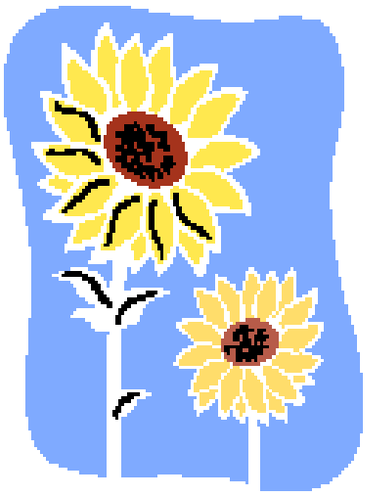
Module 2

Safety in Relationships

Background



Dating and relationship violence is a major problem for many teenagers today. The consequences of relationship violence for teenagers are serious and include sexually transmitted diseases, pregnancy, emotional problems, and even death. Dating violence includes physical, emotional/ mental, verbal, and sexual abuse.

This module can be used to introduce adolescents to the concepts of dating violence, to help them recognize abusive relationships, and to learn how to obtain help for themselves and peers. For this module, the facilitator is strongly encouraged to include a mental health professional or domestic violence advocate who has experience working with teens about dating violence. A minimum of a 90-minute session, or two 60-minute sessions should be allocated for this module. For a 90-minute session, the activities should include the introduction, establishment of group rules, one ice breaker, the Defining Dating Violence activity, the Cycle of Abuse activity, the first role play, and a closing activity. Other activities described in this module could be used in the initial session, time allowing, or in additional sessions.

The group leader should read the Facilitator's Guide and the Safety in Relationships Guide in preparation for this module. Setting ground rules and creating an atmosphere for trust and respect are essential for the success of this curriculum.

Goals

Participants will:

- Become familiar with the concepts of dating violence
- Know how to recognize abusive relationships
- Understand the various contexts in which teen dating violence can occur
- Learn how to obtain help for themselves and peers

Ice Breakers

1. *Relationship Bingo*



Objective: This activity is a fun way for teens to learn more about the other participants and their relationships.
Estimated time: 5-10 minutes
Materials needed: one bingo scorecard for each participant (see below and Appendix 2-1).
Ages: 12-15
Preparation: None

Directions for Facilitator:

1. Hand out the Bingo scorecards to all participants.
2. Instruct participants to go around the room and find a person who fits the description in any of the bingo boxes.
3. Participants can find a match by asking other participants the questions on the scorecards.
4. When a match is found, the person who fits the description autographs that bingo box.
5. Participants continue finding matches and getting autographs until the first participant who has an autograph in every box calls out "Bingo."
6. If 10 minutes have passed and no one has bingo, the person with the most autographs wins.

	Autograph Bingo	
_____ has a friend who lives in another state	_____ has a younger brother	_____ was born in the same month as you
_____ has a pet	_____ has a friend they've known since 1st grade	_____ has a best friend in their family
_____ likes the same T.V. show as you	_____ has a friend in their neighborhood	_____ has someone in their life that they consider a role model

2. *Loves Me, Loves Me Not*



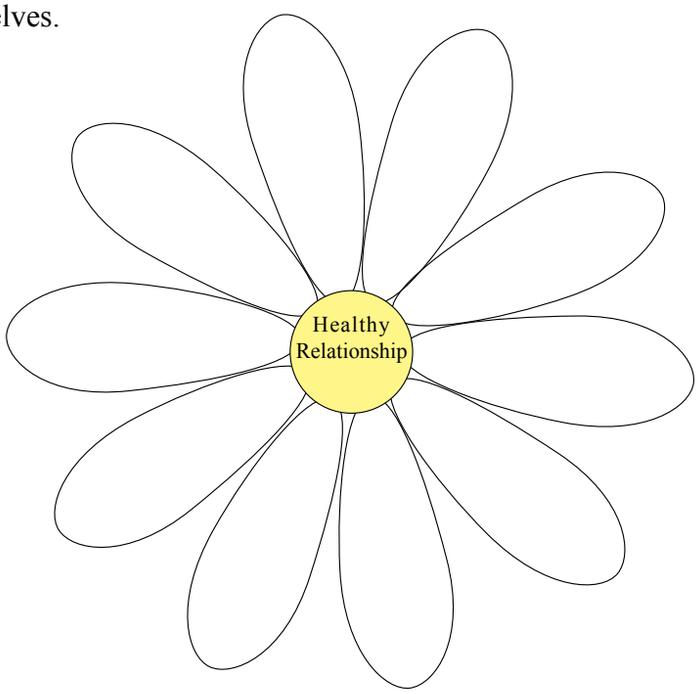
Objective: This activity helps participants to think about the elements of a healthy relationship.
Estimated time: 5-7 minutes
Materials needed: paper, pens, tape
Ages: 12-15
Preparation (10 minutes)**:** Cut out Daisy flower shapes, which include a circle for the center and enough petals for each group participant (see Appendix 2-2). Color in the circled labeled "Healthy Relationships" yellow.

Directions for Facilitator:

1. Give each participant a blank petal and ask them to write a quality that is important in a healthy relationship (e.g. trust, having fun) on the petal (if there are less than 6 participants, have each person complete 2 petals).
2. Have the participants take turns taping their daisy petal to the center part of the circle and reading it out loud to the group.
3. Explain to the group that they will come back to this activity and complete it at the end of the session.
4. Leave the flower up throughout the entire module and return to it for a closing activity (see Page 16).

Discussion:

Ask the group: Would the flower look like a daisy without the petals? The facilitator can then explain that when all of the petals are intact, the flower is whole and that like a daisy, positive situations/qualities in our relationships help to keep our relationships healthy and also to make us feel good about ourselves.



Group Activities

The first three activities, 1, 2, and 3, are Core activities for this module. Other activities can be chosen if there is additional time or a second session.

1. *Defining Dating Violence*



Objective: This activity enables participants to identify the different types of abuse (physical, emotional/mental, verbal, and sexual), examples of each type, and potential consequences of these behaviors.
Estimated time: 10-15 minutes
Materials needed: poster board and markers, or chalkboard and chalk
Ages: 12-15
Preparation (5 minutes)**:** The board should be set up in advance with 3 columns (Type of Abuse, Examples, Consequences) and 4 rows (Physical; Emotional/Mental; Verbal; Sexual). See example on Page 5.

Directions for Facilitator:

1. Explain to the group that in relationships there are 4 types of violent and abusive behaviors and ask the group if they can name them: physical, emotional/mental, verbal, and sexual.
2. Write each of the 4 types of abuse in the appropriate column header on the board.
3. Ask the group to define each type of abuse and to give several examples of each.
   - **Physical**: Using physical force such as hitting, slapping, or pushing
   - **Emotional/Mental**: Controlling behavior through humiliation, threats, and intimidation
   - **Verbal**: Using words, such as name calling and verbal threats
   - **Sexual**: Forcing any sexual act on an individual against their will
4. If an example is given that is better suited for another category or is not clear-cut, encourage the group to come to a consensus about where the example fits best. (Some examples may actually fit into more than one category.)
5. After generating the list of examples for each type of abuse, ask the group to make a list of the effects or consequences of experiencing that type of abuse.
6. The group leader should also ask the group to generate a list of contexts in which abusive behavior could occur.
   - Examples: At school, at home, via text messaging, mobile devices, e-mail, on social networking sites, and in public locations.

Discussion: Summarize points that were raised during this activity such as: dating violence includes physical, emotional/mental, verbal, and sexually abusive acts committed by one dating partner toward another. Help the group to understand that the perpetrator uses these abusive behaviors to have power and control over their partner. It is important to help the participants understand that dating violence occurs among people of all backgrounds and in all types of relationships (including girls to boys, boys to girls, boys to boys and girls to girls and can happen in multiple contexts).

Sample Chalkboard :

Types of Abuse	Examples	Consequences
Physical Abuse	• Hitting • Shoving • Slapping • Punching • Pushing • Beating up	• Cuts and bruises • Broken bones • Concussion • Death • Low self esteem • Depression • Fear of partner
Emotional/Mental Abuse	• Limiting contact with friends • Blaming • Controlling decision and activities • Insulting partner • Constantly checking up on the other person in the relationship (where they are, what they are doing, and who they are with)	• Low self esteem • Loneliness • Depression • Fear of partner
Verbal Abuse *The use of technology to abuse has been called "digital abuse"	• Name-calling • Making fun of partner in public • Yelling or swearing • Put downs (about appearance, behavior, other personal characteristics) • Making fun of a partner on social networking websites • Unwanted sexual harrassment online from a partner • *Requesting that a partner not have a social networking account or banning them from sending messages to specific people • Demanding that a partner checks in frequently (to let them know where they are, what they are doing and with whom) via text messages • Stealing a partner's password or phone to check up on them	• Low self esteem • Depression • Embarrassment • Fear of partner
Sexual Abuse	• Forcing partner to have sex • Forcing partner to perform sexual acts (including kissing)	• Fear of partner • Pregnancy • Injuries • Depression • Low self esteem • Sexually transmitted diseases

2. *Cycle of Abuse*



Objective: This activity encourages group participants to work together to create a story that demonstrates the repetitive nature of the cycle of abuse. Having adolescents understand the cycle of abuse is necessary for them to be able to recognize the warning signs of an abusive relationship and to help them understand that abusive behavior often repeats itself.
Estimated time: 10-15 minutes
Materials needed: poster board and markers, or chalkboard and chalk
Ages: 12-15
Preparation (5 minutes)**:** Draw the diagram of the cycle of abuse (see Page 7) on a large poster board or on the chalkboard.

Directions for Facilitator:

1. Start the discussion by first describing the cycle of abuse on the board. Definitions and examples should be given for each stage:

   - **Happy or romantic stage**: In this stage, the relationship is going well. The partner is often loving and attentive. If abuse has just occurred, the partner is often apologetic and asks for forgiveness.
   - **Tension-building stage**: Increased conflict occurs during this stage.
   - **Explosive stage**: This is the stage where actual abuse occurs.

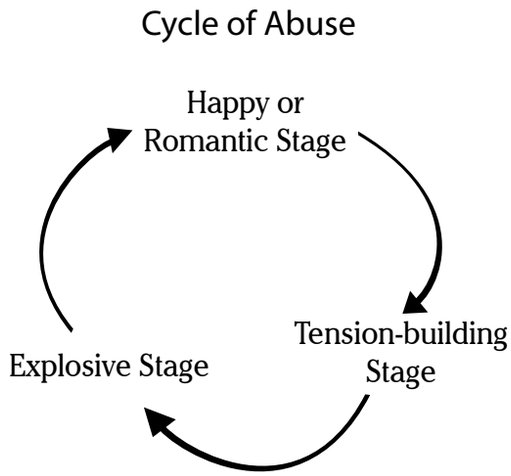
2. Describe a scenario that serves as an example of the happy or romantic stage, the first stage of the cycle
3. Ask each person to add to the story, describing the subsequent stage in the cycle. For example, a story might be:

   Facilitator: *"Mike and Catherine go to the movies together, he buys her popcorn and they have a great time."* (Happy/romantic stage)
   Person 2: *"Mike tells Catherine that she shouldn't be hanging out with other friends and stares angrily at her when he sees her texting on her cell phone."* (Tension-building stage)
   Person 3: *"Mike sees Catherine talking to another male friend. Later when they are alone, Mike grabs Catherine's arm, pushing her against the wall and says, 'Don't ever let me see you talking to that guy again, you are so stupid!'"* (Explosive stage)
   Person 4: *"Mike sends Catherine a Facebook message saying that he really cares about her and is sorry he got upset the other night. He says that he will never do it again."* (Happy/romantic stage)

4. The story continues (with each person in the group adding another portion describing the next stage in the cycle) until all group members have participated at least once.
5. Ask questions as the story is being developed such as: How do you think she feels about Mike? What is Mike thinking? Why would someone, such as Catherine, remain in an abusive relationship?

Discussion:

Using the story lines provided by the group, the facilitator should emphasize how complicated abusive relationships can be. Participants should understand that even smart and intelligent girls/women sometimes remain in abusive relationships. Some potential reasons include fear that the abusive behaviors will actually get worse when they try to leave the relationship, confusing possessiveness for love, not realizing that the controlling behaviors are actually abusive, and not wanting to be without a boyfriend.



3. *Role Plays*



Objective: Through acting out social situations that depict abusive behavior, teens are able to identify different types of abuse and learn ways to deal with the abuse in either their own or a friend's relationship.
Estimated time: 10-15 minutes for each role play and discussion
Materials needed: index cards or pieces of paper, pens
Ages: 12-15
Preparation (10 minutes)**:** Write scenarios on index cards or small pieces of paper to give to the actors. The options for response can be written on the back of the card or piece of paper.

Variation: Use a real or toy remote control to assist in discussion. A participant or the facilitator can "pause," "rewind," or "fast-forward" during the role-play to encourage discussion at specific points. If time permits, other volunteers can act out additional role plays with different endings.

Directions for Facilitator:

1. Ask for two volunteers to act out each of the role plays.
2. Present the volunteers with a scenario.
3. Tell the volunteers that they will have a few minutes to decide how they will act out the scenario and which ending they will choose. They will then perform their role play for the entire group.
4. Following the role play presentation(s), review the "Questions for Discussion" with the group.

Role Play #1: A FRIEND IN NEED

This role play demonstrates that controlling behavior, even without physical violence, is abusive. In addition, it provides an opportunity to discuss how to help a friend in need, the importance of talking with an adult, and how to develop a safety plan.

Scenario:

Mimi is crying and telling her friend Ramona how much she loves her boyfriend, but at the same time she is feeling confused. Mimi is confused because her boyfriend will not allow her to spend time with anyone but him. Mimi tells Ramona that her boyfriend has a really bad temper and sometimes it makes her afraid. He yelled at her today because he didn't like what she was wearing.

Options for response:

a. Ramona tells Mimi that her boyfriend loves her and that she should do what he says.

b. Ramona tells Mimi that her boyfriend is trying to control her and that she should break up with him.

c. Ramona tells Mimi that she should be able to see her other friends and that this is something she should discuss with a trusted adult.

d. Choose your own ending.

Questions for Discussion:

1. Does Mimi's relationship concern you? Why or why not?
   Encourage participants to recognize that controlling a partner or making them feel afraid is abusive, even in the absence of any physical violence.

2. What are some other ways Ramona could have responded to Mimi? Discuss the possible responses and potential consequences of each.
   Simply staying in the relationship accepts the controlling and intimidating behavior, which is not part of a healthy relationship (see Cycle of Abuse). *Leaving a relationship can potentially be dangerous, but may be the only way to end the abuse. It is always important to discuss any unhealthy relationships with an adult, particularly a parent, and to develop a safety plan (see Facilitator's Guide and the following question on next page).*

3. What steps could Mimi take to keep herself safe?
Mimi could let friends and adults know about the situation and plans, carry a cell phone or change for a phone call, and call 911 if she feels threatened. If she's breaking up with her boyfriend, she should do so over the phone or in a public place and not have further contact with him. She should know the numbers of hotlines and local resources. If needed, she and her parents can take out a restraining order.

4. What steps can Ramona take to be helpful to Mimi?
Ramona can be a good listener. She should stick by Mimi even if Mimi does not break up with her boyfriend right away. She should tell Mimi that abusive relationships can be dangerous and tell Mimi to talk with an adult, particularly her parents.

Role Play #2: TOO MUCH OF A GOOD THING

This role play can be used to demonstrate that controlling behaviors happen in friendships as well as in unhealthy dating relationships.

Scenario:

Natasha and her best friend Jessica are always hanging out together. Jessica always wants to know what Natasha is doing and who she is with every minute. One day, Natasha can't answer Jessica's phone call because she's babysitting. Jessica gets angry and tells Natasha she is mad at her for not taking her call. What should Natasha do?

Options for response:

a. Natasha tells Jessica that she's sorry for not answering her right away and says it won't happen again.
b. Natasha tells Jessica that she can't always be available.
c. Natasha tells Jessica that she wants to be friends but that she also needs time for herself.
d. Choose your own ending.

Role Play #3: The Trouble with Texting

Scenario:

Suzy is crying and telling her friend Betsy how much she loves her boyfriend, but she is also confused by some of the text messages he has been sending her. Suzy is confused because her boyfriend has been threatening to break up with her unless she de-friends all her male contacts from Facebook and stops talking to them at school. Suzy tells Betsy that sometimes when her boyfriend gets mad he has a bad temper and it can make her scared. He has yelled at her before for talking to one of her guy friends.

Options for Response:

a) Betsy tells Suzy that her boyfriend loves her and was probably having a bad day.
b) Betsy tells Suzy that her boyfriend is trying to control her by telling her who she can and cannot talk to and that she should break up with him.
c) Betsy tells Suzy that she should be allowed to be friends with whom ever she would like and that she should talk to an adult she trusts about this.
d) Choose your own ending.

Questions for discussion:

1. Does Suzy's relationship with her boyfriend concern you? Why or why not?
   Control can take place in the form of emotional and verbal abuse and is considered abuse regardless of whether there is physical violence.

2. What are some other ways Betsy could have responded to Suzy? Discuss the possible responses and potential consequences of each.
– *Staying in the relationship accepts the controlling and scary behavior, all of which is not part of a healthy relationship.*
– *Leaving a relationship can be dangerous, especially if there are threats of possible harm. However, leaving may be necessary to escape the abuse. It is important to talk to a trusted adult to gain support and develop a safety plan.*

3. What steps could Suzy take to keep herself safe?
– *Suzy could let friends, parents and other trusted adults know about her situation. Suzy could carry her cell phone at all times and call 911 if she ever feels threatened.*
– *Suzy could become informed about local hotlines and resources in the community that could keep her safe.*
– *If necessary, Suzy and her parents could take necessary steps to obtain a restraining order against Suzy's boyfriend.*

Role Play #4: Facebook Fiasco

Scenario:

Bob tells Nick that he really cares about his girlfriend but she has become frustrated with some of the things she has been doing behind his back. Bob is frustrated because his girlfriend has been signing onto his Facebook account and reading messages from Bob's female friends. She has been accusing him of cheating on her. Lately, she has been threatening to spread nasty rumors about Bob on Facebook if he doesn't confess to cheating on her. Bob has never cheated on her. Bob really cares for his girlfriend but doesn't know what to do, so he turns to his friend Nick.

Options for Response:

a) Nick should tell Bob that his girlfriend loves him and that breaking up would only make things worse.
b) Nick tells Bob that his girlfriend is trying to control him by reading his private messages and that he should break up with her
c) Nick tells Bob that he has a right to have female friends and to exchange messages with them. Nick tells Bob to talk to an adult he trusts if she continues to threaten him.

Role Play #5: Friend vs. Boyfriend

Scenario:

Simon took Maria out to the movies and for dinner. Simon is very romantically interested in Maria, but Maria just likes Simon as a friend. At the end of the evening, Simon walks Maria home. At the door, he starts to hug her and kiss her. She then tells him she is only interested in him as a friend and does not want him to kiss her.

Options for Response:

a) Simon steps away and says goodnight and thank you for a fun evening.
b) Simon then puts his arms around her and forces a kiss anyways.
c) Simon says he spent a lot of money on her and she owes him a kiss. He then calls her mean names and storms off.

Questions for discussion:

1. Discuss other potential ways that Simon could have behaved.
– *The other options for response should be mentioned in addition to any other ones generated by the participants.*

2. Is it ever OK to force a kiss or other sexual act when one of the involved people does not want that to happen?
– *It is never OK to force a kiss or other sexual act. That is sexual abuse.*

3. Does Maria owe Simon anything after he spent all that money on her?
– *The polite thing would be for her to verbally thank Simon, but she definitely does not "owe" him anything. This includes not "owing" him anything sexually.*

Questions for Discussion:

1. What is healthy/unhealthy about what Jessica does?
   The goal is to have participants recognize that constant surveillance by a friend may be a sign of controlling behavior.

2. What are other possible endings and how do you think they would have worked out?
   Have participants brainstorm various ways to handle this kind of situation. Encourage them to think about the possible outcomes each ending might have.

4. *Power and Control Wheel*



Objective: This activity provides an opportunity to teach teens about abusive relationships. The wheel, with power and control at the center, shows many of the different ways that a person can gain and maintain power and control in an abusive relationship.
Estimated time: 20 minutes
Materials needed: poster board and markers or chalkboard and chalk, small brown paper bag, tape, scissors
Ages: 14-15
Preparation (15 minutes)**:** Copy Appendix 2-3 and cut scenarios into strips of paper so that there is only one scenario per piece of paper. The category (e.g. blaming) **should not** be included on the piece of paper. Fold the paper in half and place in a brown paper bag. Draw a large version of the power and control wheel (see page 11) on poster board or a chalkboard.

Directions for Facilitator:

1. Review the Power and Control wheel with the group, either reading the definition for each category or brainstorming with the group.

   - **Blaming:** Placing responsibility for something on another person
   - **Emotionally abusing:** Controlling someone by making them feel badly about themselves, intimidating them, or making them fearful
   - **Humiliating:** Making someone feel embarrassed or degraded
   - **Physically abusing:** Using physical force against another person
   - **Threatening/intimidating:** Making another person feel fearful or in danger.
   - **Isolating:** Keeping someone from interacting with others, like friends or family
   - **Being possessive:** Acting like one person owns or controls another
   - **Sexually abusing:** Pressuring or forcing one to engage in any type of unwanted sexual activity

2. Explain to the group that when one person in a relationship exerts power and control over the other, the relationship is abusive. Scenarios, with each one representing a different aspect of the power and control wheel, will be used to illustrate ways that a partner might exert power and control in a relationship.
3. Divide the participants into two teams, A and B.
4. Ask one member from each team to select a scenario out of the bag.
5. Each team has 30 seconds to discuss the scenario and decide which type of power and control is being depicted in the scenario.
6. One team member then tapes the scenario to the relevant section of the Power and Control Wheel. (Some of these scenarios may fit into more than one category.)
7. Ask Team B if they agree with Team A's decision. Give Team B the opportunity to place the scenario in a different location on the Power and Control Wheel.
8. Repeat this process with both teams taking turns until there are no more scenarios.

Discussion:

Guide the participants in a thoughtful discussion about how different aspects of power and control may be reflected in each scenario.



5. *True or False*



Objective: This activity helps teens to learn facts about dating violence.
Estimated time: 10-15 minutes
Materials needed: poster board and markers or chalkboard and chalk, four large index cards, clock with a second hand
Ages: 12-15
Preparation (10 minutes)**:** Write "TRUE" on two large index cards, and write "FALSE" on the other two cards.

Directions for Facilitator:

1. Divide the group into 2 teams and give each team one "True" and one "False" card.
2. Read a statement to both teams and explain that they have 20 seconds to decide if the answer is true or false. After 20 seconds, each team should put the card with their answer face down in front of them.
3. Read the statement again and ask the teams to reveal their answer by showing everyone their card.
4. Ask each team to explain how they arrived at their answer.
5. Refer to the correct response and share with the group any points that they did not mention. Give positive reinforcement for their efforts.
6. There is no need to keep score.

True or False Statements with Discussion:

1) After paying for a fancy dinner on a first date, it's not a big deal for someone to make their date kiss them even if the date says they do not want to.

[FALSE] Forcing someone to do something sexual, including kissing, that they don't want to do is **always** wrong and is sexual abuse. No matter how much money was spent on a date, you never "owe" someone anything sexual. Everyone has the right to determine what type of involvement s/he wants in a relationship.

2) If a guy is abusive when he's drunk or high, it doesn't count as abuse.

[FALSE] There is NEVER an excuse for using violence in a relationship. While some people do become abusive when they are drunk or high, the drug or alcohol is not the cause. In fact, batterers who do drink do not necessarily stop battering when they give up drinking.

3) It is common for an abuse victim to blame herself for what happened.

[TRUE] Many victims of abuse blame themselves. Yet, NO ONE can be held responsible for being the victim of abuse. Perpetrators choose to abuse, and they are the ones responsible for the abuse.

4) Jealousy is always a sign of true love.

[FALSE] Jealousy and possessiveness may be signs that the person sees their friend or partner as an object or a possession. It can reflect the person's own insecurity. Jealousy is a common early warning sign of abuse.

5) It's not OK for people to hit each other even when they are "out of control".

[TRUE] Losing one's temper or being out of control is NEVER an excuse for violence and may be a way for one person to gain power and control over another.

6) It's OK to tell the person you are dating who they can and cannot talk to.

[FALSE] A healthy relationship involves trust and interacting with others outside of the relationship. Controlling whom you can and cannot talk to is a sign of jealousy and possessiveness and is often a warning sign of an abusive relationship.

7) Only boys commit dating violence toward girls.

[FALSE] Girls can also commit dating violence. In addition, dating violence can occur in all relationships including boys toward boys, girls toward girls, boys toward girls, and girls toward boys. Abusing another person is never right.

8) Repeatedly calling a friend or partner bad or mean names is a type of abuse.

[TRUE] A relationship in which one person tries to hurt the other, even if it's by calling them names or humiliating them, is not healthy and, if done in a repeated pattern, is emotionally abusive.

6. *Poem*



Objective: This activity uses poetry to help teens explore and discuss the behaviors that occur in unhealthy relationships.
Estimated time: 15 minutes
Materials needed: none
Ages: 12-15
Preparation (10 minutes)**:** Make copies of the poem (Appendix 2-4) for all participants.

Directions for Facilitator:

1. Ask for volunteers to read the poem out loud. Each volunteer can read one paragraph.
2. Prompt a discussion about unhealthy relationships, elements of abuse in this relationship, and the cycle of abuse as reflected in the poem.

Does He Really Love me
by Judith Siegel

I lie awake at night
Wondering if he loves me
He says he loves me
But I cannot tell for sure

When we are together, I am so happy
And yet, at times, sad and afraid
He showers me with gifts and attention
But then tells me all the mistakes I made

Sometimes he gets so angry
Yet he seems so wise and strong
Sometimes he yells or hits me
I feel like I must be doing things all wrong

Then it all blows over
And he tells me he is sorry

He tells me he loves me
And tells me not to worry

I'm so confused, I cannot sleep
If he loves me, why does it hurt?
Is this the way true love is?
How can I tell for sure?

Questions for Discussion:

1. What are the abusive behaviors described in this poem?
   The behaviors include emotional/mental abuse (e.g. being made to feel sad and afraid); verbal abuse (e.g. yelling); physical abuse (e.g. hitting her).

2. Identify the components of the Cycle of Abuse.
   The components are the Happy/Romantic stage (e.g. showers her with gifts), then the Tension-Building stage (e.g. blaming her for mistakes), the Explosive stage (e.g. anger, hitting), and then back to the Happy/Romantic stage (e.g. apologizes and says he loves her).

3. Why would someone say he loves his partner and then hit her?
   He may have a bad temper or get angry easily, he may be trying to have power and control over his partner, or he may have seen other family members use violence. Hitting someone is never okay.

4. Why would the person in the poem stay with her partner even though he hits her?
   She may be scared to leave him, afraid that the violence will get worse, or confused when the partner says he loves her after a fight. She may also think that the partner's controlling behavior is a sign of love or hope that the partner will change. Abuse should never be equated with love.

5. What are the possible consequences to the person in this poem from being in such a relationship?
Possible consequences include mental health problems, lowered self-esteem, physical problems (headaches, stomachaches, and trouble sleeping), physical injury, death, acceptance of abuse in relationships as normal, and future involvement in abusive relationships.

Closing Activities

1. *How to Get Help*



Objective: This activity helps participants to identify local and national resources and to enable them to know when and how to access help.
Estimated time: 5 minutes
Materials needed: poster board and markers or chalkboard and chalk; a list of local and national dating violence resources to hand to the group members at the end of the activity.
Ages: 12-15
Preparation (1-2 hours)**:** For this activity to be effective, it is necessary to research local hotlines and community services ahead of time and put together a brief handout for participants (see Facilitator's Guide).

Directions for Facilitator:

1. Ask the group to name all of the resources that they are aware of for young women who are in an abusive relationship. You can pose the question: "If you think your friend is in an abusive relationship and needs help, who or where would you tell her to turn to for help?"
2. As participants offer names of resources, write them on the board.

Discussion:

It is important to discuss that leaving an abusive relationship can be complicated and at times, even dangerous. Therefore, teens should not advise their friend to simply end the relationship; rather they should urge the friend to seek the advice and help of a trusted adult and/or agency that has experience working with individuals involved in abusive relationships. It is helpful to have a safety plan in place as well (see role play #1).

2. *Loves Me, Loves Me Not*

Objective: This activity lets participants re-evaluate the components of a healthy relationship.
Estimated time: 5-10 minutes
Materials needed: daisy with petals from Icebreaker #2
Ages: 12-15
Preparation: None



Directions for Facilitator:

1. Re-direct the participants' attention to the daisy.
2. Ask the group if, having completed this session, there are any petals that they would like to change or replace.
3. Allow participants the chance to replace or re-write petal messages.
4. If participants choose to replace or change any of the petals, ask them to explain why.

Discussion:

The facilitator should return to the analogy that similiar to a daisy that is strong when all of its petals are intact, a healthy relationship is strong and intact when it is made up of positive qualities and situations that make us feel good about ourselves.

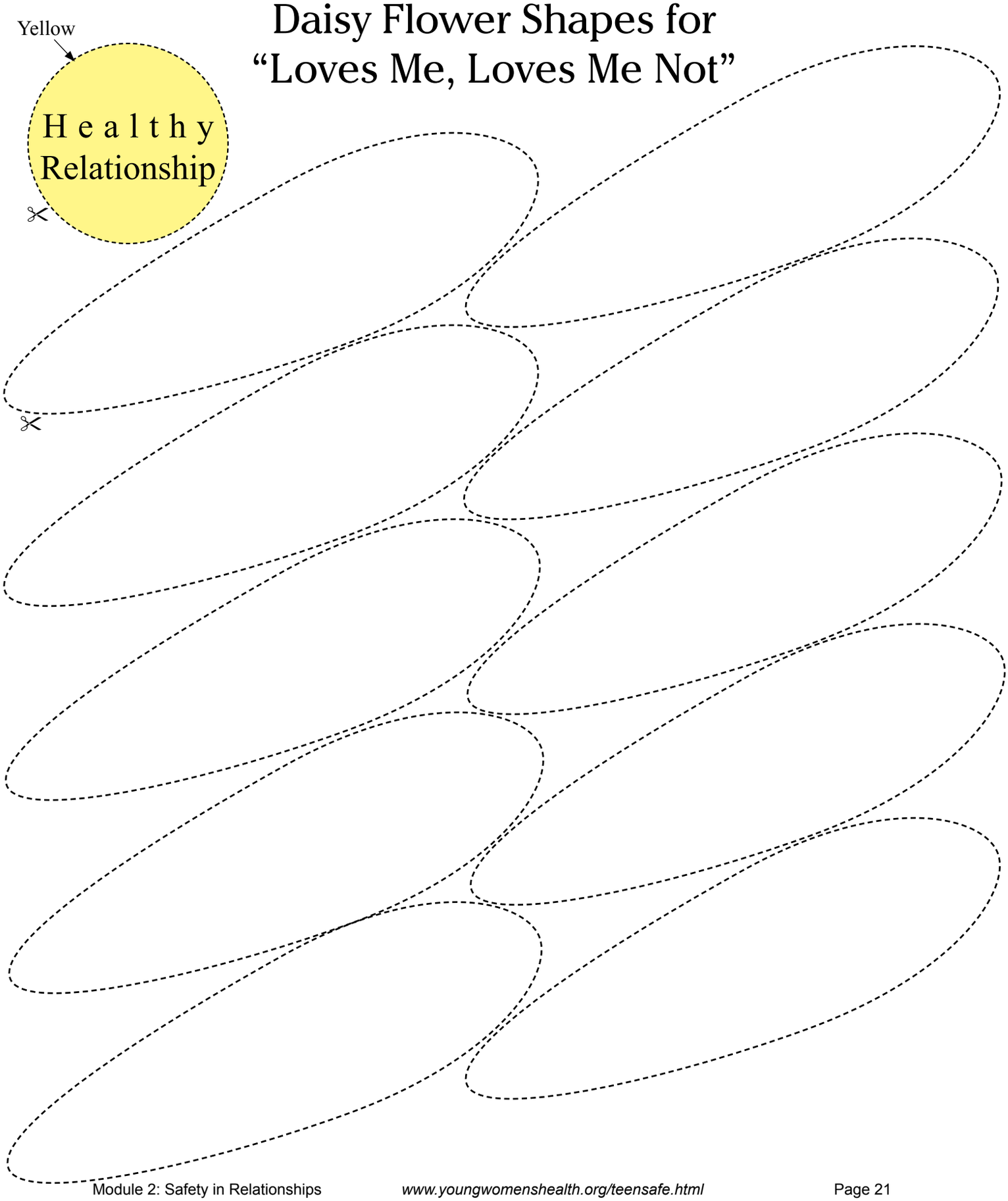
Appendix 2-1

Scorecard for "Autograph Bingo"

	Autograph Bingo	
_____ has a friend who lives in another state	_____ has a younger brother	_____ was born in the same month as you
_____ has a pet	_____ has a friend they've known since 1st grade	_____ has a best friend in their family
_____ likes the same T.V. show as you	_____ has a friend in their neighborhood	_____ has someone in their life that they consider a role model

Appendix 2-2

Daisy Flower Shapes for "Loves Me, Loves Me Not"



Appendix 2-3

Scenarios for "Power and Control Wheel"

Blaming	Sue and Sally have been hanging out a lot. They miss the bus to go to the mall. Sue tells Sally, "It's all your fault, you're always making us late. You always make me so mad!"
Emotionally Abusing	Sasha receives a text message from her boyfriend that reads: "You're so stupid and worthless. If I wasn't with you, you'd have nobody!"
Humiliating	Maria sees Gloria wearing a new outfit. In front of their friends, Maria tells Gloria she looks fat and that she's embarrassing to be around.
Physically abusing	Frank becomes agitated when his girlfriend doesn't answer the phone for him. After calling her phone multiple times, his girlfriend comes home. Frank pushes his girlfriend into the wall while yelling. "Next time answer your phone or you'll regret it!"
Threatening/ Intimidating	Julie's boyfriend is unhappy when Julie wears a skirt and demands that she change out of it or "she'll be sorry she ever tried to show off her legs."
Isolating	Karla gets upset when her boyfriend is around other girls. She demands to know whether there are girls at every social function he's at, and if so, demands that he does not attend.
Being Possessive	Jonathan told Susie that he has to approve what she wears to school because she is his girlfriend and he doesn't want other guys checking her out.
Sexually Abusing	Gavin tried to put his hand under Anna's shirt after school even though she was telling him to leave her alone.

Appendix 2-4

Poem

Does He Really Love me
by Judith Siegel

I lie awake at night
Wondering if he loves me
He says he loves me
But I cannot tell for sure

When we are together, I am so happy
And yet, at times, sad and afraid
He showers me with gifts and attention
But then tells me all the mistakes I made

Sometimes he gets so angry
Yet he seems so wise and strong
Sometimes he yells or hits me
I feel like I must be doing things all wrong

Then it all blows over
And he tells me he is sorry

He tells me he loves me
And tells me not to worry

I'm so confused, I cannot sleep
If he loves me, why does it hurt?
Is this the way true love is?
How can I tell for sure?