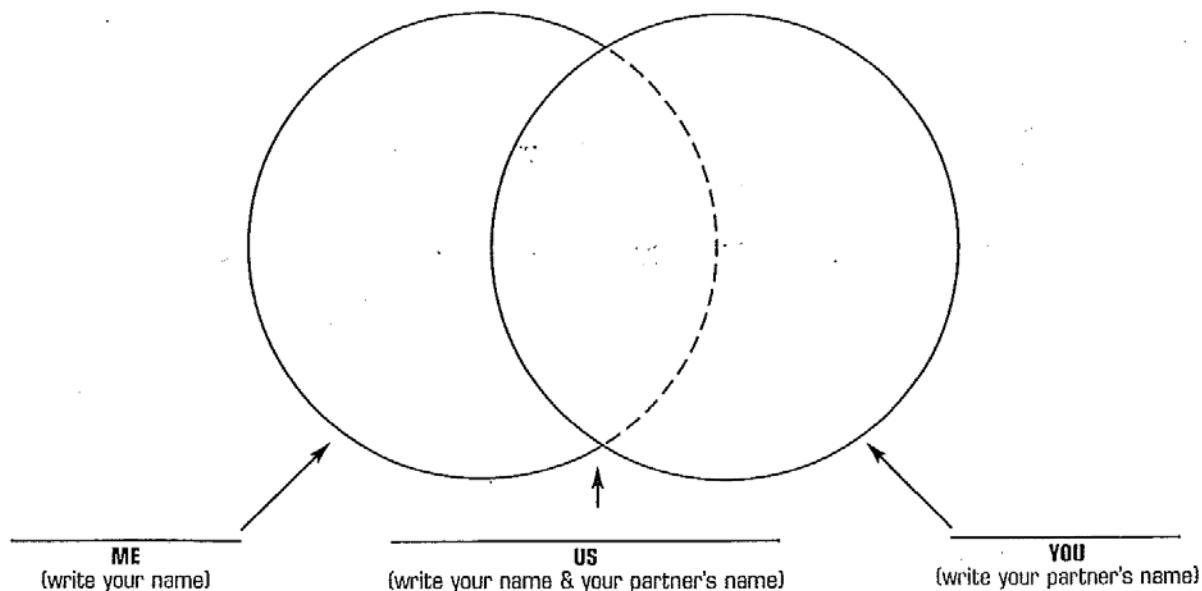
If the relationship's all about YOU, then I might spend all my energy trying to please you, but I do not take care of my own needs.



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



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



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

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

Relationships R-52

Facilitator's Information for Balancing You, Me and Us

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

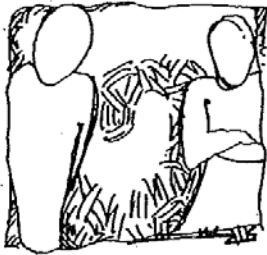
Background Information: This activity may be especially important to people in long-term abusive relationships who have been very isolated and whose needs have been subordinated to the needs of their partners. A therapeutic goal for these clients might be to begin to rebuild the "ME" circle in order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

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

Group or Individual Activity: "FINDING THE BALANCE"

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

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



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

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

DO:

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

DON'T:

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

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

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

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

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

Group Activity

"HOW TO GET A DATE"

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

Individual Activity:

"RELATIONSHIP RULES"

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

Use In Conjunction With:

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