

friendships
out-downs
boundaries
resources
fear
blaming

support
power
family
isolation
equality
intimidation
humiliation
respect
ridicule
shame
inclusion
bullying
assault
acceptance
control
secrecy
gangs

Choices for positive Youth Relationships

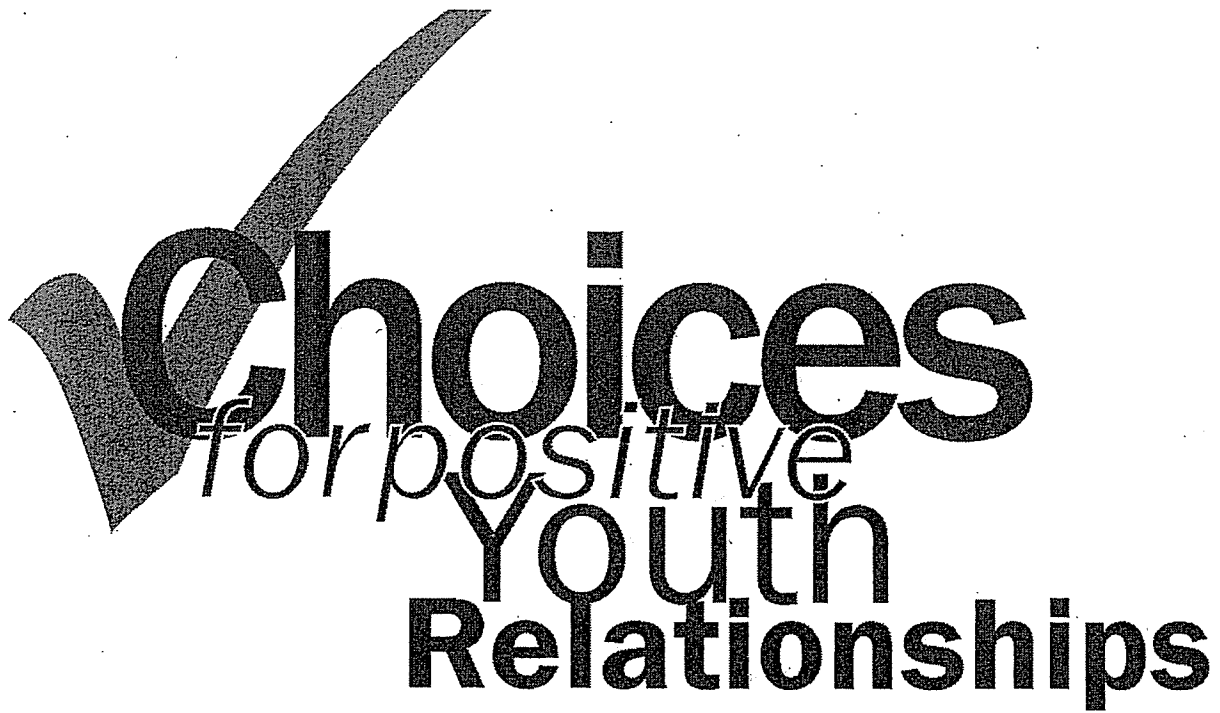
**I n s t r u c t i o n a l
G u i d e**

For use with the
National Film Board film,
A Love That Kills



SPEERS Society
PREVENTING YOUTH RELATIONSHIP ABUSE





choices *for positive* Youth Relationships

Instructional Guide

Written by
Maggie Babcock
Marion Boyd

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The information and suggested activities contained in this Program are intended to assist youth in making safe interpersonal choices. Under no circumstances will The Speers Society be in any manner responsible for any consequences related to subsequent behavioural choices.

Acknowledgements

THE SPEERS SOCIETY gratefully acknowledges the contributions of many individuals who are committed to making our schools and communities safer and healthier for our youth.

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National Film Board of Canada
Documentary Productions

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Ontario Women's Directorate

Ontario Trillium Foundation

Tonglen Foundation

Psychology Foundation of Canada

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Jays Care Foundation

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*CHOICES for Positive Youth
Relationships* is dedicated to Monica
and young people everywhere who
are learning ways to end the
violence

*"...it is too late
For one special girl to see another day.
But in our own unique and combined way
When we complete this piece
There shall be peace...."*

— Leanne Buchanan
actor who portrayed Monica in "A Love That Kills"

www.speerssociety.org

The official site for the organization offers history and background information about the Speers Society and highlights current activities and events. The site introduces **Choices for Positive Youth Relationships** and provides program facilitators with background information about relationship abuse, tips for effective support when disclosures are made and an opportunity to share program successes and challenges. There is opportunity to view clips from the award-winning documentary "A Love That Kills" and an extensive resource section provides further information and sources of support.

www.alovethatkills.com

This interactive website has been developed for youth by youth. It focuses on relationships and choices - facts about power and control and the warning signs of abuse, how to set boundaries and create healthy positive relationships and ideas about how to best help a friend who may be involved in an abusive situation. There is opportunity to submit photos, poetry, music or stories, ask questions and participate in quizzes, games and contests. The resource section offers additional information and support.

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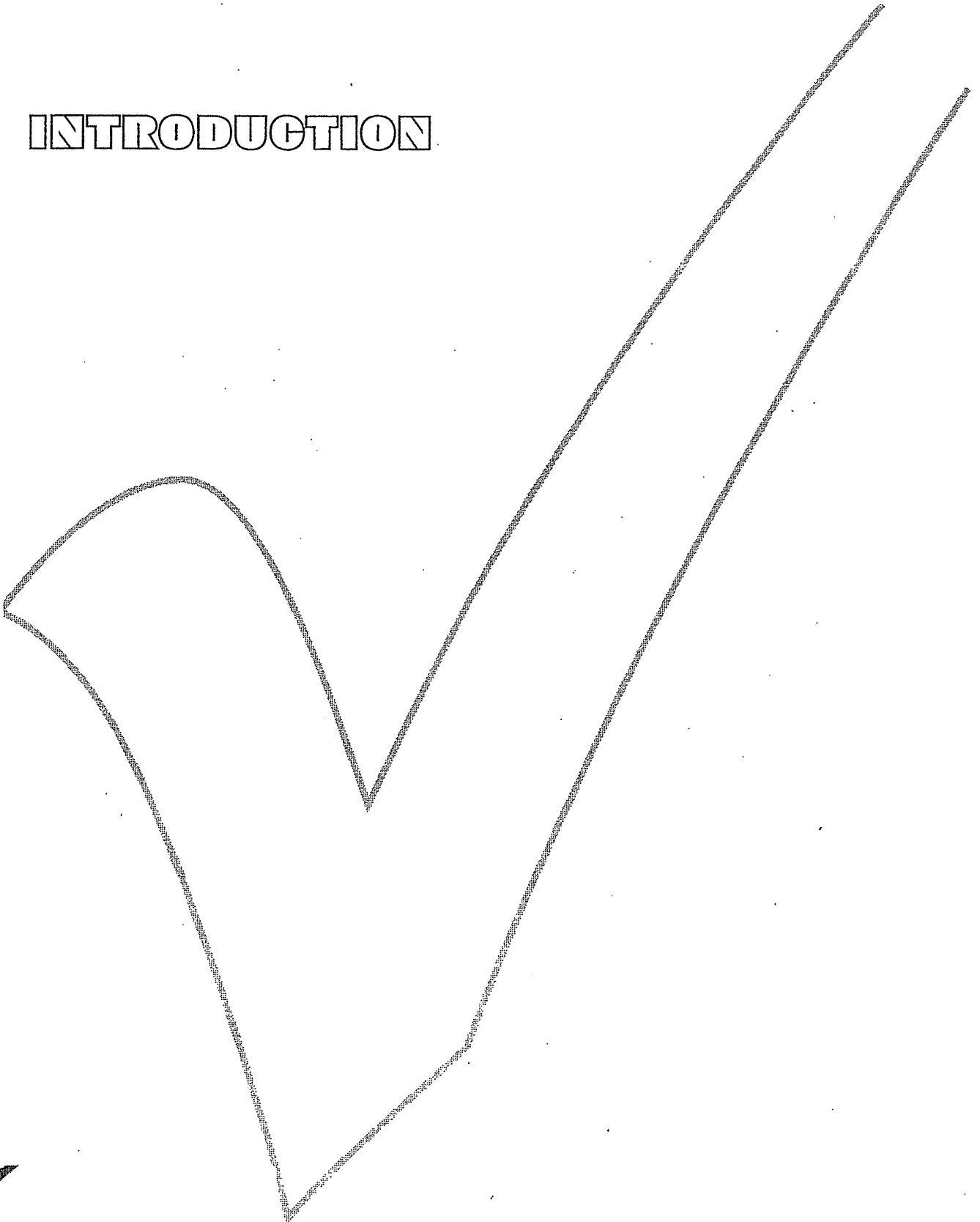
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INTRODUCTION



A Message From Dawna Speers

One minute you are a balanced, functioning member of society; the next, with no warning, you become a victim of violent crime.

On October 7, 1991, our daughter Monica was brutally murdered by her ex-boyfriend. Our whole world changed in an instant. Shock and stunning disbelief enveloped us in a fog of unreality. Our baby was dead.

Shortly after our daughter's death, I joined CAVEAT (Canadians Against Violence.) I developed Monica's story so that others would not walk in her footsteps. Eight years later, the story evolved with the help of Documentary Productions and the National Film Board, into the award-winning documentary, "A Love That Kills," which tells the tragic story of Monica and identifies warning signs of abusive relationships. Wherever this film is presented, the impact is powerful. Young men and young women from every culture and socio-economic group come forward to share their personal experiences and to ask for help to deal with violence.

We believe that young people need positive role models, accurate information, access to resources and opportunities to talk about their experiences and their values with their peers and with adults. We have developed the CHOICES Instructional Guide to enhance the learning opportunities of the film and to encourage the development of skills and attitudes among young people that will foster safe and responsible choices about interpersonal relationships.

It is our hope that the CHOICES Program will serve as a catalyst for discussion and action so that youth can develop the resources, skills and sense of self-worth that ultimately will lead them to make and sustain positive relationship choices.

I believe that we all have an obligation to support our youth, so that they can make strong choices and resolve conflicts without abuse and violence. When we all work together as a community team, we create a secure safety net for our children and grandchildren.

I invite you, as you use this Instructional Guide, to communicate with the Speers Society, share your experiences and offer alternative suggestions for programming that you have found to be effective.

Our History

ON OCTOBER 7, 1991, Dawna Speers received the horrifying news that her 19-year-old daughter, Monica, had been fatally stabbed. The killer was Monica's ex-boyfriend. Monica's relationship did not begin with physical violence. Very few do. It began with verbal abuse and a young man obsessed with power and control. Then it escalated to physical abuse and murder.

After Monica's murder, Dawna collaborated with the National Film Board and Documentary Productions to produce the international award-winning documentary "A Love That Kills," which chronicles Monica's story and identifies warning signs symptomatic of abusive relationships. Dawna has taken her story into schools and communities across Canada, talked with thousands of youth, educators and other youth advocates. The response has been overwhelmingly positive.

The Speers Society was incorporated as a charitable organization in February 2001 so that we could pursue the development and implementation of a comprehensive abuse prevention program for youth, using the film as a catalyst. Drawing from the experience and expertise of many youth and their advocates across Canada, we created the CHOICES program that will assist youth to develop and sustain safe and healthy interpersonal relationships.

The Speers Society values the endorsements we have received from the Canadian Association of Chiefs of Police, the Ontario Psychological Association, BC Ministry of Education, the Ontario Social Workers Association, YWCA Canada, Alberta Council of Women's Shelters and Victim Services in many provinces, to name a few. We are grateful for the confidence shown us in financial contributions from both provincial and federal governments as well as the private sector. Most importantly, across Canada, in every racial, cultural and socio-economic group, young people are listening to our message and are coming forward to seek help and learn strategies to prevent abuse.

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Program Development

The *CHOICES for Positive Youth Relationships* Program combines the award-winning NFB documentary "A Love That Kills" with an instructional guide of six curriculum-based lesson plans and relevant support material.

"A Love That Kills" is a powerful documentary that tells the tragic story of Monica, a nineteen-year-old woman who was murdered by her former boyfriend. The twenty-minute film helps to identify the warning signs of relationship abuse, especially among young people, and demonstrates the damage it causes emotionally and physically. The film is a catalyst for discussion and action, appropriate for use in a variety of classrooms or for parents and other community support givers.

Monica's story, dramatized in "A Love That Kills," has captured the hearts of Canadians from coast to coast, particularly young teenagers of both sexes, who need to know the warning signs of abusive relationships to prevent such acts of violence from happening to them. The cross-country film tour was featured in every major newspaper, numerous radio talk and call-in shows, and on national and local television stations across Canada. "A Love That Kills" has won two major documentary awards and has become the National Film Board's most requested film.

Response to this film by youth and adults has been overwhelmingly positive. The presentation touches everyone who is present and inevitably there are disclosures and requests for help. But in order to build and sustain strong positive behaviour choices, it is important to give young people the opportunity to talk about their experiences and values and to develop skills and resources.

The next phase of the program was to develop an instructional guide that would enhance the learning opportunity of the film. The guide includes six lesson plans with facilitator notes and specific activities designed to stimulate discussion and develop

skills and strategies that encourage safe and positive interpersonal choices. The guide, like the film, incorporates the advice and insights of hundreds of youth and their allies. As the film was shown around the country, focus groups were set up to get feedback from young people and educators about what information they needed and what teaching methods would be most effective. An Advisory Committee of diverse experts was called together regularly to offer their valuable input.

CHOICES for Positive Youth Relationships was tested in 14 schools in 4 provinces. Care was taken to ensure that pilot schools reflected diversity in geographic, cultural and socio-economic composition. As we tested the model throughout the country, we established relationships and liaisons with educators, school boards and community groups who assisted us with program revision and provided future implementation contacts. Youth focus groups gave us valuable feedback about specific course material and delivery methods. Based on these evaluations the facilitator guide was adapted and designed for final printing.

The website www.speerssociety.org was created to provide general information about the Speers Society and assistance to those who are delivering the program. A second website, www.alovethatkills.com was designed with assistance from young people to be more youth-focused and interactive. It encourages positive youth interpersonal relationships, and provides links with relevant resources.

School curriculum throughout Canada includes healthy relationship building and violence prevention. *CHOICES for Positive Youth Relationships* has been linked to established provincial curriculum guidelines, in a variety of specific subjects. Individual school boards and schools will have the flexibility to introduce the program as it most effectively benefits their students and teachers. The Speers Society has established liaisons with diverse community organizations, which will be able to assist educators in training and delivery of the program as well as follow-up support.

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Rationale

AMONG THE MAJOR concerns facing schools and communities today is the safety and security of our children. Violence seems all too often to jeopardize the lives and well being of youth today. It is shocking to read national headlines about gunfire erupting within our schools and resulting in injuries or death, and to learn the prevalence of bullying, extortion, gang-related fights, sexual harassment, intimidation and intimate relationship violence. These incidents seem to mark the everyday existence of so many young people.

- One in four young men and young women are victims of bullying and 1 in 3 report being a bully. (Centre for Addictions and Mental Health, 2001)
- Twenty-nine percent of girls and thirteen percent of boys have experienced psychological and/or physical dating violence that was upsetting to them. (Muriel McQueen Fergusson Centre for Family Violence Research, University of New Brunswick, 2000)
- More than one half (54%) of girls and 16% of boys have experienced some form of sexual abuse in a dating relationship. (Poitras and Lavoie, 1995)
- The rate of charges for youth violent offenses is 119% higher than it was 10 years ago. (Statistics Canada, 1998)

Abuse occurs along a continuum, starting with verbal insults, disrespect and threats, progressing to minor pushing, sexual touching, slapping or tripping, escalating to hitting, punching, kicking, sexual assault and confinement, and often accelerating to the use of knives, guns or other weapons. Violence is a learned behaviour; when it works to get the desired result, it is used again and again as long as the perpetrator continues to get satisfactory results and the victim feels helpless to escape. Violent behaviour may be changed if the negative consequences are greater than

the perceived benefits, and if both the perpetrator and the victim are taught new ways to interact without violence and victimization.

Violence is most disturbing and destructive when it occurs within the boundaries of a relationship. Youth have a variety of relationships within which violence may occur — parents, siblings, friends, other family members, schoolmates, dates, intimate partners, teammates, neighbours, teachers, employers, coaches, clergy and other professionals. Although the majority of serious violent acts resulting in injury or death are attributed to males, statistics indicate that females are increasingly likely to use violence. A recent study indicated that the actual numbers of violent acts attributed to women were higher than those attributed to men but that the levels of injury resulting from women's violence were strikingly lower. (Coker et al., 2000.) Compared to teenage boys, girls sustain 3 times as much mild injury, 2 times as much moderate injury and virtually all severe injuries resulting from dating violence. Violent relationships, be they opposite or same sex, intimate, family or acquaintance, have common elements of intimidation, isolation and fear. Violence becomes a choice, whereby one person in the relationship acquires and maintains power and control over the actions and thoughts of the other.

Understanding and identifying the power and control issues that undermine healthy relationships are critical factors in violence prevention. As our understanding of the nature, prevalence and effects of violence has grown, so too has our determination to respond effectively by providing the awareness, knowledge and skills that can protect our young people from becoming trapped in abusive relationships. If young people can learn to be abusive, they can also learn how to reduce and prevent abuse. Educators, together with other committed community members, can play a key role in stopping the violence.

Abuse exacts a high price in pain and suffering, forfeited opportunities and lives lost due to violence. In every community we have visited throughout Canada, young people have come

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forward to disclose their personal stories of abuse and ask for help to change their lives, in order to live in safety and peace. We owe all our youth the chance to learn safe and effective relationship skills that they can transport into adult relationships, challenging work situations, and parenting.

Program Goals

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- To enhance the learning opportunity of the film, "A Love That Kills" so that safe behaviour choices can be sustained over the long term.
- To address peer relationships among youth, irrespective of gender, sexual orientation, culture, or socio-economic context, in order to foster healthy relationship choices.
- To build awareness and understanding among youth of the warning signs of abusive or violent interpersonal relationships.
- To foster the development of the knowledge, skills and strategies required to build and maintain healthy, non-abusive personal relationships.
- To provide schools and communities with a resource package to assist in developing and delivering an abuse prevention program focused on relationship choices.
- To encourage communities to work collaboratively to support youth.
- To empower youth to participate in creating a non-violent future.

Implementation Models

An Integrated School-Wide Approach

In many educational jurisdictions across Canada, violence prevention has become a mandatory element of both elementary and secondary school curricula. Because of the prevalence of violence in our society and its devastating effects, violence prevention must be incorporated into all aspects of the curriculum. The effects of both cross-curricular and program-area teaching in violence prevention include building the following:

- an understanding of and respect for differences (cultural, racial, gender, religious, ability, socio-economic, age)
- a commitment to peace and social justice both locally and internationally
- the skills to become a responsible citizen, respectful of the law
- the desire and ability to get along with others
- a respect for human rights
- a commitment to healthy relationships
- the tools to help foster inclusive communities.

School boards are developing new programs or building on existing programs and activities to enable all students to achieve the knowledge and skills necessary for dealing with and preventing violence. Essential to this process is helping youth to identify power relationships and to distinguish positive power relationships, such as mentoring, from negative power relationships, such as bullying. Learning activities are designed to help students recognize the impact of both positive and negative power relationships, to learn how to solve problems in a peaceful and cooperative fashion and to be appropriately assertive in maintaining personal safety.

A cross-curricular approach to violence prevention sends a very important message that the issue is important to the whole school community and that commitment from all participants is necessary to ensure a safe environment.

There are many ways to integrate learning about non-violence into the curriculum. Health and Physical Education and Family Living courses set specific expectations about personal and interpersonal skills, conflict management and abuse prevention. History, literature, and social studies provide non-violent role models whose lives and work can provide inspiration. Current events provide an opportunity to examine critically the role of violence in our world and to consider alternatives that might result in more peaceful and productive outcomes. Language and Visual Arts provide excellent opportunities for creative expression of non-violent messages and learning. Courses within the Guidance curriculum are particularly suited to personal planning and interpersonal study. Examining the roles that inequity, disrespect, lack of empathy, poor communication, inattention to safety, low self-esteem, intolerance and emotional immaturity play in creating and escalating conflict helps students to understand the underlying values that give rise to violence. Teaching young people through experiential learning and skills application how to deal with their emotions, to practise problem-solving skills such as negotiation, conflict management, and mediation, to develop tolerance for differences and to build appropriate assertiveness and safety-awareness is the essential methodology of an integrated approach to violence prevention.

A positive school-wide climate is communicated in varied concrete ways e.g., how welcoming the foyer or school entrance is, how opportunities for bullying (washroom, school yard etc.) are handled, signs to foster positive peer relationships, whether those in a position of authority know students by name, response to student and parent complaints, peer mediators or other visible anti-violence or anti-racism programs. A school-wide program would also encourage student-directed initiatives outside the classroom that promote respect and non-violence.

Subject-based Curriculum Programs

CHOICES for Positive Youth Relationships has been linked to established provincial curriculum guidelines, in a variety of specific subjects. Please refer to the subject-base curriculum links in the chapter Links to Provincial Curriculum. Individual schools have the flexibility to determine at what grade level to introduce this program. Many educators are taxed to complete the required curriculum and hesitate to undertake added responsibilities outside their particular required instruction. When a program such as *CHOICES for Positive Youth Relationships* can assist them to fulfill their mandate with ease and effectiveness, it is a welcomed addition to their repertoire of material and presents a mutual benefit for both educator and student.

A curriculum based method allows only those students enrolled in the course to have the advantage of the program. However, it may allow a more in-depth examination of the issues and the development of particular skills related to the subject matter of the course. Specific course modules can be adapted to provide material at a level appropriate to the age and ability of the students being targeted. In fact, we defer to your expertise and urge you to modify any suggested activity to best meet your students' learning abilities.

Special Assembly

Presenting a portion of *CHOICES for Positive Youth Relationships* through a special school assembly ensures that all students have an experience of the program and allows schools the flexibility of using any combination of facilitators. Lesson I is an important preparatory session that is useful whether the program is provided at a full school assembly or at the beginning of a series of classroom sessions. In some communities, the special assembly is offered to all the students, with particular age or grade groups participating in more extensive learning sessions aimed at building skills and attitudes to prevent violence. In other communities,

the program is available not only to students but to the community at large.

This delivery model restricts the time necessary for discussion and skill building and may limit the internalization of key concepts and sustainability. In any event, it is critical that youth are made aware of the resources available to them and have the opportunity to talk with experienced counsellors or support staff.

Delivery Team

Classroom Teachers

Classroom teachers already have the pedagogical skills necessary to implement this program, and they understand the dynamics of the classroom. Some students have expressed that the comfort and trust level within the classroom is enhanced with a facilitator that is familiar to them. While many classroom teachers have a strong commitment to non-violence, others may not feel as comfortable with the content of the program. Training in the content of the program may overcome initial reluctance while adequate preparation and support from administration will reduce discomfort. Please refer to the chapter Before You Begin for additional preparatory suggestions.

School-Based Professionals or Community Partners

Partners such as social workers, psychologists, attendance counsellors, public health nurses, police officers, victim services, shelter workers, clergy, health care professionals, cross-cultural service providers and parents can provide valuable assistance in delivering the program. Often these professionals and community members possess the facilitation skills and the commitment to non-violence needed for the program; they may only need to be trained on the content of the program. Successful initiatives have resulted when a community partner jointly presents with a classroom teacher or a peer facilitator. Occasionally, it may be appropriate for *CHOICES for Positive Youth Relationships* to be delivered elsewhere in the community than the school system. Examples of possible venues might be service agencies focussed on children and youth, such as children's mental health services, community centres or faith communities.

Peer Facilitators

Research indicates that the use of peer facilitators/mentors in violence prevention can have very positive results (See Resources: Peer Facilitation). It is of paramount importance that the facilitators are properly trained (Please refer to page 23), have a personal commitment to violence prevention and that they be at least one or two years older than the students in the program. Training needs to ensure that peer facilitators/mentors not only have knowledge of the course material, but that they have the skills to present the program in a dynamic, empathetic and competent manner. Because their facilitation skills may be underdeveloped, a popular approach is the use of student facilitators to enhance the classroom teacher presentation, thus still encouraging modelling and mentoring.

If there is a university or college in the community, consider recruiting volunteers from these institutions. Working in partners and with the proper training, these students are highly effective with secondary school age students. High school students can also be trained to be facilitators and do an excellent job of delivering the program to other students in grades 7-10. Training of high school students can be accomplished through credit courses in areas such as physical education, cooperative education, community service and guidance. Since the training is part of the course content, teachers are able to develop very skilled facilitators. Student facilitators may work as partners to deliver the program or may work jointly with the classroom teacher. Where school credits are required or provided for community service, students may have a particular incentive to become involved as facilitators and mentors.

Learning Approaches

CHOICES for Positive Youth Relationships suggests the use of a variety of learning approaches to encourage participation and decision-making. We respect the professionalism and experience of educators to determine the most effective approach(es) for their students.

Whole-class Discussion

The Whole-class discussion provides an opportunity to establish an environment of safety and trust that may be less threatening for some students. Facilitators must be vigilant for a participant who dominates or monopolizes the discussion and be skilled enough to re-direct conversations that lead off-topic. This style is useful for brainstorming activities and situations where many different opinions are valuable.

Small Group Work and Learning Centres

Students work in groups of 4-6 people to create the learning centres, sharing responsibility and co-operating for task completion. Information-sharing with one another and reporting to the entire class are valuable components of small-group work. Facilitators may assist groups to focus on the topic and in some cases direct the discussion with appropriate questions.

Seminar Group

Seminar groups are similar to small groups with a specific goal to make a group presentation on a topic.

Video-based Activity

The audio and visual presentation of people, situations and events can help to extend knowledge and understanding and shape personal and social attitudes. Videos that address sensitive or disturbing topics in an emotionally compelling way within the safety of the classroom can help youth to explore preconceptions and assumptions. Discussion begins in the context of a film and its real life story and does not rely on either remote theory or the immediate experience of the individual participants to begin the learning experience.

Guest Speakers

Inviting guest speakers into the classroom provides an opportunity for youth to sense a community of interest and support. Guest speakers provide specialized information and insights and may often offer a different perspective about a given issue. Educators may welcome the expertise of guest speakers and appreciate the opportunity to better observe student responses to a presentation than if they themselves were involved in the delivery.

Role Playing

Role playing can offer a way to put into practice recently learned skills and strategies and re-evaluate appropriate and effective responses to a variety of situations. Role playing is most successful when the scenario mirrors reality for the students; indeed soliciting student input is advised when selecting a situation. When role playing introduces a discomfort level, inviting peers from outside the class who have fewer inhibitions about role playing may reduce anxiety. Time to de-brief and assess strategies is most important to the success of this particular learning approach.

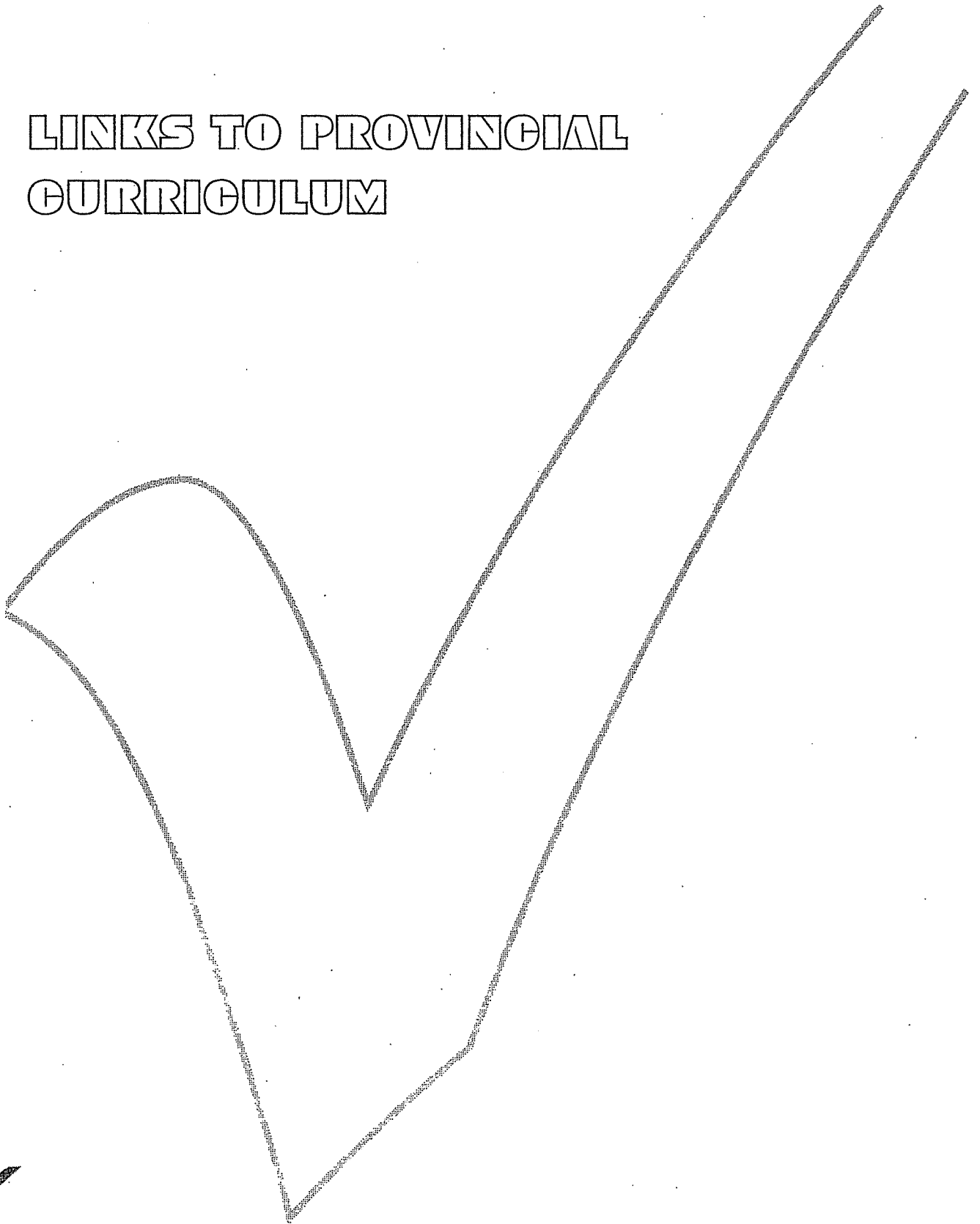
Independent Study or Activity

Independent study allows the individual to further investigate a topic and provides an opportunity for reflective learning and decision-making.

Media Analysis

Media analysis encourages youth to identify and examine the experiences and values portrayed in media messages. It also cultivates an understanding that these messages are produced by others to inform, persuade or entertain for a variety of purposes, and that media messages play a role in the development of attitudes, behaviour and values. This can be a valuable exercise to develop critical thinking and assessment skills.

LINKS TO PROVINCIAL CURRICULUM



Curriculum Links

As Curriculum is revised or replaced throughout Canada, we will provide updates of the Curriculum links for each Province on our website:

www.speerssociety.org

British Columbia Curriculum

(Effective September 2002)

LEARNING OUTCOMES

CHOICES LINKS

(Number corresponds to Lesson)

Career and Personal Planning (CAPP) Grades 9-12

It is expected that students will:

Family Life Education

- identify components needed to build and maintain healthy relationships 1,2,3,4,5,6
- relate family values and traditions to beliefs and behaviour standards 2,4
- identify and evaluate factors that influence responsible sexual decision making 1,3,5
- analyze components necessary to build and maintain healthy relationships 1,2,3,4,5,6
- evaluate components needed to build and maintain healthy relationships in adulthood 1,2,3,4,5,6

Child Abuse Prevention

- explain the relationship between emotions and abusive behaviour 1,2,3,4,5
- describe the dynamics of relationships as they apply to abusive situations 1,2,3,4,5,6
- demonstrate problem-solving and assertiveness skills as they apply to relationships 5,6
- identify appropriate services, support and intervention for people in abusive relationships 2,4,5,6
- propose strategies to deal with emotions to avoid abusive relationships 1,2,3,4,5,6
- explain the legal issues related to abuse 2,6
- demonstrate problem-solving and assertiveness skills as they apply to abuse and exploitive behaviour 5,6
- describe the process of obtaining appropriate services, support or intervention for abusive situations 2,6
- demonstrate an understanding of the many manifestations of abuse in society 1,2,3,4,5,6
- evaluate the impact of abuse in society 1,2,3,4,5,6
- describe steps that society can take to reduce or eliminate abuse 1,2,3,4,5,6

Mental Well-being

- propose strategies for enhancing and maintaining emotional health and well-being 2,3,4,5,6
- show respect for others 1,2,3,4,5,6

Family Studies, Grades 11-12

It is expected that students will:

Relationships

- analyze a variety of communication skills and techniques 1,2,3,5,6
- describe the potential effect of relationships on an individual's well-being 1,2,3,5,6
- explain the changing relationships individuals may experience during adolescence 1,2,3,4,5
- investigate the impact of customs and laws on relationships 3,5,6
- analyze the various types of relationships and their development throughout life 1,3,5
- propose and evaluate strategies for dealing with relationship problems 2,3,4,5,6
- analyze strategies for building, maintaining and ending relationships 2,3,4,5,6

Alberta Curriculum

(Effective November 2002)

LEARNING OUTCOMES

CHOICES LINKS

(Number corresponds to Lesson)

Career and Life Management (CALM)

General Outcome 1: Personal Choices

Specific Outcomes

Students will:

- P2. *Evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health*
- analyze poor choices or lack of ability to pursue healthy choices and decisions 3,4,5
 - evaluate the impact of situations of risk and risks in combination 1,2,4
 - describe how peer pressure and the expectations of others influence choices 3,4,5
- P4. *Develop approaches/tactics for creative problem solving and decision-making*
- analyze the ability to make a change or difference, for self and others 1,2,3,4,5,6
- P7. *Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being*
- discuss possible consequences of not constructively dealing with emotions—anger, depression, suicide 1,2,4,5,6
- P9. *Demonstrate and apply effective communication, conflict resolution and team-building skills*
- describe the stages of conflict, strategies for negotiating conflict and issues and difficulties in resolving conflict 3,4,5,6
 - apply skills to deal with negative peer pressure and negative views of others 5,6
- P10. *Examine various attitudes, values and behaviours for developing meaningful interpersonal relationships*
- identify positive elements of relationships, i.e. trust, integrity, respect, responsibility 2,3,4,5,6
 - describe the skills, attitudes and behaviours for building, maintaining and enhancing healthy, positive relationships 3,4,5,6
 - identify strategies for dealing with significant change and loss in a relationship and for ending a relationship 3,5,6
 - identify strategies for identifying unhealthy relationships and for dealing with exploitation and violence in relationships 3,5,6
- P11. *Examine the relationship between commitment and intimacy in all its levels*
- explain the role of trust and ways to establish trust in a relationship 3,5,6
 - develop strategies for dealing with jealousy 3,5,6
- P14. *Evaluate resources and support systems for each dimension of health and well-being for self and others*
- examine support systems for assessing and maintaining health and well-being 1,2,3,5,6
 - identify support systems and resources for unhealthy relationships and strategies for contacting/using them 1,2,3,5,6

Saskatchewan Curriculum

(Effective September 2002)

LEARNING OUTCOMES

CHOICES LINKS

(Number corresponds to Lesson)

Life Transitions 20

Students will:

Level A

- acquire and evaluate information in order to identify and compare various types of relationships 1,2,3
- identify ways in which relationships are initiated, maintained and terminated 1,2,3,4,5,6
- identify common problems in relationships 1,2,3,4,5,6
- become familiar with techniques to manage conflict 1,2,3,4,5,6

Level B

- define a challenge concerning relationships in personal, family, community and career 1,2,3,4,5,6
- explore the alternatives that are available and the consequences of those alternatives 2,3,4,5,6
- establish personal goals related to managing change in relationships 2,3,4,5,6

Level C

- act upon an understanding of the importance of knowledge, collaboration, cooperation, problem solving and meaningful dialogue in understanding the rights, feelings and viewpoints of others 1,2,3,4,5,6
- embrace those lifestyles which support the principle of respect for persons 1,2,3,4,5,6

Life Transitions 30

Students will:

Modular 12: Conflict in Relationships

Level A

- state basic causes of conflict 1,2,3,4,5,6
- explore significant conflicts that can evolve in personal, family, community and career relationships 1,2,3,4,5,6
- describe a variety of ways in which people respond to conflict 1,2,3,4,5,6
- examine legal rights and responsibilities concerning some conflicts in relationships 2,3,5,6
- explain how to report some incidents of conflict 2,5,6
- identify behaviours that escalate and those that defuse conflicts 3,4,5,6
- practice skills that are effective in constructively resolving conflict 5,6
- identify sources of support for individuals experiencing conflict in their personal, family, career and community relationships 1,2,3,4,5,6

Level B

- define a challenge concerning conflict in any of their personal, family, community and/or career relationships 1,2,3,4,5,6
- explore strategies (alternatives) that are available, plus the consequences of alternatives 3,4,5,6
- select the best strategy to meet their challenge and manage conflict in relationships 3,4,5,6

Manitoba Curriculum

(Effective September 2003)

STUDENT OUTCOMES

CHOICES LINKS

(Number corresponds to Lesson)

Health and Physical Education Safety (Senior 1)

- analyze issues related to violence prevention in a variety of contexts 1,2,3,4,5,6
- demonstrate an understanding of the skills in dealing with case scenarios related to physically, verbally, and emotionally abusive situations 5,6
- differentiate among the terms associated with abusive situations 1,2,3
- identify the skills and community resources for addressing problems associated with sexually abusive behaviour 2,3,4,5,6

Personal and Social Management (Senior 1)

- examine personal strengths, values and strategies for achieving individual success and positive self-image 1,2,3,4,5,6
- examine factors that affect making decisions by self and/or others for active healthy lifestyles and/or career building 1,2,3,4,5,6
- describe ways to treat others for the development of healthy and meaningful relationships 1,2,3,4,5,6
- identify appropriate social behaviours for developing meaningful interpersonal relationships 1,2,3,4,5,6
- examine how to manage anger in constructive ways in different case scenarios 4,5,6
- examine effects of conflicts and the importance of seeing both sides of issues in developing meaningful personal and/or team relationships 4,5,6
- assess behaviours and conflict resolution strategies in context of final outcome for settling disputes or disagreements 3,4,5,6
- identify examples of potentially dangerous situations and effective strategies for avoidance/refusal 1,2,3,4,5,6
- apply interpersonal skills in case scenarios related to developing close, meaningful relationships 5,6
- apply conflict resolution strategies in different case scenarios for understanding different perspectives and points of view 5,6

Healthy Lifestyle Practices (Senior 1)

- apply a decision-making process in case scenarios related to developing healthy relationships and responsible sexual behaviours 5,6

Health and Physical Education Safety (Senior 2)

- identify potential adult roles and ways to prevent potential problems in developing meaningful relationships 1,2,3,4,5,6
- describe behaviours necessary for providing support to others and promoting emotional health and well-being 3,4,5,6
- describe situations that cause personal stress 1,2,3,4,5,6
- apply communication skills and strategies in case scenarios for getting along with others in a variety of contexts 3,4,5,6
- apply stress management strategies and communication skills for stress reduction for self and for others in case scenarios related to stressful situations 3,4,5,6

Healthy Lifestyle Practices (Senior 2)

- analyze the components in different case scenarios for building and maintaining healthy relationships 1,2,3,4,5,6
- apply a decision-making/problem solving process in case scenarios in relation to effective communication for building healthy relationships and demonstrating responsible sexual behaviours 5,6

Ontario Curriculum

(Effective September 2002)

CURRICULUM EXPECTATIONS

CHOICES LINKS

(Number corresponds to Lesson)

Health and Physical Education (PPL10)

By the end of this course, students will:

Healthy Living Strand

- identify the factors that contribute to positive relationships with others 1,2,3,4,5,6
- identify strategies to minimize potentially dangerous situations 1,2,3,4,5,6
- describe specific types of physical and non-physical abuse 1,2,3
- assess the impact of non-physical abuse on victims 1,2,3,4,5,6
- identify the causes of abuse and violence 3,4
- describe solutions and strategies to address violence in the lives of young people 3,4,5
- explain how the school, the local community, and other community agencies are involved in developing strategies (e.g., a school's code of conduct) to prevent or end the violence in young people's lives 2,5,6
- demonstrate effective personal strategies to minimize injury in adolescence 1,2,3,4,5,6

Living Skills Strand

- use appropriate decision-making skills to achieve goals related to personal health 3,4,5,6
- explain the effectiveness of various conflict resolution processes in daily situations 5,6
- use appropriate social skills when working collaboratively with others 1,2,3,4,5,6
- demonstrate understanding of personal values that can lead to conflict 1,3,4,5,6
- use assertiveness techniques to avoid escalating conflict 3,4,5
- demonstrate active listening skills when managing conflict 6
- demonstrate the appropriate steps of conflict resolution in situations encountered in class, at school, with friends, and at home 5,6
- demonstrate understanding of the triggers of conflict to prevent escalation 4,5,6
- identify coping skills to deal with internal conflict and stress 2,4,5
- contribute to the success of the group verbally and non-verbally 1,2,3,4,5,6
- give and receive assistance (e.g., through peer mentoring) 1,2,3,4,5,6

Healthy Active Living Education, Grade 11, Open (PPL30)

By the end of this course, students will:

Healthy Living/Personal Safety and Injury Prevention Strand

- describe different types of violence 1,2,3
- demonstrate an understanding of the causes of relationship violence 4,5,6
- identify and analyze the indicators of violence in interpersonal relationships as well as appropriate intervention strategies 1,2,3,4,5,6
- assess solutions and strategies for preventing and eliminating relationship violence 2,3,4,5,6

Healthy Active Living Education, Grade 12, Open (PPL40)

By the end of this course, students will:

Healthy Living/Personal Safety and Injury Prevention

- analyze the causes of certain types of interpersonal violence 1,2,3,4
- describe the possible effects of violence on individuals who are exposed to it in their personal lives (e.g., becoming violent themselves, thereby continuing the cycle of violence and abuse) 2,3,4
- identify sources of support for individuals exposed to violence (e.g., within the family, the school, or the community) 2,3,4,5,6
- demonstrate an ability to use skills and strategies (e.g., refusal, self-defence) to deal with threats to personal safety and the safety of others 5,6

Individual and Family Living, Grade 9 or 10, Open (HIF10/HIF20)

By the end of this course, students will:

Self and Others Strand

- analyze strategies to develop and maintain effective relationships 1,2,3,4,5,6
- explain the nature and role of relationships and the importance of reciprocity in meeting the social and emotional needs of individuals, families, and groups 1,2,3
- distinguish between effective relationships and ones that are emotionally, psychologically, or physically abusive, and identify resources and strategies for dealing with abusive relationships 1,2,3,4,5,6
- apply strategies for building self-confidence 3,5,6

Personal and Social Responsibilities Strand

- demonstrate an understanding of their growing rights and responsibilities in relation to their family, as well as their emerging independence from their family 4,5
- demonstrate communication and conflict-resolution skills in the context of family and social relationships 5,6
- demonstrate appropriate speaking and listening skills for a variety of situations 6
- demonstrate appropriate responses to harassing or abusive behaviour 3,5,6
- identify community resources that offer free services 1,2,3,4,5,6

Managing Personal and Family Resources (HIR3C)

By the end of this course, students will:

Self and Others Strand

- identify the personal resources necessary to make a smooth transition from adolescence to adulthood 1,2,3,4,5,6
- demonstrate an understanding of the dynamics of human interaction and communication with others 1,2,3,4,5,6
- demonstrate an understanding of the challenges involved in human interaction 1,2,3,4,5,6
- demonstrate an understanding of the need for greater responsibility, maturity, and independence as part of the transition from adolescence to adulthood 1,2,3,4,5,6
- demonstrate an understanding of how to apply the required knowledge and skills to build on personal strengths and address personal areas of weakness during the transition 5,6
- identify the various types of interactions in which they are involved 1,2,5,6
- analyze the characteristics of healthy relationships and of various types of interactions 3,4,5,6
- identify ways to improve the quality of interpersonal relations 1,2,3,4,5,6
- identify the components of non-verbal communication 3
- describe techniques for communicating effectively 3,5,6
- analyze what leads to challenging personal interactions and how they are manifested in personal relationships, the workplace, and the marketplace 4
- analyze the effects of living and working in a threatening environment 1,2,3
- demonstrate an understanding and correct use of techniques for dealing with conflict 2,3,5,6
- explain strategies for coping with issues relating to personal and public safety 2,3,5,6

Personal Responsibilities Strand

- demonstrate an understanding of the relationship between effective decision making and well-being 1,2,3,4,5,6
- investigate some common approaches to decision making that hinder the ability to make good choices 1,2,3,4

Social Structures Strand

- investigate community resources that are available to assist individuals and families 1,2,3,4,5,6

Also strong links to:

Individuals and Families in a Diverse Society, Grade 12, (HHS4M)

Choices Into Action - Mandated Guidance and Career Education Program Policy

By the end of this course, students will:

Interpersonal Development

- apply a variety of learning skills and strategies to a variety of situations 5,6
- use personal skills appropriately to encourage responsible behaviour in others in a wide range of situations 5,6
- demonstrate appropriate behaviour at school, in the community 1,3,5,6
- apply skills to build positive relationships in diverse settings at school, in the community, and in the workplace 1,3,5,6

Program Goals

- understand the concepts related to lifelong learning, interpersonal relationships 1,2,3,4,5,6
- develop learning skills, social skills, a sense of social responsibility 1,2,3,4,5,6
- apply this learning to their lives and work in the school and the community 5,6

Leadership and Peer Support, Grade 11, Open (GPP30)

By the end of this course, students will:

Interpersonal Knowledge and Skills

- demonstrate an understanding of the characteristics of positive relationships and of the early signs of an abusive relationship 1,2,3,4,5,6
- demonstrate an understanding of the elements of good mental health 3,5,6
- describe the elements of effective interpersonal relations (e.g., respect for differences, flexibility, honesty, integrity) and demonstrate their use in selected leadership and peer support roles in the school or community 3,4,5,6
- describe a conflict resolution model and demonstrate its use in a variety of situations to reduce conflict and reach mutually agreeable solutions 3,5,6

Communication Skills

- explain the benefits and pitfalls of expressing emotions and demonstrate appropriate ways of managing their own emotions and responding to others' expressions of emotions 1,2,3,4,5,6
- describe the elements of effective communication and demonstrate their use 2,3,5,6
- use feedback effectively and appropriately to help others identify their strengths and areas needing improvement 3,6
- demonstrate an understanding of how to respond appropriately to peers' disclosures of serious personal matters 6
- explain how power can be used positively or misused in work, family, and peer contexts and identify strategies to deal with situations where power is misused (e.g., gang aggression, child abuse, workplace harassment) 1,2,3,4,5,6
- describe the causes and costs to individuals, families, and communities of discrimination, harassment, violence, and poverty 2,4,5,6

Québec Curriculum

(Effective September 2002)

LEARNING OUTCOMES

CHOICES LINKS

(Number corresponding to Lesson)

Personal and Social Development (Grades 9, 10 and 11)

Program Objectives:

- enable students to distinguish, in their own lives, the various facets of human life, such as health, sexuality, interpersonal relations, consumerism and community life 1,2,3,4,5,6
- enable students to shed light on their notions, values and actions as they pertain to various stages of their development 2,3,5
- enable students to gain a better understanding of the social dimension of their personality in order for them to maintain healthy relationships within their community 1,2,3,4,5,6
- enable students to discover and appreciate the uniqueness of each individual in order for them to learn to respect others in the diverse realities of human life 1,3,4,5,6
- enable students to understand their rights and responsibilities as citizens as well as the necessity, in a democratic society, for standards to be established collectively 2,3,4,5,6

Ethics and Morality (Grade 9)

By the end of this course, students will:

- demonstrate an understanding of the need to acknowledge others in order to work out relationships 1,2,3,6
- demonstrate an awareness of the requirement of acknowledging others for a greater welfare and improved standards of living, both individually and within the community 1,3,4

Ethics and Morality (Grade 10)

By the end of this course, students will:

- identify possible attitudes towards conflicting values, by taking into account their impact on the family and the community 1,3,4,5,6

Ethics and Morality (Grade 11)

By the end of this course, students will:

- realize, by taking into consideration both personal and group moral dilemmas, the complexity of distinguishing between good and bad on a personal level and within the community 1,2,3,5

New Brunswick Curriculum

(Effective June 2003)

STUDENT OBJECTIVES

CHOICES LINKS

(Number corresponds to Lesson)

Family Living 120

Unit 1: Adolescence

- identify developmental tasks required to achieve independence 1,2,3,4,5
- explain the impact of social issues on the individual and the family (Dating Violence strand) 1,2,3

Unit 2: Independent Adult Roles

- explain various lifestyle choices 4
- list reasons for the success of a permanent intimate relationship 1,2,3,4,5,6

Unit 3: Couple Relationships

- analyze the relationship between commitment and accountability with regard to contracts. (Cohabitation strand) 3,4,5,6

Course: Family Studies, Grades 9/10

Students will be expected to evaluate the effects of various relationships on family dynamics.

(Particularly the lessons on Family Communication and Conflict Resolution) 1,2,3,4,5,6

Nova Scotia Curriculum

(Effective June 2003)

LEARNING OUTCOMES:

CHOICES LINKS

(Number corresponds to Lesson)

Comprehensive Guidance and Counselling Program (April 2002)

Students will be expected to:

Personal Outcomes

- demonstrate that they can assess their strengths, needs, values interests, aptitudes, and accomplishments 1,2,3,4
- demonstrate use of total life experiences, activities, and interests in learning about their potential 1,2,3,4,5,6
- demonstrate that they can identify, describe, and accept their feelings about themselves and towards others 1,2,3
- demonstrate that they have developed skills for dealing with the physical and emotional changes that occur as they develop 1,2,3,4,5,6

Social Outcomes

- demonstrate and apply the skills needed for effective communication 5,6
- describe the qualities they seek in their relationships with others 1,2,3,4,5,6
- recognize the diverse ways of handling emotions 1,2,3,4,5,6
- demonstrate an understanding of the importance of being sensitive to the feelings and needs of others in a group 1,2,3,4,5,6

Career and Life Management (CALM 11)

Students will be expected to:

Personal Development

- demonstrate effective communication and teamwork skills 3,5,6
- demonstrate knowledge of relationship rights and responsibilities in a variety of contexts 3,4,5,6
- identify and access resources that support personal and community health 2,3,4,5,6
- demonstrate respect and appreciation for a diversity of cultural and lifestyle values 1,2,3,4,5,6

Prince Edward Island Curriculum

(Effective June 2003)

STUDENT OUTCOMES

CHOICES LINKS

(Number corresponds to Lesson)

Family Life Education, Grade 10

Relationships

- to recognize and accept individual and group rights and responsibilities 1,2,3,4,5,6
- to understand the process through which a relationship develops 1,2,3,4,5,6
- to identify the qualities of a true friend 1,2,3,4,6
- to explain how a person can build and maintain friendships 1,2,3,4,5,6
- to discuss ways that peer pressure affects relationships 4
- to demonstrate effective communicating skills through the use of the assertiveness model 3,4,5
- to describe ways to make dating relationships successful 1,2,3,4,5,6
- to describe some challenges that must be handled in dating and explain how to deal with them 1,2,3,4,5,6
- to explain the difference between infatuation and love that lasts 1,2,3
- to identify the basic causes of conflict 1,2,3,4
- to explain how basic conflict situation can be prevented 4,5,6
- to describe negative and positive approaches to handling conflict 1,2,3,4,5,6
- to suggest examples of violence in today's society 1,2,3,4,5
- to list sources of help if one finds oneself in a violent situation 2,3,4,5,6

Newfoundland / Labrador Curriculum

(Effective July 2003)

LEARNING OUTCOMES:

CHOICES LINKS

(Number corresponds to Lesson)

Human Dynamics

Graduates will be able to:

Knowledge and Understandings

- demonstrate an understanding of the types, range and depth of relationships and how they evolve and change 1,2,3,4,5,6
- demonstrate an understanding of what constitutes healthy relationships 1,2,3,4,5,6
- demonstrate an understanding of what constitutes abuse in relationships 1,2,3,4,5,6
- demonstrate an understanding of the impact of customs, values and beliefs in relationships 1,2,3,4,5,6

Skills and Abilities

- critically analyze the messages about relationships portrayed in the media 4
- analyze emotional and social issues that affect adolescent relationships 4,5,6
- propose and evaluate strategies for dealing with issues in relationships 2,3,4,5,6
- analyze strategies for building, sustaining, and ending relationships 2,3,4,5,6

Attitudes and Behaviours

- evaluate personal relationships 1,2,3,4,5,6
- identify personal skills and abilities for healthy, sustainable relationships 2,3,4,5,6

Healthy Lifestyles Grade 9

Unit I: Climate building and Communication

- to improve personal communication skills through classroom interaction and practice 1,2,3,4,5,6
- to be aware of rights and responsibilities with respect to enhancing classroom environment 1,3,4,5,6
- to demonstrate cooperation and sharing and to practise consensus-seeking 1,2,3,4,5,6

Unit II: Self-Concept

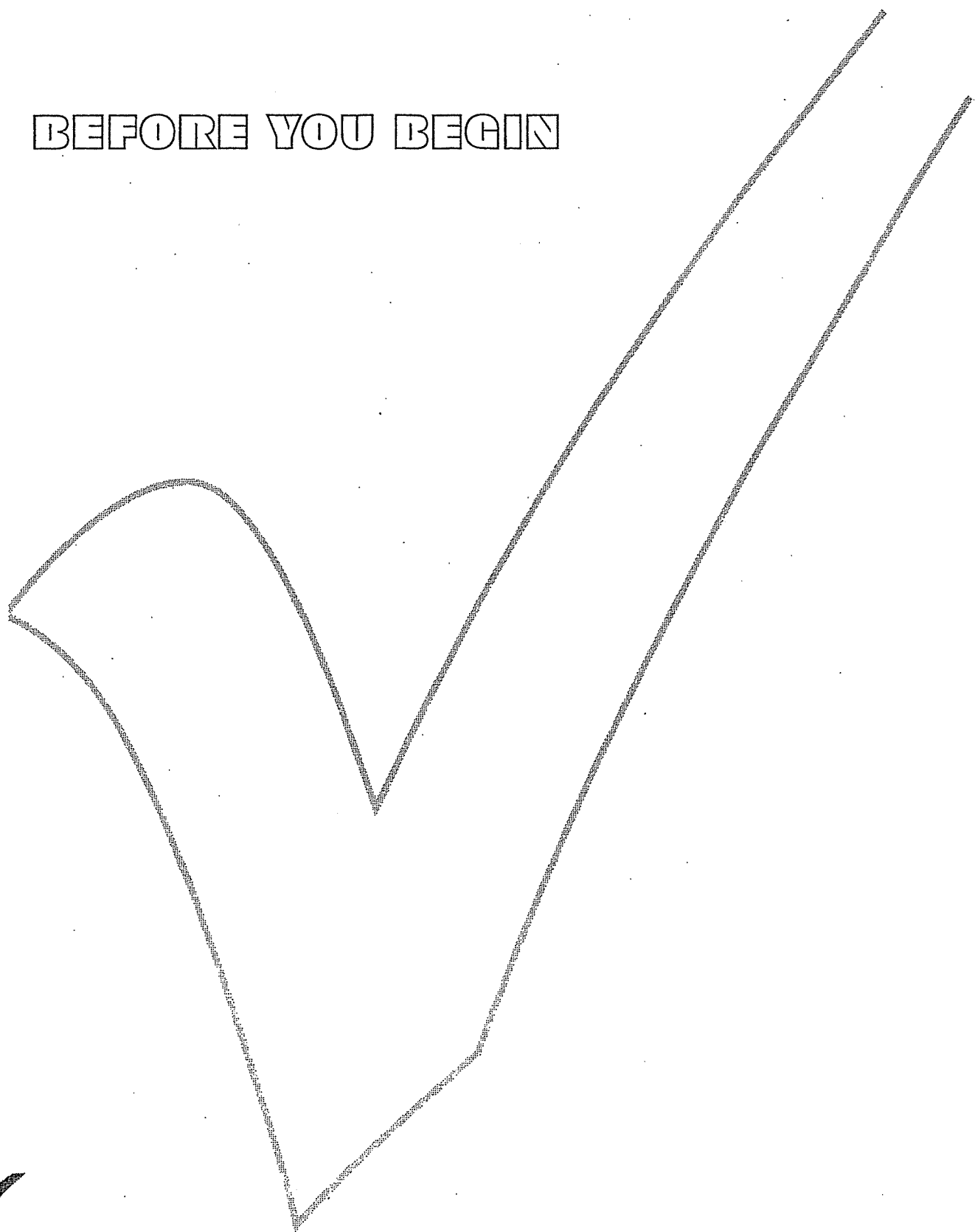
- to develop an increased awareness of self by engaging in activities that help you think about who you are and what is important to you 2,3,4,5,6
- to examine and consider the qualities that make a person valuable 1,2,3,4,5,6
- to be aware of the influence of others and the media on self-concept 1,2,3,4,5,6
- to become aware of effective and ineffective ways of relating to others and practise assertive behaviour 1,2,3,4,5,6
- to be aware of the positive and negative feedback on self-concept and practise giving positive feedback 1,2,3,4,5,6

Unit IV: Interpersonal Relationships

- to identify characteristics of a friendship and to discuss ideas regarding the formation of friendships 1,2,3,6
- to become aware of methods of initiating, maintaining, and terminating friendships 1,2,3,4,5,6
- to identify various aspects of friendships, in particular, friendships with adults 1,2,3
- to develop an increased awareness of own attitudes towards dating relationships 1,2,3,4,5,6
- to have an increased awareness of own and other's expectations of dating relationships 1,2,3,4,5,6
- to become aware of the reciprocal nature of dating relationships 1,2,3
- to practise making decisions regarding some of the problems that occur in dating relationships 5,6

Before You Begin

BEFORE YOU BEGIN



Building A Community Network

VIOLENCE PREVENTION PROGRAMS are most successful when they model a collaborative and cooperative approach in which students, teachers, administrators, professional staff, elected officials, parents, community professionals, and members of all groups that make up our diverse communities participate together in developing, implementing and learning from the program activities. It is critical that we give our youth the message that there is a whole community who cares about them and can offer information and support to them.

It will be time well spent if educators develop liaisons within the community. Community organizations provide a valuable resource for facilitator training, program delivery and follow-up support. Consider community partners such as social workers, psychologists, victim services, public health nurses, police officers, shelter workers, clergy, health care professionals, cross-cultural service providers and parents. Use their experience and expertise as guest speakers, panel participants or co-presenters. Many professionals and agencies are already committed to public education and will welcome the opportunity to work together to develop a strong effective program.

At the very least, we strongly encourage you to invite to the classroom a police officer, who can speak to the legal aspects of abuse, and counsellors, who have the expertise to handle disclosures and give effective follow-up support.

Creating a Comfort Zone

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THE EFFECTIVENESS of *CHOICES for Positive Youth Relationships* depends largely upon the comfort level and sense of safety achieved within the learning environment. Many people, particularly those with limited life experience, find it frightening and inhibiting to talk openly about violence. For some participants, their personal experience of violence, as a victim or a perpetrator, may be an issue; for others, the concept of interpersonal violence may be so distant that the need for violence prevention programs may not be obvious. If this is to be implemented as an integrated whole-school program, it is equally important that the entire staff has time to accept, understand and prepare for this program. It is best to proceed with an invitational and inclusive approach. Empower those with apprehension about a new role with respect, support, resources and teamwork.

One of the reasons for beginning a violence prevention program with a tool like "A Love That Kills" is that the discussion begins in the context of the film and its real life story and does not rely on either remote theory or the immediate experience of the individual participants to begin the learning experience. Prior to a presentation of "A Love That Kills" care should be taken to prepare students for what they are about to see and to ensure that they understand the various forms of violence that can occur within different relationships. Lesson I is a preparatory session that is useful whether the program is provided as a full school assembly or as the beginning of a series of classroom sessions. In either setting, some group norms or process guidelines should be established so that a safe and respectful atmosphere is maintained. These group norms could take the form of an agreement among all participants, including facilitators and professional resource people. Refer to Handout 1-1.

The responsibility for maintaining a safe and stimulating learning environment rests largely with the facilitators. If peer facilitation is the method of choice, it is *essential* that the youth be adequately trained. Please refer to the chapter Resources for referrals to existing training guides for youth facilitators. Here are some suggestions for all facilitators:

- It is important that facilitators be thoroughly familiar with the course material and that they develop a comfort level about discussing violence in all its various forms.
- Training for facilitators should include techniques to deal with emotional outbursts, to cope with personal anger, to deal with anyone who dominates the discussion, to model problem-solving techniques, to listen actively and to monitor body-language for unexpressed emotional responses to the material. Sometimes a negatively expressed emotion is rooted in pain or recognition.
- Where the model uses co-facilitation, there should be a level of trust, respect and warmth between the facilitators that is apparent to the participants and that models positive relationships.
- Facilitators should feel comfortable admitting that each of us is capable of violence given particular circumstances; the use of violence is not a biological imperative but a choice each one of us makes in order to maintain power and control over others.
- Facilitators should expect that some participants will resist the vision of non-violence and will engage in justifications for violence against others under specific circumstances.
- Facilitators must be trained to redirect the discussion by focusing on the film and/or the exercises in the lesson plans.
- Facilitators must expect that all participants will not be convinced; the objective is foster the knowledge, skills and values that will enable the majority of participants to seek a non-violent lifestyle.

- Facilitators must always have a place to refer any participant who needs to withdraw from the group or who discloses abuse; facilitators are not counsellors and must be prepared to refer to professionals who are trained and mandated to offer specialized assistance.

Addressing Diversity and Equality Issues

IT IS ESSENTIAL that *CHOICES for Positive Youth Relationships* address directly issues of diversity and equity. Any form of discrimination is unacceptable, and fear of someone who is different often lies at the root of abusive behaviour. Forms of discrimination may include the following:

- racism, or intimidation and discrimination based on ethno-cultural, religious or linguistic differences
- sexism, sexual harassment and gender inequities, including issues around sexual orientation
- classism, or discrimination based on differences in socio-economic status
- ableism, or discrimination based on differences in physical, mental or emotional abilities
- ageism, or discrimination based on differences in chronological age

Research shows us clearly that discrimination, like violence, is a learned response. When we discriminate against someone, we treat that person as the "other," as someone who is not like us and someone for whom we need have no feelings of empathy. Name-calling is a way to set the "other" in a different category than ourselves and to give ourselves permission to treat that "other" in a way we would never want to be treated. Today's youth use terms like "wimp," "fag," "slut," "lesbo" and "retard" to "diss" the "other." Using words that discriminate is a form of abuse. Once words have been used to separate the "other" from "us," it is easier to justify to ourselves the use of physical, sexual, economic, psychological and social violence.

No racial, cultural, linguistic, religious, age or gender group is immune from learning to use violence to exercise power and

control over "others." In our communities, those who are different from the dominant culture often find themselves isolated and the objects of discrimination. Violence prevention programs must address the special needs of diverse populations, recognizing that there are different perspectives on violence depending upon the experience and the values of victims and perpetrators within their own communities, while always maintaining non-violence and equity as the vision for the future.

In planning for the delivery of *CHOICES for Positive Youth Relationships*, educators must be mindful of the diversity which exists within their own communities and must make efforts to enlist the assistance of those who subscribe to violence prevention and who can provide advice, participation and leadership in the development and implementation of the program at the community level. Interpretation services, for both written and oral presentations, may be required. Issues around equitable access to justice must be addressed in the context of the particular community where the program is being delivered. A program delivered in a northern, largely Aboriginal community must address the issue of residential schools and specific violence against Aboriginal people, their culture and their language. A program delivered in a large urban centre, where there are many communities representing a multiplicity of racial, cultural and linguistic groups, must make special efforts to include facilitators who are members of and who understand those communities and their concerns. An examination of who is most at risk of perpetrating and being victimized by violence is essential to an understanding of the power and control factors that underlie the use of violence. Facilitators in the program must be encouraged to examine their own personal assumptions about who perpetrates violence, who is a victim, and why violence is used if they are to root out any discriminatory attitudes that may prevent an equitable delivery and/or reception of the program.

Please refer to Resources for a generic list of some of the community organizations that may be consulted to ensure that diversity needs are met.

Effective Support When Disclosure Occurs

ALMOST ALWAYS, DURING a discussion after "A Love That Kills," one or more young person will disclose that s/he has experienced or perpetrated an act of violence or has seen others in his/her family or peer group abused. It is important for program organizers to take steps to support those who disclose.

Facilitators need to understand their obligations under the law. If a person considered a Minor Child has been abused, most Provinces require mandatory reporting to the authorities responsible for child welfare. The usual requirement for mandatory reporting involves youth under the age of sixteen years. Although disclosures may involve acts that are against the "Criminal Code of Canada," there is no mandatory reporting required unless the victim is a Minor Child under the child and family service legislation of the Province where the disclosure/abuse occurs. In some Provinces, health care professionals are required to report third party threats to the threatened person if they believe that the threat is credible and the threatened person is in danger. Facilitator training must include specific information about mandatory reporting in the jurisdiction where the program is being offered.

In many communities, resource people from the child welfare agency are identified ahead of time and are available to assist immediately should a disclosure requiring a mandatory report occur. Similarly, school-based professionals, police officers, social workers, public health nurses, shelter workers, sexual assault counsellors and other community professionals may be available to assist should a disclosure occur and should a victim or a perpetrator be willing to seek professional help. The facilitator's task is to provide information and empowerment to the youth, rather than in-depth counselling or rescue.

Generally speaking, it is wise for facilitators to discourage extensive disclosure in front of the large group but to try to direct disclosing participants to the professionals available to assist them. However, in doing so, it is essential that disclosing participants not feel shamed or rejected by the referral. A referral is intended to support, not silence, a disclosing participant.

What follows are some hints should a disclosure of abuse occur. At the time of the initial disclosure:

- try to stay calm and relaxed
- listen attentively
- do not say or do anything that might seem to "blame the victim" for the abuse
- do not appear shocked, disgusted or blaming of the abuser
- do not express disbelief in words or with body or facial language
- validate the feelings being expressed
- express your sorrow that the violence has occurred
- attempt to refer to an available professional
- assure the discloser that s/he is not alone; unfortunately, a large proportion of young men and women experience violence
- assure the discloser of your continued support and assistance even if professional intervention is not sought
- at the end of the session, again encourage the discloser to seek professional assistance.

SUPPORT TIPS

It's often difficult to resist the temptation to "rescue" the victim and criticize the abuser. Remember that there are very complicated dynamics involved in an abusive relationship and changing the way someone thinks about themselves and their relationship is sometimes slow and frustrating. Here are some tips to support a teen who may be in an abusive relationship.

To support a victim...

- Listen without criticizing.
- Show concern but don't be confrontational. Say "I'm worried that you could get hurt and I want to help" rather than "I know you are being abused and you have to break up with the jerk."
- Be patient. They may deny the abuse out of embarrassment or fear, but criticism will only further alienate.
- Offer help but do not take control. Your goal is to empower the teen to make wise and safe choices.
- Concentrate on their strengths to increase their feelings of self-worth.
- Be honest. Discuss the limits of confidentiality up front so they know under what conditions you will involve other people, including parents, school, or police.
- Don't "victim-blame" by asking questions such as "What did you do to make him/her so mad?" Help them to understand that the abuser is responsible for his/her own actions.
- Criticize only the abusive behaviour, not the abuser. The victim will feel forced to defend the person they care about and will not trust you to help. Understand that ambivalence is normal and the victim will take time to make change.
- Continue your support even if they choose to stay in the abusive relationship. When they are ready to think about leaving, they will be more likely to seek your help.
- Continue to support even if the victim returns to an abusive relationship. Maybe they just need more time to develop stronger boundaries and courage.
- Ask how they feel, don't tell them how they feel or should feel.
- Be aware of your own "baggage." Don't bring your issues to the victim's relationship.
- Be sensitive to cultural differences and realize that not everyone will share your values.
- Provide information about relationship abuse. Give them numbers and names of community resources that can help them.
- Encourage them to share their situation with family or caregivers. Secrecy nourishes abuse.

To support an abuser...

- Identify the abuse when you see it but remember to criticize the behaviour, not the person, or you will only succeed in making him/her defensive.
- Educate the abuser about the different types of abuse.
- Help them to realize the consequences of the abusive behaviour.
- Take time to acknowledge the abuser's strengths. Put-downs only reinforce the insecurity that is often at the root of the abuse.
- Be clear that violence is always a choice.
- Acknowledge that it takes courage to talk about abuse and seek help to end abuse.
- Offer your support if s/he chooses to seek help.
- Help them recognize that anger is an acceptable emotion but hurting someone is not.
- Help the abuser to accept responsibility for the abuse. Violence does not happen because one is "provoked" or "drunk." Violence is used to gain power over another.
- Be aware of minimizing, denial and shifting blame.
- Never tell an abuser anything his/her partner has told you.
- Don't give up. Behaviour changes take a long time.

Adapted from Teen Relationship Workbook, Wellness Reproductions and Publishing, Inc

LESSON PLANS



How to Use This Guide

It is important that facilitators be thoroughly familiar with the course material. Your goal is to empower the teen to make wise and safe choices and offer support regardless of the young person's choice of behaviour. Please take time to read the chapter Before You Begin. If you have concerns about leading this course, seek the assistance and support of your Guidance Department personnel, school counselling professionals, or community resources.

The *CHOICES for Positive Youth Relationships* Instructional Guide offers six lesson plans that enhance the learning opportunities in the documentary "A Love That Kills." We believe that youth will benefit most from a program that includes all six lessons.

Many educators have made violence prevention a priority and may wish to extend the six lessons, using some of the suggested optional activities or going with the needs or interests of their students. This program satisfies many curriculum expectations of several subjects, allowing educators the flexibility to spend time on these very important issues. Please refer to the chapter Links to Curriculum.

If it is absolutely necessary to select only part of the complete program, youth have consistently and repeatedly indicated to us the topics of most importance to them are:

- Identifying types of abuse (Lesson 1)
- Warning signs (Lesson 2)
- What to do, where to go, if they have a problem (Lesson 2)
- How to help a friend (Lesson 6)

A schematic on the following pages identifies and describes the organizational elements of each lesson plan.

A collective community approach is at the very heart of our program, so we encourage you to communicate with us as you work with this program. We want to hear about your successes and challenges and we hope you will share your innovative ideas for classroom participation or follow-up action. If we can assist you in any way, please feel free to contact us by e-mail speerssociety@sympatico.ca

In each lesson plan, you will find:

Title:

Each lesson is built around a single theme, reflected in the title.

Goals:

Specific goals for each lesson are identified.

Materials:

A list of required handouts and any equipment required.

Time:

Total time required to complete the lesson.

Organization:

A quick reference to the type of learning approach suggested and to the time allotment necessary.

Extended or Optional Activities:

This section gives additional suggestions for class activities, independent study, and initiatives for the class, whole-school or community. Educators may wish to substitute one of these suggestions for the designated activities. We hope they will also be used as a springboard to further ideas.

Message for the Day:

Each lesson includes a message relating to the theme and goals of the lesson. Educators may wish to draw attention to it by printing and posting it on a classroom bulletin board.

At A Glance

64 Lesson Three • Positive Relationships

the lesson at a glance

THE GOALS of this lesson are:

- to provide opportunities for participants to
 - distinguish between abusive relationships and healthy, safe relationships
 - identify skills and strategies to achieve healthy relationships
 - recognize that behaviour is a personal choice.

Materials

- Film "A Love That Kills" (optional)
- VCR/projector (optional)
- Flipchart, easel/paperwork
- Handout 3-1: Rights and Responsibilities
- Handout 3-2: Equality Wheel
- Overhead projector
- Transparency of Equality Wheel
- Recommended Reading 3

Time

The lesson can be completed in 50-70 minutes.

Organization

Step	Learning Approach	Duration
1 "A Love That Kills" Debriefing	Whole class - discussion	15-20 minutes
2 Personal Boundaries	Whole class - brainstorming	10-15 minutes
3 Rights and Responsibilities	Small Groups - gender segregated	10-15 minutes
4 Equality Wheel	Small Groups - gender integrated	15-20 minutes

Optional & Extension Activities

- Have students create web charts to identify various effects that being in an abusive relationship might have on a victim's life (e.g., work, relations with friends and family, self-esteem, eating and sleeping patterns).
- Draw a large diagram of 6-8 steps on the chalkboard. Prepare slips of paper with examples of abusive behaviours from the film from the list below. Ask each participant to come forward and place the behaviour on the stair-step to indicate how abuse escalates over time. Students may put more than one behaviour on each step or move someone else's behaviour to a different step.
- Discuss further how males and females may bring different perspectives to relationship issues.
- Assign written essay to discuss message for the day.

message for the day...

Setting personal boundaries protects us from abuse.

LESSON PLANS

Lesson 1 IDENTIFY THE ABUSE

The goals of this lesson are

- to establish a positive inclusive classroom environment
- to provide opportunities for participants to:
 - Identify various youth relationships
 - Identify and categorize the various types of abuse

Lesson 2 WARNING SIGNS

The goals of this lesson are

- to provide opportunities for participants to:
 - develop awareness of the warning signs of abusive relationships
 - become aware of resources available to them within their community

Lesson 3 POSITIVE RELATIONSHIPS

The goals of this lesson are

- to provide opportunities for participants to:
 - distinguish between abusive relationships and healthy, safe relationships
 - identify skills and strategies to achieve healthy relationships
 - recognize that behaviour is a personal choice

Lesson 4 UNDERSTANDING THE CHOICES

The goals of this lesson are

- to provide opportunities for participants to:
 - gain an understanding of the complex societal factors that perpetuate abuse
 - identify reasons why abusers choose to abuse and why victims choose to stay in abusive situations
 - recognize that there may be a cycle of violence

Lesson 5 RESPONSIBLE CHOICES

The goals of this lesson are

- to provide opportunities for participants to:
 - recognize that behaviour is a choice
 - identify safe and effective alternatives to abusive behaviour

Lesson 6 HELP A FRIEND

The goals of this lesson are

- to provide opportunities for participants to:
 - determine effective support for a friend who may be involved in an abusive relationship, as a victim or as an abuser
 - practise their support skills
 - evaluate the program.

LESSON ONE

Identify the abuse



the lesson at a **glance**

THE GOALS of this lesson are:

- to establish a positive, inclusive classroom environment
- to provide opportunities for participants to
 - identify various youth relationships
 - identify and categorize various types of abuse

Materials

- Flip chart, paper, markers
- Overhead projector and Power and Control transparency
- Handout 1-1: Participant Agreement
- Handout 1-2: Power and Control Wheel
- Recommended Reading 1



Time

The lesson can be completed in 50-70 minutes.

Organization

Step	Learning Approaches	Duration
1 Introduction & Classroom Agreement	Whole class - discussion	10 minutes
2 Take a Stand	Whole class - icebreaker	10 minutes
3 What Is a Relationship?	Whole class - brainstorming	5-10 minutes
4 Who's Got the Power?	Whole class - brainstorming	5-10 minutes
5 Power and Control Wheel	Small groups - discussion	20-30 minutes
6 Advance Introduction to Film	Whole class	2 minutes

Optional & Extension Activities

- Extend Step 2, Take a Stand, into a class discussion.
- Create school-wide interest by designing bulletin boards or promoting photo/creative writing contest.
- Set up an "Inbox" where, at the end of each class, each student contributes a question or comment that may be discussed at the next class. Provide a small sheet of paper to each student at each session to facilitate this process.
- Other films of interest: "Love Taps" (National Film Board).
- Assign written essay to discuss the "message for the day."

*message
for the day . . .*

**Recognizing
violence is the
first step to
ENDING it.**

Procedure Steps

1 Introduction and Classroom Agreement

Organization: Whole class – Discussion • 10 minutes

- Introduce the topic of abuse and give a general overview of the unit plans.
- If additional facilitators are to be involved (peer facilitators, community organizations), each facilitator should introduce him/herself and share briefly why s/he chose to be involved in the program.
- Discuss the importance of creating a safe and trustworthy classroom environment and what factors would contribute. You may draft the classroom agreement together or use Handout 1-1: Participant Agreement. The word “agreement” is preferable to “rules” to reinforce ownership of behaviour and to establish a positive and inclusive class environment. You may wish to have each participant sign the agreement. Post an enlarged copy of the agreement in the classroom for future reference.

2 Take a Stand

Organization: Whole class – Icebreaker • 10 minutes

This is a short, quick, energetic icebreaker exercise to start everyone thinking about different forms of abuse and their personal opinions about abuse. It is not meant to generate lengthy discussion or consensus.

- Facilitator reads one situation at a time.
- Participants are asked to stand up (or raise a hand) if they think the situation is abusive.
- Ask participants to notice their feelings about each situation or if they are hesitant to commit before their peers.
- If necessary, the facilitator reminds participants about the “no put-down” agreement.

The list of behaviours may include the following or you may wish to generate other situations:

1. Mary repeatedly telephones and e-mails John even though he has another girlfriend.
2. Karim is very angry at Reema. He does not hit her but slaps the wall next to her.
3. A group of girls call Jenny a slut because she is sleeping around.
4. Mother suggests that her daughter should lose some weight.
5. A father spansks his child when the child misbehaves.
6. A girl slaps her boyfriend's face when he says something rude to her.
7. Amid grabs and holds Sheena's arm when she walks away from him while he is still talking.
8. Amy asks that Bill explain where he has been when he is one hour late for their date.
9. Girl grabs a guy's butt in the hallway at school.
10. Guys make comments about girls as they walk down the hall.
11. Teacher berates student for his/her lack of effort in front of the class.
12. John teases Mary that she is putting on a little weight, and then says he was only kidding.
13. Ricco must spray-paint graffiti on school walls to be accepted into a group.
14. Three gang members approach Tasha in hallway and make it difficult to get past them.
15. Parents forbid their teenager to associate with certain friends.

3 What is a Relationship?

Organization: Whole class – Brainstorming • 5-10 minutes

- Ask participants to identify the many different relationships teens assume. Ideas may include boyfriend-girlfriend, friendships, parent-child, siblings, teacher-student, employee-boss, coach-athlete.

- Create list for all to see on a flip chart or chalkboard.
- Recognize that with each role comes a relationship that may be healthy or abusive.
- Emphasize that the program is designed to help participants determine how healthy their relationships are and to discover ways to make relationships safe, nurturing and mutually satisfying.

4 Who's Got the Power?

Organization: Full class – Brainstorming • 5-10 minutes

- Ask students to identify power imbalances in our society or in their school. Who has the power? Who does not?
- Create list for all to see on a flip chart or chalkboard.
- Generate a definition of abuse that includes the "misuse of power."

5 Power and Control Wheel

Organization: Small groups – Discussion • 20-30 minutes

- Distribute Handout 1-2: Power and Control Wheel.
- Assign each group an abuse category from the wheel — physical, psychological or sexual.
- Allow 10-15 minutes for participants to generate as many examples as possible of abusive behaviour in a relationship. Examples can come from TV or movies, or personal experience.
- Each group reports, and the facilitator creates a complete power and control wheel on overhead projector or on an enlarged copy that has been posted at the front of the room. Refer to completed Power and Control Wheel in Recommended Reading in order to fill in any gaps.
- Have participants fill in their own blank Power and Control Wheel.

6 Advance introduction to film

Organization: Whole Class • 2 minutes

Prepare participants for viewing of film "A Love That Kills."

You might wish to say:

"During the next session, you will have the opportunity to view a true story about a young girl who was murdered by her former boyfriend. In the film her mother and friends draw attention to the warning signs of abusive relationships. This is a very moving story that may upset some of you. There will be support people present to talk with you and to answer any questions that you might have."

(Note to educator: Remember to make arrangements well in advance.)

PARTICIPANT AGREEMENT

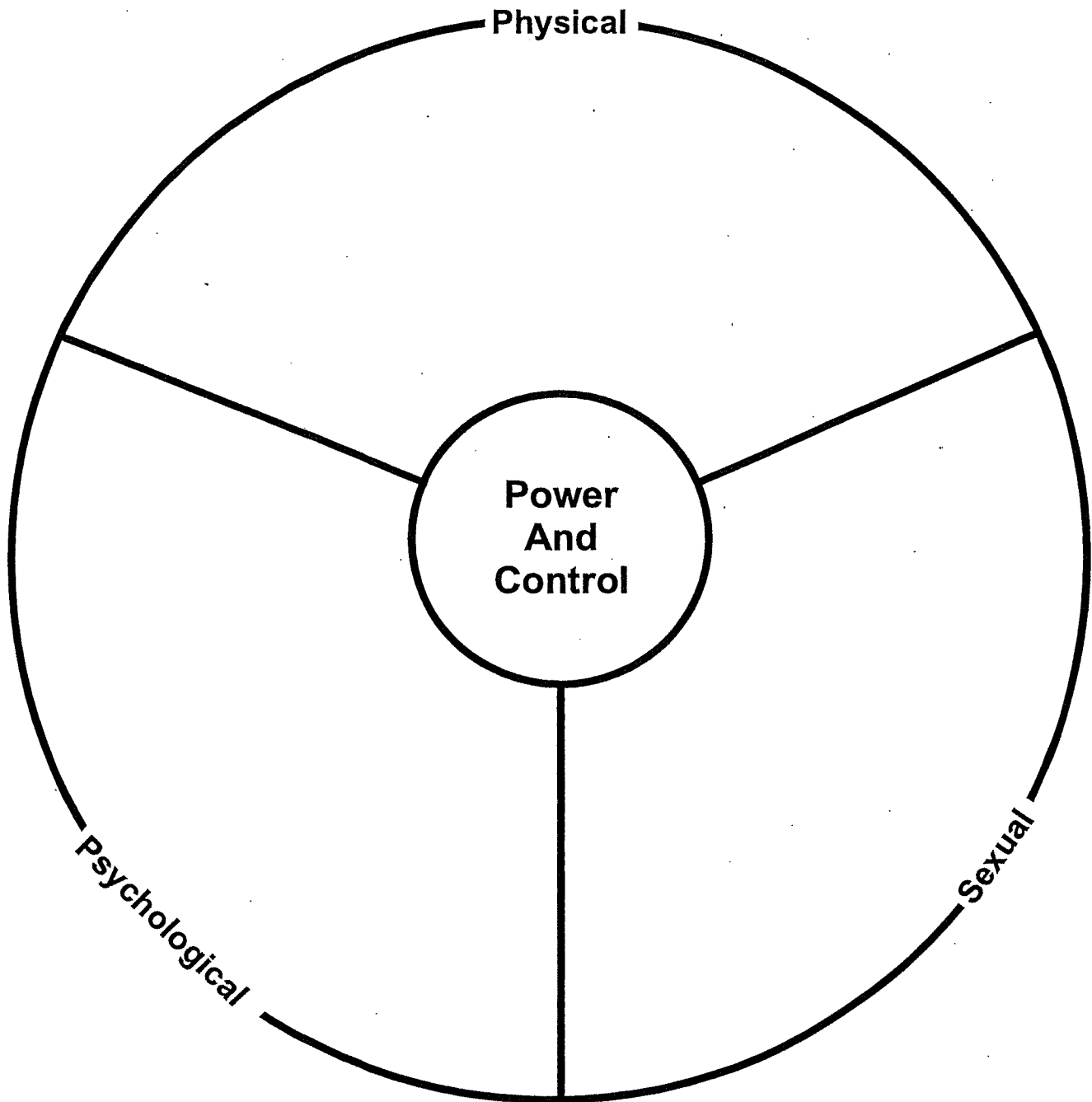
As I participate in the CHOICES Program

- I agree to listen quietly and respectfully to the presentation and the discussion.
- I will not ridicule or dismiss anyone else's opinion, question or concern.
- I have the right to disagree respectfully with someone else's opinion.
- I will respect the feelings of sadness, fear, anxiety, or anger expressed by others and experienced by me.
- I will use "I" statements and speak only for myself and will not speak for others unless I am asked to do so.
- I have a right not to speak if I choose not to.
- I will use the "no name" rule, using only first names or fictional names in order to ensure that I do not violate the confidentiality of anyone else.
- I will maintain the confidentiality of any personal information or disclosure that takes place within the group.
- I understand that professionals involved in the program may have limits on confidentiality if the health and/or safety of any participant or another person are endangered.

Date

Signature

POWER and CONTROL Wheel



Power Imbalances

Whenever there is an imbalance of power, there is potential for misuse of that power. The power chart illustrated below is a widely used tool in workshops and trainings, depicting where power lies in our society.

Powerful	Less Powerful
adult	children
men	women
rich	poor
white	people of colour
boss	worker
heterosexual	lesbian, gay, bi-sexual
able-bodied	people with disabilities
formally educated	non-formally educated
born in Canada	immigrant
Christian	Jew, Muslim, Buddhist

The chart provides a framework for understanding issues in interpersonal relationships, but reality is never quite as simple as this chart may indicate. Many times, an individual crosses over into several categories, gaining or losing power with each addition, so the once defined lines become blurry.

The first category for example, adult/child, is meant to convey the power relationships between adults and children but certainly overly simplifies. In what category do adolescents fall? Less powerful in relation to adult society, but more powerful than younger people. At what point does someone lose access to adult power? Women earlier than men, some men not at all. Some people are never accorded full adult status. Because age is tied to appearance, which is tied to physical and cultural factors, the status of adult is a very slippery one to tie down.

The chart may be used as a starting point to get youth to consider the power imbalances in their world. Power within the youth group may be defined along very different criteria, varying within schools or communities and subject to many different influences.

Types Of Abuse

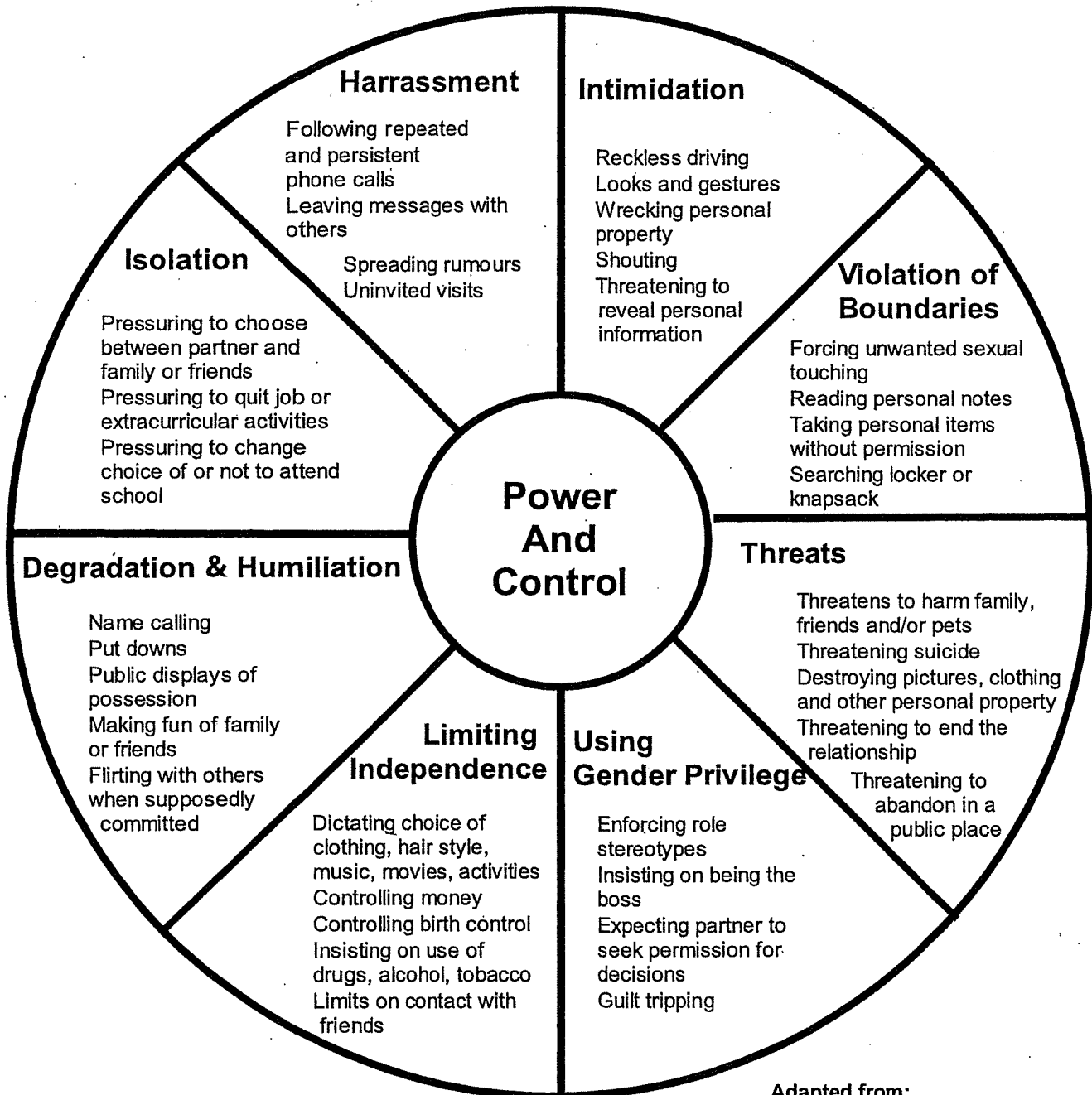
Abuse may be defined as the use of physical, psychological or sexual behaviour to control and maintain power over another person.

Physical abuse is the most obvious to identify. It includes hitting slapping, pushing, kicking, shoving, pinching, choking, pulling hair, scratching, or biting. Physical assault may also include throwing objects, inflicting burns or using weapons.

Psychological abuse affects our feelings. It includes verbal abuse and name-calling, put-downs, ridicule, and humiliation, which lead to poor self-esteem, and feelings of low worthiness. It induces fear by threats against the victim or her/his loved ones, threats of suicide, or blackmail. It can take the form of reckless driving, playing with a weapon, or hurting pets. It includes controlling his/her activities, isolation from family or friends, destruction of property and withholding money. The insidious and unpredictable element of psychological abuse erodes judgement and decision-making ability.

Sexual abuse often starts with demeaning jokes, sexual name-calling, and unwanted touching. It includes any forced sexual activity or coercion into activity that the victim is uncomfortable with, excessive jealousy, sexual accusations, or flaunting of other relationships. It is often accompanied by violence or the threat of violence.

POWER AND CONTROL WHEEL



Adapted from:
Domestic Abuse Intervention Project
 206 West Fourth Street
 Duluth, Minnesota 55806 218-722-4134

Lesson Two

Warning Signs



the lesson at a glance

THE GOALS of this lesson are:

- to provide opportunities for participants to
 - develop awareness of the warning signs of abusive relationships
 - become aware of resources available to them within their community

Materials:

- "A Love That Kills" film
- VCR/monitor
- Handout 2-1: Risk Factors Questionnaire
- Handout 2-2: Where Do I Go For Help?
- Recommended Reading 2



Time

The lesson can be completed in 50-70 minutes.

Organization

Step	Learning Approaches	Duration
1 Preparation		
2 Introduction	Whole class	5-10 minutes
3 "A Love That Kills" Presentation	Whole class	20 minutes
4 Question Period	Whole class	10-15 minutes
5 Risk Factors	Individual - questionnaire	5-10 minutes
6 Follow-up Support	Individual	10-15 minutes

Optional & Extension Activities

- Invite community resources to participate in a panel discussion about abuse issues in your community.
- Create wallet-size crisis cards and distribute to student body.
- Compose a letter or e-mail to Mrs. Speers or the Speers Society speerssociety@sympatico.ca
- Organize an evening for parents and the community to attend a viewing of "A Love That Kills"
- Assign written essay to discuss message of the day

message
for the day . . .

Asking for help
is a sign of
courage.

Procedure Steps

IT IS VERY IMPORTANT that we convey the message that there is a community of support for youth who need or want some assistance. Individuals from various agencies are most willing to come to the classroom to lend their expertise and counselling support. The film may be very emotional for some youth, and often there are those who gain the courage to disclose an upsetting situation that they are experiencing at school or in their home or on the street. We cannot stress too strongly that care be taken to ensure that youth have the support they may need at this time and for future reference.

1 Preparation

- Customize Handout 2-2 to reflect resources in your community. Your local police service can assist you with an accurate list.
- Personally contact those community organizations that specialize in dealing with the issues of violence and abuse, to make them aware of your program so they are prepared for a possible increase in the number of requests for information or support.
- Invite individuals from community resources to attend this session.

2 Introduction

Organization: Whole class • 5-10 minutes

Introduce Community Resources to the class and let them talk *briefly* about their services.

3 "A Love That Kills" Presentation

Organization: Whole class • 20 minutes

You may wish to use the following words when introducing the film:

"The video that you are about to see is called 'A Love That Kills.' It is a powerful documentary that tells the tragic story of Monica, a nineteen-year-old woman who was murdered by her former boyfriend.

Monica's mother speaks passionately throughout the video, bravely telling viewers about her daughter's life and tragic death. She describes the helplessness she felt watching the violence escalate from emotional to economic abuse, and later to discover that physical battering was also at play. In a parallel conversation, young people list the symptoms of partner abuse from a male and female point of view.

Even though this is Monica's story, it could easily be called Jason's story or Reema's story because there are no boundaries to abuse.

As you watch this film look for the warning signs of partner abuse. You will witness the subtleties of abuse, starting with emotional abuse and later escalating to economic abuse and finally to physical abuse."

NOTE: Some students may feel a need to leave during the screening. Arrangements should be made to ensure that such students have access to professional assistance if they should choose to accept it.

4 Question Period

Organization: Full class • 10-15 minutes

Following the film, many participants will have questions. Inform the participants that Mrs. Speers has provided some answers to typically asked questions. Facilitators may wish to begin by presenting 2 or 3 questions and answers, and then open up the floor to others. Refer to Recommended Reading — Frequently Asked Q and A's.

5 Risk Factors

Organization: Individual – Questionnaire • 5-10 minutes

- Ask participants to complete Handout 2-1: Risk Factors. Remind them of the various relationships they may have.
- This is a personal exercise, not to be collected or discussed with anyone except the individual.
- Advise participants to notice any pattern of behaviour, but stress that even one checkmark indicates a warning sign to which they should pay attention.

6 Follow-up Support

Organization: Individual • 10-15 minutes

- Re-iterate that both school and community are sources of information and support.
- Emphasize that asking for help is a sign of strength. Sometimes all we need is to talk over a problem with someone who can listen and help us sort out our thoughts or develop a safe plan of action. Or maybe you just have some questions so you can help a friend.
- Distribute Handout 2-2: Where Do I Go For Help to each participant, so that confidentiality is respected and safety is maintained.
- Post the list in appropriate locations, e.g., bulletin board, washroom stall doors.
- Provide time for an individual to talk to community resources.

Risk Factors Questionnaire

- Have you ever felt scared of her/his temper?
- Do you need to justify everything you do, everywhere you go, and everyone you see to avoid his/her anger?
- Do you feel confused when s/he puts you down but then says, "I love you"?
- Are you afraid to end the relationship because s/he has threatened to hurt you, your family, friend or pet?
- Does your friend blame you when s/he becomes angry?
- Do you have to defend or apologize for his/her behaviour to your friends or family?
- Are you afraid to disagree?
- Do you feel like you have to "walk on eggshells" so s/he won't get mad?
- Have you been kept away from your friends or family?
- Do you feel embarrassed in front of others by her/his words or actions?
- Are you afraid to say no to your friend?
- Are you afraid to say no to sex?
- Have you ever been hit, pushed, grabbed, kicked, and/or shoved?
- Has your partner thrown things at you?
- Are you often wrongly accused of flirting with others?
- Are you criticized for how you look, talk, or dress?
- Does s/he make fun of something that you feel vulnerable about?
- Are you forced into sexual activity that you are uncomfortable with?
- Can you go out, get a job, join a club/team without his/her permission?
- Have you ever been humiliated or "put down" in front of your friends?
- Do you believe that s/he is jealous because s/he loves you so much?
- Do you stay because you feel you can change or help her/him?
- Do you feel you cannot tell anyone because either they won't believe you or they will think you are stupid to stay?

Lesson Two • Warning Signs: *Handout 2-1*

- Do you have a quick temper?
- Have you ever threatened your friend to get what you want?
- Have you ever thrown or broken things in anger in front of your friend?
- Are you jealous if s/he spends time with others?
- Do you criticize your friend's appearance?
- Do you become angry if s/he has different thoughts or feelings than you do?
- Do you need to know where s/he is and with whom?
- Do you become abusive or violent only when you are drinking or using drugs?
- Have you ever threatened that you will harm her/his friend or pet?
- Have you ever forced her/him to perform sexually?
- Have you ever suggested that you might hurt yourself or commit suicide if s/he ends the relationship?
- Do you tease or make fun of your friend or the way s/he talks or looks?
- Do you call him/her names?
- Do you tell your friend that s/he is too sensitive when s/he gets upset at something you have done or said?
- Do you feel your friend makes you angry?
- Does your friend seem afraid of you?
- Do you make most of the decisions?
- Have you ever made fun of your friend in front of others?
- Have you ever tried to make your friend feel guilty in order to get what you want?
- Have you ever shoved, kicked, hit or punched your friend?
- Have you ever broken or taken something out of spite that s/he treasures?

Where do I go for Help?

In addition to the support services at your school, you can find help in your community.

CRISIS INTERVENTION:

- POLICE
- KIDS HELPLINE
- DISTRESS CENTRE
- ABUSED WOMEN'S HELP LINE
- SEXUAL ASSAULT CRISIS LINE
- HOSPITAL-BASED SEXUAL ASSAULT SERVICES
- CHILDREN'S AID SOCIETY
- SPECIAL VICTIM'S SERVICES

EMERGENCY SHELTER:

- ABUSED WOMEN'S SHELTER (S)
- YOUTH SHELTER (S)
- FAMILY RESOURCE SHELTER (S)
- MEN'S SHELTER (S)

CROSS-CULTURAL SERVICES:

- NATIVE FRIENDSHIP CENTRE
- NATIVE COUNSELLING SERVICES
- CROSS-CULTURAL INTERPRETATION
- SPECIALIZED CULTURAL SOCIAL SERVICES

COUNSELLING/HEALTH:

- COUNSELLING FOR VICTIMS OF ABUSE
- COUNSELLING FOR ABUSERS
- YOUTH COUNSELLING SERVICES
- PUBLIC HEALTH SERVICES
- FAMILY PLANNING SERVICES
- SEXUALLY TRANSMITTED DISEASE TESTING/TREATMENT
- ADDICTION ASSESSMENT, REFERRAL AND TREATMENT SERVICES
- COMMUNITY MENTAL HEALTH PROGRAMS
- PASTORAL CARE AND CHAPLAINCY SERVICES

LEGAL SERVICES:

LEGAL AID

LAWYER'S REFERRAL SERVICES

VICTIM/WITNESS SERVICES

JUSTICE OF THE PEACE

PROBATION AND PAROLE

CROWN ATTORNEY'S OFFICE

COMPENSATION FOR VICTIMS OF CRIME

FAMILY COURT CLINICS

The Most Frequently Asked Questions and Answers

Note: Following the film, many participants have questions. Mrs. Speers has provided these answers to the most frequently asked questions. If participants have other questions, we invite them to view our websites www.speerssociety.org and www.alovethatkills.com or contact us at speerssociety@sympatico.ca

What happened to Adam?

Adam was convicted of second-degree murder and is now serving a life sentence with no eligibility for parole for 14 years.

Why was Adam convicted of second-degree murder? Why not first-degree?

A first-degree murder charge implies pre-meditation. Previous to Adam's arrest, he painted his truck. He took the handle off the inside of the passenger's side door, so that, if he got Monica into the truck, she could not get out. He had handcuffs on him. He had a knife and a knife sharpener on him. He gave a false name to the owner of the motel where he stayed after the murder. In his statement to the police, he admitted to murdering Monica and to all of the above. But at the time of Adam's arrest, both the Crown Attorney's office and the criminal courts were backlogged with cases and cases were being dismissed because they had taken too long to go through the system, thus infringing on the constitutional right of an accused person to be tried in a timely fashion. It is my opinion that if the Crown had proceeded with a full trial on the first-degree charge, the workload in the Crown's office would have required delays before the trial. Plea-bargaining is a necessary acceptable practice in a court of law whereby the accused agrees to plead guilty to a lesser charge, thereby saving the time and cost of a lengthy trial, while ensuring a conviction.

What happened to the dog?

Adam did not hurt Blazer and the police returned him to us. Blazer stayed with us for several years until he came down with cancer. We put Blazer down in 1999 in order to prevent him from suffering any further. No one can tell me that a dog does not have feelings. We had to force feed Blazer for several days after Monica's death because he was so depressed. Monica performed miracles on Blazer. Remember in the film when you heard that his owner had beaten Blazer. Monica taught Blazer to trust again. She dearly loved that dog. Blazer was our last connection with Monica. It was very hard for us to let Blazer go.

How old were Adam and Monica when Monica was murdered?

Adam was twenty-one years old and Monica just turned nineteen. What a total waste of two lives.

Where did the murder occur?

The murder occurred in Mississauga, Ontario, in October 1991.

How long were Adam and Monica together?

Monica met Adam when she was in high school. They dated, from our home, for approximately six months. Then Adam suggested that Monica come and live at his grandparent's home. They then moved several times making it harder for Monica to stay in touch with her friends and family. They were together for approximately one and a half years before Adam murdered Monica.

Did any of Monica's friends try to help her?

Yes, Monica's friends talked to her about Adam's behaviour towards her. However, it was early in their relationship, and Monica felt that she could help Adam not to be so angry all the time. Eventually, she learned that what you see in a relationship is what you get and that she was not responsible for his behaviour, nor could she help him. It is up to the individual to help him or herself.

Were the Police called at any time?

Yes, when Monica came back home, we noticed Adam's truck in the neighbourhood several times. When Monica and I went out shopping together, the truck appeared and followed us home. I called the police at that time. The police asked me if Adam had threatened Monica. The answer was no. They asked if he had grabbed her. The answer was no. I will never forget what the officer said after that. He said, "Well, Mrs. Speers, there is nothing that we can do." That was true in 1991; however, the Criminal Code of Canada has been changed to include criminal harassment or "stalking" laws. If you have told someone that you do not want to continue in a relationship and he/she continues to call you, follow you, e-mail you or contact you via another person, this is criminal harassment. The police take this crime very seriously now. The incarceration time for this offence is a maximum of five years.

Did you know that Monica was being abused?

I did not know that Monica was being physically abused. We found out during the preliminary hearing that Adam pulled her by her ankles or her hair. We did know that she was being emotionally abused. My daughter had been a very vivacious, outgoing, happy young lady. When Monica would visit us, after she moved in with Adam, her demeanor completely changed. She looked very sad with her head always down. We had long talks about how she was feeling and if she needed help, that we were always there. If I had any advice for a parent or a friend of an abused person, I would say to never give up on them. Always keep the door open for discussion. Never criticize the partner but always listen. If you feel that he/she is in danger and needs help, then go to a professional.

Did Monica's family ever talk to Adam about his behaviour with Monica?

Yes, they did talk to Adam about his negative behaviour with Monica. When they confronted Adam about his verbal abuse, he replied by saying that he was just kidding, that he was only having a little bit of fun. What Adam did not see was that he was throwing small stones of criticism at Monica that became a huge rock to her, making Monica feel less than a person. After Monica's family spoke to Adam, Adam moved Monica further and further

away from her friends and family. He isolated Monica so that she did not have anyone around her that she knew and therefore became even more dependent on him for everything.

Did Monica ever go to a shelter for help?

No, Monica did not go to a shelter. She was able to get support from her family. However, shelters are a wonderful source of information and support. There are many good community resources available to help anyone who needs to talk or get some help. Consider your teacher or counsellor, your clergy, or your family doctor.

What was Adam's family background like?

We do not know very much about Adam's history because very little was revealed at the preliminary hearing or the sentencing hearing.

Do you know if Adam was abusive in a previous relationship?

Again, we do not know if Adam was abusive in previous relationships because this information did not come out during the preliminary hearing or the sentencing hearing.

How can I help a friend who is being abused?

Listen, but do not criticize your friend or her/his partner. Reassure your friend that no one deserves to be abused physically or emotionally. Support her/him to seek help and make safe choices; but if s/he is not ready to leave the situation, continue to be a friend. It is difficult to allow someone to make decisions that you believe are wrong, but criticism will only ensure further isolation.

What can I do to help a friend who just will not admit to being abusive?

Don't criticize. Ask your friend if she/he is upset about something. Sometimes this is a good opening for her/him to tell you her/his problems. You can support a friend without condoning the behaviour. If your friend is angry, tell her/him that it is ok to be angry but there is a difference between anger

and violence. Help your friend to get help from a trusted adult or professional. Most of all, be a good example with your own behaviour.

To what extent were alcohol and/or drugs involved in the abuse?

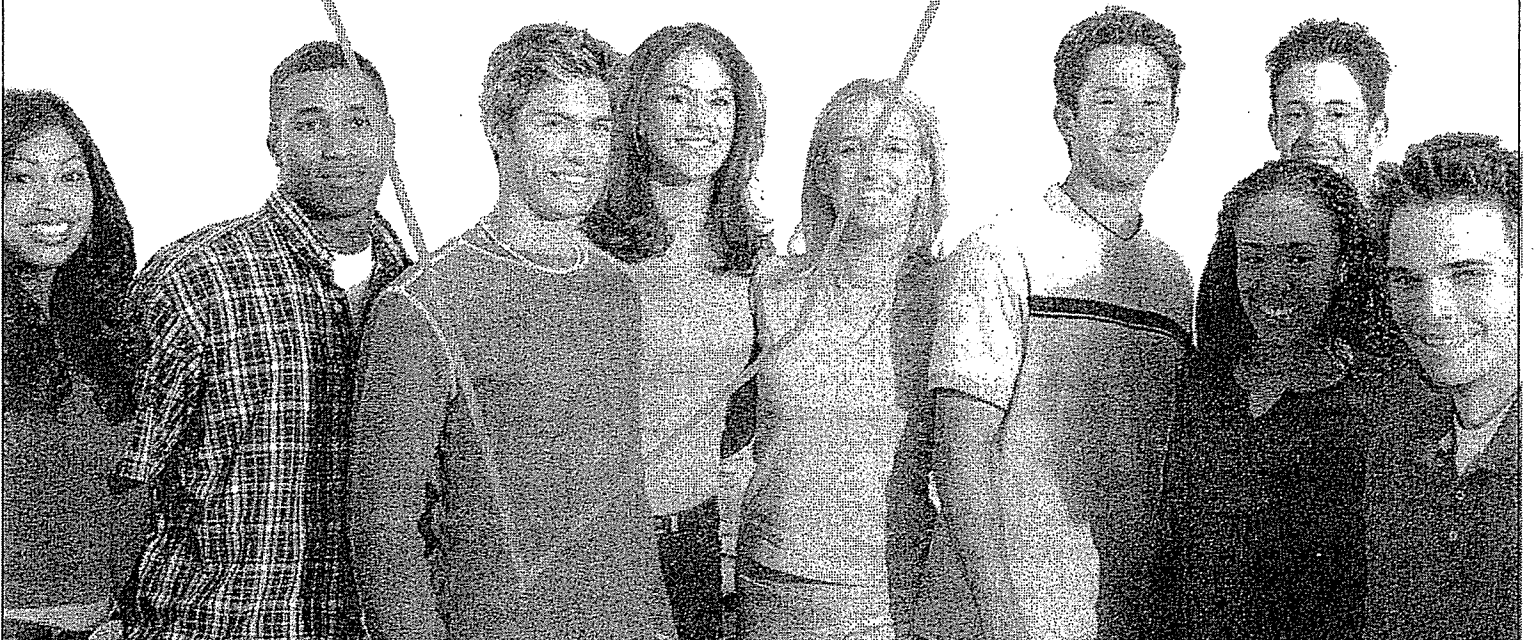
To the best of my knowledge, although Adam did drink beer occasionally, he did not have an addiction problem and was not a drug user.

Why didn't Adam's grandmother, with whom they lived, intervene?

Adam and Monica only lived with the grandparents for a short time before the abuse had escalated

Lesson three

Positive Relationships



the lesson at a **glance**

THE GOALS of this lesson are:

- to provide opportunities for participants to
 - distinguish between abusive relationships and healthy, safe relationships
 - identify skills and strategies to achieve healthy relationships
 - recognize that behaviour is a personal choice

Materials

- Film "A Love That Kills" (optional)
- VCR/monitor (optional)
- Flipchart, paper, markers
- Handout 3-1: Rights and Responsibilities
- Handout 3-2: Equality Wheel
- Overhead projector
- Transparency of Equality Wheel
- Recommended Reading 3



Time

The lesson can be completed in 50-70 minutes.

Organization

Step	Learning Approaches	Duration
1 "A Love That Kills" Debriefing	Whole class – discussion	15-20 minutes
2 Personal Boundaries	Whole class – discussion	10-15 minutes
3 Rights and Responsibilities	Small Groups – gender segregated	10-15 minutes
4 Equality Wheel	Small Groups – gender integrated	15-20 minutes

Optional & Extension Activities

- Have students create web charts to identify various effects that being in an abusive relationship might have on a victim's life (e.g., work, relations with friends and family, self-esteem, eating and sleeping patterns).
- Draw a large diagram of 6-8 steps on the chalkboard. Prepare slips of paper with examples of abusive behaviours from the film from Step 1. Ask each participant to come forward and place the behaviour on the stair-step to indicate how abuse escalates over time. Students may put more than one behaviour on each step or move someone else's behaviour to a different step.
- Discuss further how males and females may bring different perspectives to relationship issues.
- Assign written essay to discuss message for the day.

*message
for the day . . .*

**Setting personal
boundaries
protects us from
abuse.**

Procedure Steps

1 "A Love That Kills" Debriefing

Organization: Whole class – Discussion • 15-20 minutes

- Ask participants to recall examples of abusive behaviours in the film. Remind them to notice the psychological as well as the physical abuse — examples of isolation, put-downs, economic abuse, fear, and, finally, physical assault.
- Encourage youth to recognize the less overt but no less controlling examples of abuse in the film. Expect comments to include body language, facial expressions, interpersonal space, tone or intensity of voice and communications with others.
- You may wish, if time allows, to role play the specific scenes from the film. A VCR that has a minute-counter will allow you to locate the particular scene in the film as indicated below. However, every VCR is unique; do a "trial run" before the session to ensure that you can locate the scenes according to the counter on the VCR you are using. This will avoid unnecessary confusion.

Selected frames:

- (4:17) When Monica was late coming home from work, Adam said, "I was worried about you."
- (4:39) He ridiculed her when she misspelled "orange juice."
- (5:28) When Monica met her friend Brian at the corner store, Adam yelled at her, "Hey Monica, let's get going!"
- (6:20) Adam isolated Monica by moving away from her family and friends and discouraging her from developing new friends.
- (6:40) Monica gave Adam the money she earned, and he gave her an allowance.
- (8:08) Adam expected Monica to do all the chores around the apartment.

(8:38) Adam grabbed Monica and pushed her against the wall.

(9:16) Adam demanded that she justify her whereabouts at all times: "You're late. How long does it take to close up?"

(11:33) Adam expressed his rage by smashing dishes and punching the wall.

(13:15) Adam took Monica's dog Blazer away from her and yelled, "You hurt me. Now I'm going to hurt you."

- Using specific examples from the film, discuss with students the feelings that may be generated when these abusive behaviours are directed at someone. Ask them what they might have done in the same situation. Encourage participants to generate some possible safe and effective behaviour choices when confronted with abuse like this.

2 Personal Boundaries

Organization: Whole class – Discussion • 10-15 minutes

- Define personal boundaries. You may wish to start by talking about the physical comfort zone that may exist between two people and demonstrate that that sense of comfort is diminished when someone "invades our space" or communicates too loudly.
- Demonstrate a physical boundary – form 2 lines of people (with partners) about eight feet apart. Have line one approach line two. When the partner in line two feels uncomfortable with how close his or her partner is, have them raise his/her hand in the "stop" position. It is interesting to note that we have different comfort levels with how close a person can come.
- Boundaries not only establish our comfort, but they also begin to create a sense of self, different from others. Just as we establish physical boundaries, we set emotional or

psychological boundaries to help us feel safe and secure. (eg. touching, eye contact, compliments). These boundaries are different for each of us and may change, depending on who we are with, where we are, or at what stage in life we are.

- Invite participants to create a list of healthy boundaries. Display list on a flipchart.
- Reinforce that establishing boundaries is connected to developing a positive self-esteem. Regardless of our personal family or social backgrounds, we have a choice about our own behaviour — we can choose positive role models and learn to make responsible, safe choices. The learning is a continual process!
- Read the following 2 scenarios to class and discuss options:
 1. You and a bunch of friends are walking down the street one afternoon and you notice a group of girls arguing with one another. You observe that their argument is becoming malicious and starting to get physical. They seem to be picking on one girl. *In what boundary are they behaving?* You decide this is not appropriate and want to do something to help. *In what boundary are you behaving?* What do you do?
 - a) You decide to get involved and start to yell at the bullies and become involved in the fight. *In what boundary are you behaving?*
 - b) You do nothing and walk by. *In what boundary are you behaving?*
 - c) You decide to make a noise to distract them. *In what boundary are you behaving?*
 - d) You call for help from nearby shop owners. *In what boundary are you behaving?*
 2. It's the weekend and you and your friends are at a party. Many people are drinking alcohol or using drugs, but you do not want to do either. Some of your friends offer you a drink and when you say no, they laugh and pressure you and call

attention to the fact that everyone else is and you are acting like a baby. *In what boundary are they behaving? What do you do?*

a) You want to fit in, so you start drinking. *In what boundary are you behaving?*

b) You call them all stupid jerks and leave the party. *In what boundary are you behaving?*

c) You take the drink and pretend to drink it but pour it out when no one is looking. *In what boundary are you behaving?*

d) You state firmly that you prefer not to drink/use drugs and change the topic. *In what boundary are you behaving?*

3 Rights and Responsibilities

Organization: Small Groups – Gender Segregated • 10-15 minutes

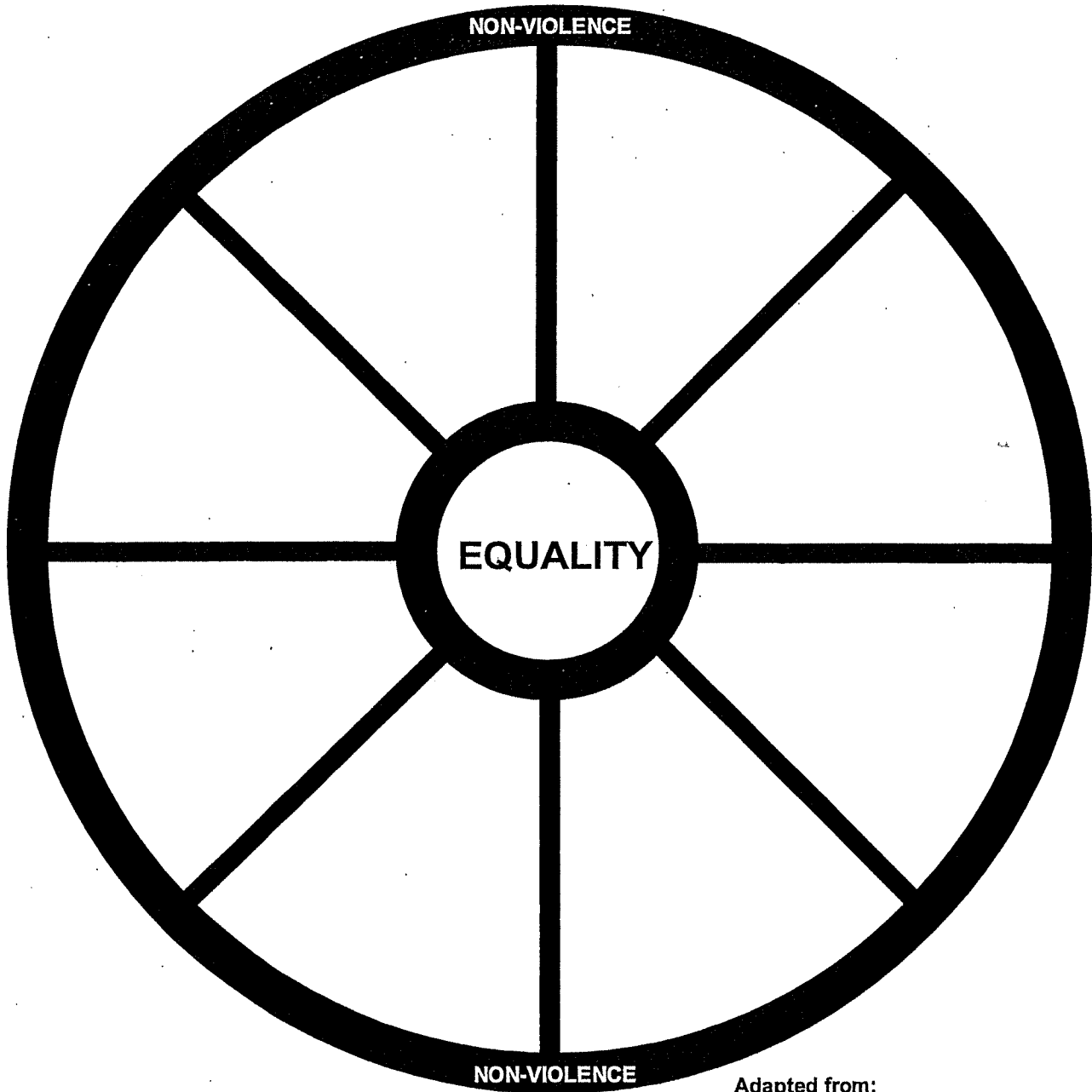
- Distribute Handout 3-1 Rights and Responsibilities to each group.
- Ask each group to think about their relationships and complete the sentence, "I have a right to...." and "I have a responsibility to...."
- Compare the differences in expectations between genders and discuss how these differences affect our communication with each other.

4 Equality Wheel

Organization: Small Groups – Gender Integrated • 15-20 minutes

- Distribute Handout 3-2 Equality Wheel.
- Assign one category of the wheel to each group.
- Ask participants to generate a list of positive behaviours that will ensure equality in their relationships.
- Each group reports and facilitator creates a complete Equality Wheel on overhead projector or enlarged diagram. Refer to the completed Equality Wheel in Recommended Reading to fill in any gaps.

Equality Wheel



Adapted from:
Domestic Abuse Intervention Project
206 West Fourth Street
Duluth, Minnesota 55806 218-722-4134

Power Imbalances

Personal boundaries are necessary in all types of relationships. Personal boundaries are psychological and physical separations between others, and ourselves that make it clear what is ours, such as our bodies, our thoughts, our beliefs and our emotions. Our boundaries protect us, help us to see what is our responsibility and what is not, and establish our right to stop others from interfering or controlling our bodies, feelings or emotions.

Healthy Boundaries give good protection, giving us information about when it feels safe to allow someone else to be physically or emotionally close to us. They allow us to act appropriately and to keep us from offending others.

Unhealthy Boundaries give little or no protection from the abuse of others. If we have poor boundaries, we are more vulnerable to being controlled and manipulated by others, and have our self-esteem damaged.

Walled Boundaries are also unhealthy. Although they give the ultimate protection, they do so at a great price. We feel cut off and emotionally isolated from others. This may be a result of being deeply hurt and having our trust destroyed.

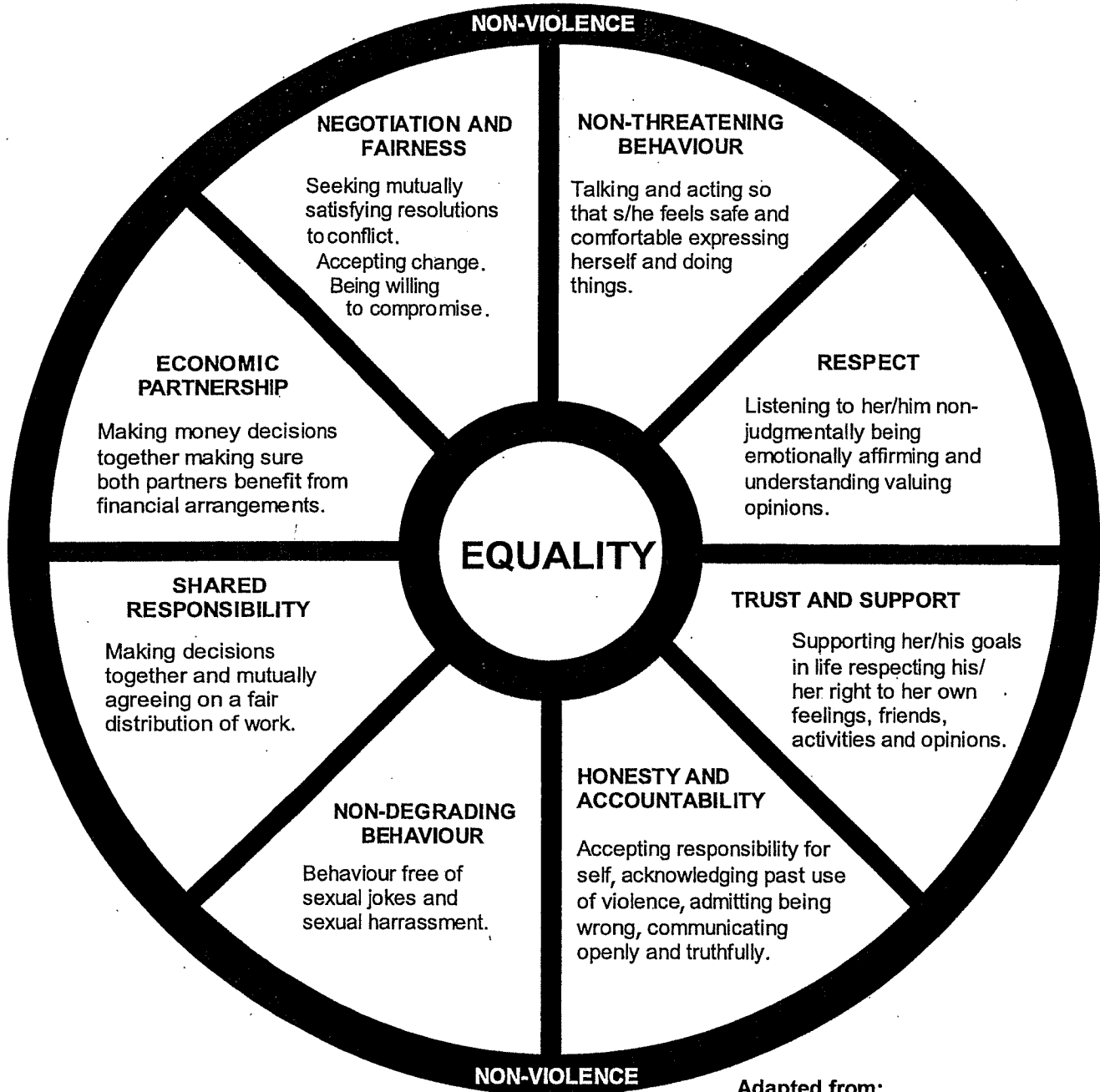
SIGNS OF UNHEALTHY BOUNDARIES

- Trusting no one
- Acting on first sexual impulse
- Falling in love immediately
- Overwhelming need to please
- Acting against personal values or rights
- Not noticing when others display unhealthy boundaries
- Not noticing when others invade your boundaries
- Touching someone without asking
- Letting others direct your life
- Letting others define who you are
- Believing that others can figure out what you need
- Expecting others to fulfil all your needs
- Expecting others to complete you

SIGNS OF HEALTHY BOUNDARIES

- Developing trust based on interaction
- Getting to know someone before sharing intimacy
- Maintaining friendships and activities that you enjoy
- Voicing what pleases you
- Staying true to your personal values
- Standing up for your rights
- Noticing and confronting when your boundaries feel violated
- Making your own decisions
- Knowing who you are and want to be
- Communicating your needs to others
- Knowing how to take care of yourself and doing it
- Expecting others to complement you

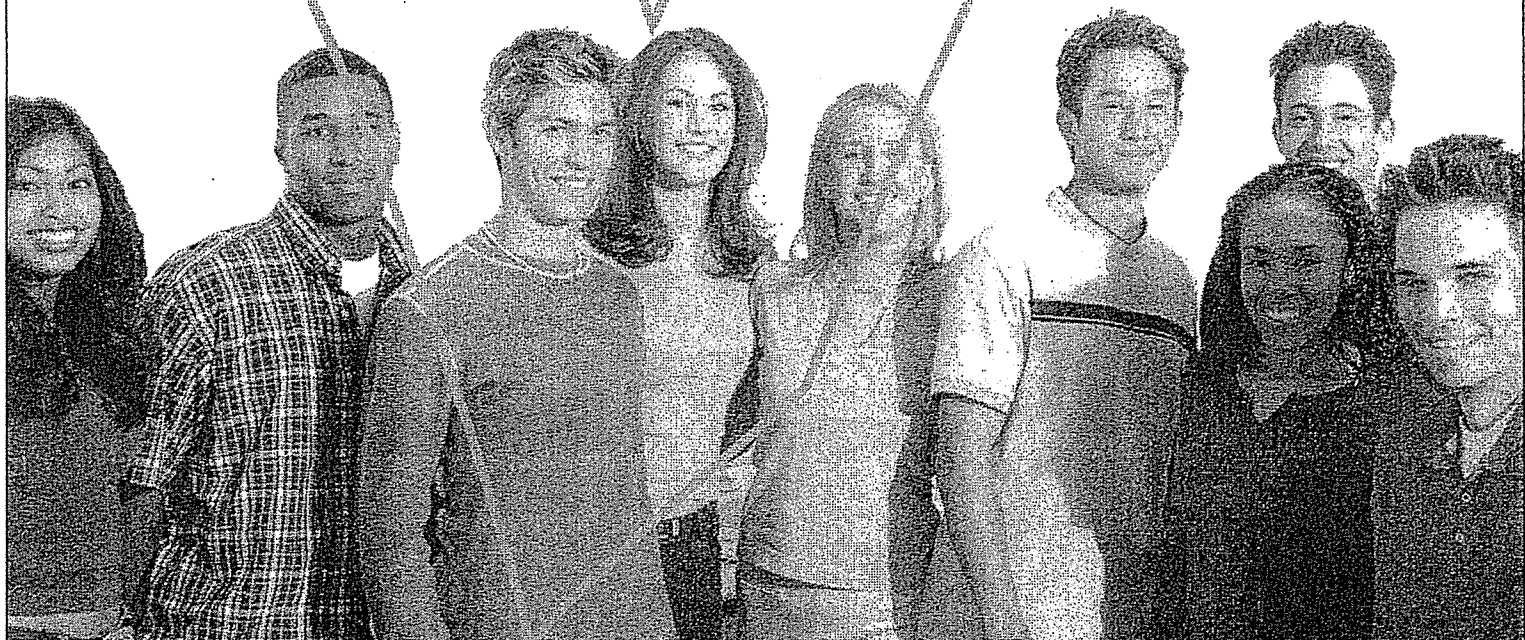
Completed Equality Wheel



Adapted from:
Domestic Abuse Intervention Project
 206 West Fourth Street
 Duluth, Minnesota 55806 218-722-4134

LESSON FOUR

Understanding the choices



the lesson at a glance

THE GOALS of this lesson are:

- to provide opportunities for participants to
 - gain an understanding of the complex societal factors that perpetuate abuse
 - identify reasons why abusers choose to abuse and why victims choose to stay in abusive situations
 - recognize that there may be a cycle of violence

Materials

- Handout 4-1a: Seminar Questions — Abuser
- Handout 4-1b: Seminar Questions — Victim
- Handout 4-1c: Seminar Questions — Community
- Handout 4-2: Cycle of Violence
- Recommended Reading 4



Time

The lesson can be completed in 50-70 minutes.

Organization

Step	Learning Approaches	Duration
1 Understanding the Choices	Seminar Groups	45-60 minutes
2 Cycle of Violence	Whole class	5-10 minutes

Optional & Extension Activities

- Invite a survivor or reformed abuser to speak to the class.
- Encourage youth to explore the theme "Behaviour is a choice" in a creative arts medium — photography, creative writing, painting, etc.
- Assign a media analysis project where youth identify the various media messages about violence.

*message
for the day . . .*

**Behaviour
is a
choice.**

Procedure Steps

1 Understanding the Choices

Organization: Seminar Groups • 45-60 minutes

- Distribute one of the Handouts 4-1(a, b or c) Seminar Questions to each group. (More than one group may prepare the same topic.)
- Ask each group to answer the discussion questions and record answers on chart paper.
- Entire group makes presentation to class.
- Facilitator fills in any missed points from Recommended Reading material.

2 Cycle of Violence

Organization: Whole class • 5-10 minutes

- Introduce the concept of a cycle of violence. Refer to information in the Recommended Reading.
- Distribute Handout 4-2 Cycle of Violence and briefly explain the diagram.
- Solicit examples of behaviour at each stage of the cycle.

SEMINAR QUESTIONS

Group 1– Abuser

1. "Abusers abuse because they can." What does this statement mean?
2. How might culture influence the abuser?
3. Children imitate or model what they see. How does "modelling" contribute to abuse?
4. How does insecurity and low self-esteem play a role in an abuser's behaviour?
5. Give some examples of how an abuser might blame others for the abuse.
6. Explain why poor communication skills might contribute to violence.
7. Discuss "Violent behaviour is a choice."
8. What are some challenges that teen abusers face?

SEMINAR QUESTIONS

Group 2 – Victim

1. Match these reasons why victims stay in an abusive relationship to the following quotes:

1. Fear
2. Ambivalence
3. Minimization of Abuse
4. Internalization of Blame
5. Low Self Esteem
6. Hope for Change
7. Caregiver Role

- ___ "I really loved him (when he was not being violent) and hoped he would change."
- ___ "I felt I was the only one who understood her — she needed me. I felt I could help her."
- ___ "She'd cry and promise not to do it again. I believed her."
- ___ "My friends thought she was great and I was ashamed to admit we had problems. I kept trying to make it work."
- ___ "I was afraid of him because he threatened to hurt or kill me or any other guy I might go out with."
- ___ "I felt lucky to have him and believed no one else would want to be with me; I was convinced I was ugly and stupid."
- ___ "We go to the same school, and it is difficult to avoid him. I was pressured by his friends, like I was doing something terrible to him when I wanted to break up."
- ___ "I believed that everything would be fine when his problems were solved; for example, when he didn't have any pressure from his parents or school."
- ___ "I have tried to break up, but she harassed me or became so depressed she scared me; so I tried to keep things calm until the 'right' time."
- ___ "He was the only guy I had ever had sex with; if I left him, I believed I would be a slut."
- ___ "The older guys on the team pick on me because I'm a rookie; it's not so bad I guess."

- ___ "At least the gang cares about me — no one else does."
- ___ "I chose him when everyone warned me about him. How can I admit I made a mistake now?"
- ___ "He's not like this with anyone else — I must be making him act this way."
- ___ "If I try to get out, they'll just make things worse."

2. **What traditional expectations encourage a victim to stay in a high-risk situation?**

3. **How do ambivalence and hope contribute to abusive relationships?**

4. **How do you feel about a victim who remains in a violent relationship? Discuss how victim blaming only perpetuates the problem.**

5. **How does a victim minimize the abuse? Give examples.**

6. **Victims often blame themselves or "internalize" the abuse. Give an example of internalization.**

7. **What special problems might teenage victims experience?**

SEMINAR QUESTIONS

Group 3 – Community

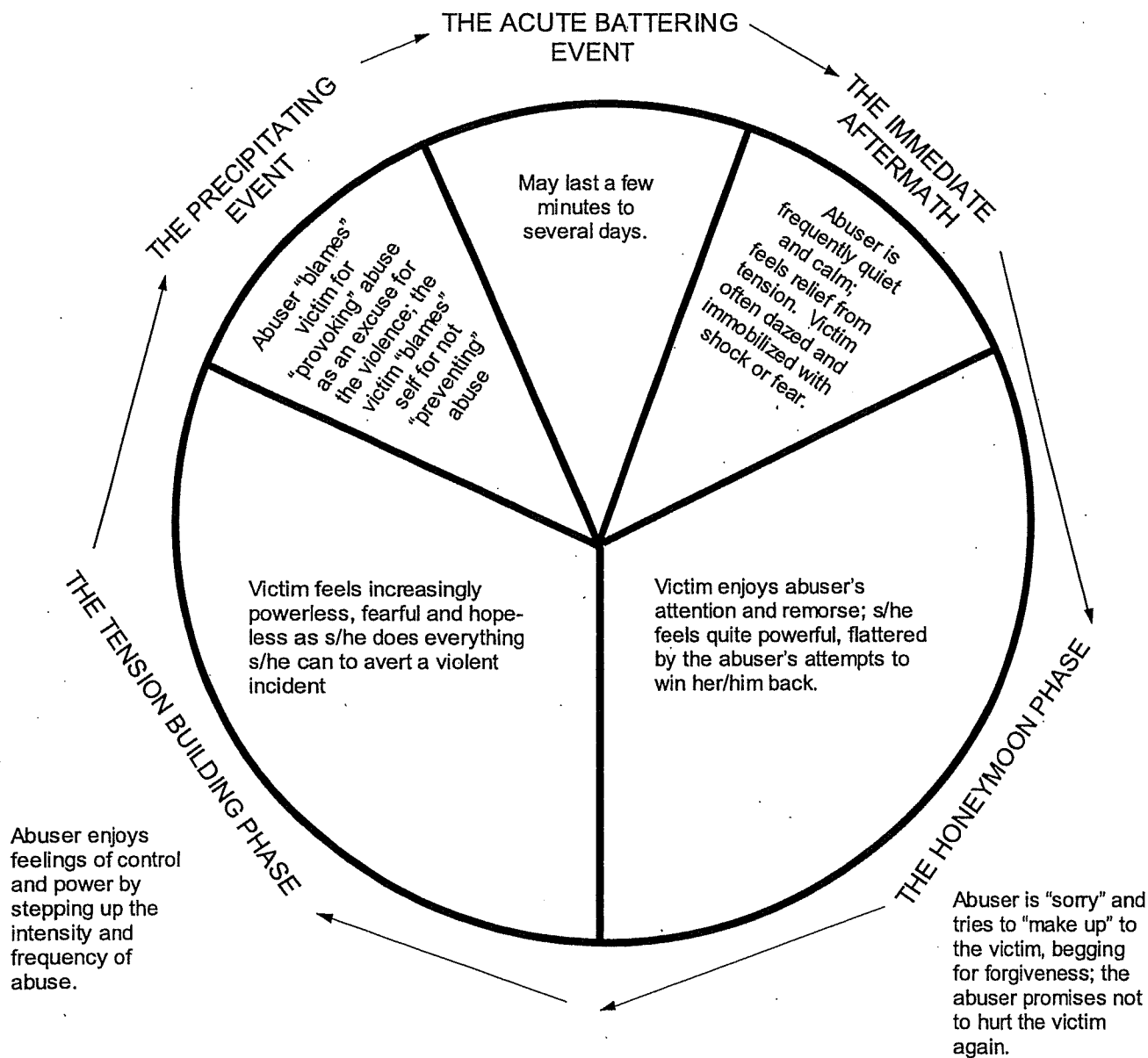
1. Discuss the question, "Is abuse ever justified?"
2. Is the victim or the abuser responsible for the abuse?
3. In one study, boys considered certain behaviours as abusive only when the *intention* was hurtful. Girls defined behaviours as abusive when the *impact* was hurtful. What do you think?
4. Give some examples of victim blaming.
5. How could traditional family roles and values contribute to an abusive situation?
6. What community resources or supports are available for victims? For abusers?
7. Sometimes individuals in the community who are supposed to be supportive only escalate the victimization by refusing to take interpersonal violence seriously. How might a doctor or a member of the clergy, for example, contribute to the problem?

8. How do messages from the media (TV, movies, music, print) contribute to violence?
9. How do sports play a role in the acceptance of violence? Give examples.
10. What abuse techniques do gangs use to keep their members in line? Give examples.

CYCLE OF VIOLENCE

One of the models used to explain the dynamics of relationship abuse is called the Cycle of Violence. In this model, the tension builds up between the two people in the relationship over a period of time. There is a triggering event that results in a violent crisis. Following the crisis, the abuser, whose tension is relieved, may express sorrow about any injuries or pain resulting from the violence. The abuser will promise never to be violent again if the victim will only forgive the incident. The victim, who may be immobilized with fear and pain and relieved that the crisis has passed, is reassured that the violence will not continue, often agreeing not to tell anyone what has happened or to get help. This stage is called the "honeymoon" phase. Unfortunately, over time, the tension usually builds up again, another crisis occurs and the violence continues. The Cycle of Violence often resembles a spiral because each time they go through a cycle, the violence may increase, until it spirals out of control.

Cycle of Violence



Why Abusers Use Violence

1. **Social Tolerance:** Until our community takes action to show that it will not tolerate violence, there is no incentive for abusers to stop the violence and every incentive to continue to seek power and control by violent means.
2. **Modelling:** As long as those raising children and acting as role models continue to succeed in getting their own desires by using abuse and violence, children and youth will learn that abuse and violence are effective ways to achieve success.
3. **Cultural Values:** In some cultures the acceptance of male dominance and the use of violence to maintain it is higher than in others. Where traditional role models are rigid, ideas about masculinity and femininity often encourage violence in relationships, particularly when cultures clash.
4. **Denial:** Throughout most of history, there has been total denial about the injustice, pain and misery caused by interpersonal violence. Individuals minimize and deny the impact of violence in their lives in order to meet the expectations of a community that tolerates and sometimes rewards interpersonal violence.
5. **Externalizes Blame:** Many abusers blame their victims for their own violence: "If only you hadn't done this," "If only you had said that," "If only you had known when to do what you were told," "If only you loved me enough," — these are representative statements by which abusers shift the blame to the victim. "If only s/he hadn't been drinking," "If only he hadn't lost his job," "If only she had been able to win that contest," — these are representative statements of how the community externalizes the blame for violence.
6. **Insecurity:** Abusers often try to displace their feelings of insecurity through dominating or controlling another. Unfortunately, this behaviour often causes the victim to withdraw emotionally, fuelling the sense of insecurity even more.

7. **Low Self-Esteem:** Many abusers have a very poor sense of self and define themselves by the power and control they exercise over others. Hurting someone else prevents the abuser from feeling badly about failures and losses in life.
8. **Poor Communication Skills:** People who cannot explain their ideas and preferences in words and convince others by rational argument, often turn to violence to get their own way. "I had to shut her up somehow" is a frequent excuse heard in court.
9. **Poor Impulse/Anger Control:** Everyone gets angry from time to time, but not everyone resorts to violence to express that anger. Using violence to deal with angry feelings is a choice made by those who cannot control their initial impulses sufficiently to solve problems.

Why Victims Stay

Many people focus their attention on why victims of relationship violence stay in the relationship at all. Usually there are several reasons, which may include:

1. **Fear:** Victims of abuse may fear ending the relationship more than facing the violence experienced within it. In some cases, victims are threatened that, if they leave, something even worse, such as suicide of the abuser, serious injury or death of the victim or loved ones, revelation of a shameful secret or the potential loss of love may occur. Often the victims believe that they can control the violence more effectively while they are with the abuser than they could if they left. Police indicate that the most dangerous time for victims is when they attempt to leave their relationship.
2. **Ambivalence:** Many victims of relationship violence hate and fear the violence but love the person who perpetrates it. Victims sometimes feel particularly loved and cherished when an abuser is trying to make up for an incident of violence; gifts, romantic gestures, and promises that violence will not occur again are just some of the ways abusers seek to persuade victims not to leave. Victims often say that the abuser is now acting the way they always wanted her/him to act and so attempt to overlook the violence as a passing incident that is not representative of the relationship. Some victims believe that every relationship is violent to some extent and rationalize that they prefer "the devil they know to the one they don't."
3. **Minimization of Abuse:** Many victims try to convince themselves that the violent incident could not have been as serious or frightening as they thought it was at the time it was happening. This is particularly true if no serious injuries occurred. Even where injuries have resulted, victims, once healed, may persuade themselves that they are exaggerating what occurred. When faced with evidence, such as pictures, hospital records or eye-witness accounts, some victims are able to brush aside an abusive event and concentrate only on the positive side of the relationship.

4. **Internalization of Blame:** Victims often accept the blame for a violent incident, believing that if they had done, said, worn, thought, acted, looked or moved differently, the incident would not have occurred. They forget that the responsibility for choosing to respond to any provocation with violence always rests with the person who commits the violent act, not the person subjected to it. Often victims focus on something they may have done or said in the past to prove to themselves that they don't deserve to be treated well. Many abusers make a concerted effort to convince their victims that the violence was caused by them so that the abusers feel absolved of any blame or responsibility for their own actions.
5. **Low Self Esteem:** Many victims of violence suffer from low self-esteem. They do not think that they have a right to expect respect from other people. Often, victims dislike themselves so much that they are self-destructive in addition to being victimized by others. Low self-esteem makes it difficult for victims to believe that someone other than the violent person will ever want to be in a relationship with them.
6. **Hope for Change:** Most victims only want the violence to end, hoping that some event, some change of personality, some miracle will occur so that the violent person in their life will begin to act in a different way. Abusers usually promise to change in the immediate aftermath of a violent episode, often suggesting that they cannot do so without the ongoing help and support of their victims. Often there is pressure from outside helpers on the victim to "forgive and forget" so that "life can go on." Victims, wanting to believe in change, often convince themselves that they must allow one more chance if they are to be fair to the abuser, forgetting about all the other chances that did not result in positive change. Victims often forget that the only one who can change a person is that person her/himself.
7. **Caregiver:** Victims of abuse may be the only person who cares for the violent person in the relationship. Because

victims may know of and have sympathy for the abuser's problems, they may convince themselves that staying is the only option. It is often easier to blame alcohol, drugs, childhood abuse, job loss, work stress or some other external cause than to insist that the abuser accept personal responsibility for her/his actions.

Societal Contributors

Certain social conditions and beliefs encourage violence, and certain responses of the community perpetuate it.

1. **Privacy of the Home:** Most societies view the family as a sacred unit that demands total loyalty, which does not tolerate intervention, and keeps secret any problems that are seen as private. When violence occurs in the family, the community regards it as a private matter and does not get involved.
2. **The Two-Parent Family:** The two-parent family ideal fosters a belief that children require the presence of both parents at all costs, even if one perpetrates violence against the other and their children. A violent parent not only endangers the safety of the children but also acts as a negative role model to them.
3. **Victim Blaming:** By asking what a victim did to cause the violence, society is putting the responsibility and blame for the perpetrator's actions on the victim. The perpetrator of violence is responsible for the violence. No one ever deserves to be abused.

The following are some of the most common statements abuse victims hear from those who blame the victim for their abuse:

"What did you do to make him so mad?"

"You could leave if you wanted — you must like it."

"You chose to date him (or join the gang) — you deserve what you get."

"Why didn't you just ask for help if it was so bad?"

"Why don't you just do what he asks?"

4. **Community Response:** When the community refuses to take interpersonal violence seriously, it tolerates inadequate criminal justice responses to abuse, allows health professionals to medicate or prescribe "cures" to the victim, supports clergy to value the family unity over the safety of the victim and counsellors who ascribe equal blame to the victim and the abuser.

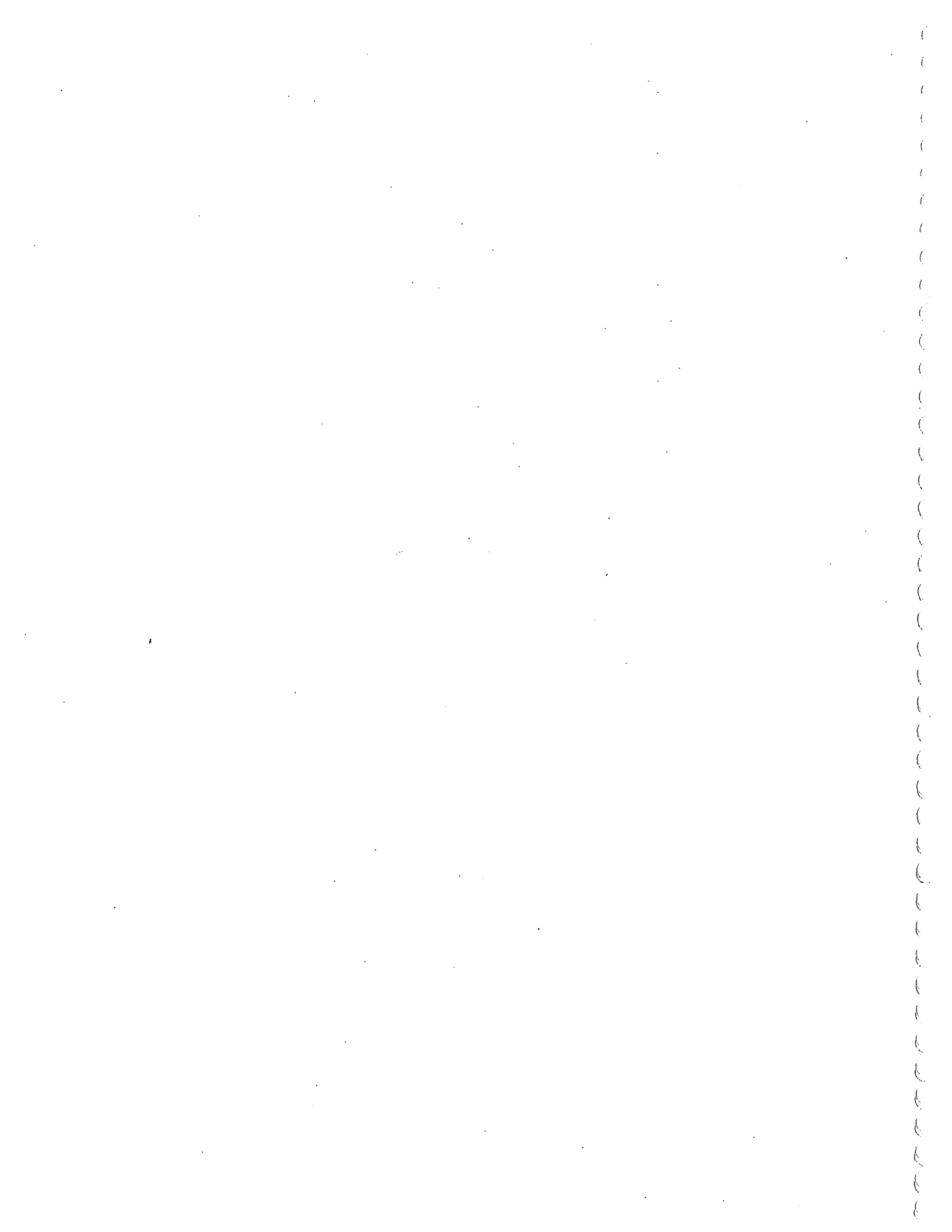
5. **Sports Images:** Violence and aggression are consistently portrayed and rewarded in sporting events and lead to a social acceptance of violence as entertainment deserving of lucrative financial rewards.
6. **Media Messages:** Women are constantly devalued, sexualized, subjected to violence and portrayed in stereotypical roles in advertising and other media, either as victims or as aggressors. Pornographic and violent films dehumanize all victims of violence and encourage violence as an appropriate and effective means to an end.
7. **Tolerance:** As long as the perpetrators of violence are able to get their own way without sanctions, violence will continue to be a problem. Apathy, reluctance to get involved, acceptance of the status quo and lack of effective interventions perpetuate the problem.

Special Problems For Teens Dealing With Abuse

Certain social conditions and beliefs encourage violence, and while adolescents usually don't face many of the difficulties confronting adult abused victims (like children, financial dependency, shared property and long-term victimization), they have their own set of problems.

- 1. Peer Pressure:** Pressures to be popular keep many teenagers trapped in abusive relationships. They often say that being alone is worse than being abused. Pressure to have unwanted sex is evident in both sexes.
- 2. Lack of Control:** Teenage victims are often reluctant to tell adults about abuse because they fear that adults, particularly parents, will take over and make decisions for them. The abuser's control may be preferred to parental control. Ironically, a teenager often sees her/his abuser as the only one who treats her/him as an adult. Often adults fail to treat teenage abuse as serious or to recognize its danger. Courts that might deal severely with partner abuse in adults may treat adolescent abusers with lenience.
- 3. Safety:** Adolescents depend upon relationships within their own peer group and find it difficult to disengage from a violent partner who has access to them on a daily basis at school or in the community. Teenage victims seldom quit school, move away or seek refuge in a women's shelter. Many service providers underestimate the seriousness of safety issues for teen victims.
- 4. Poor Information:** Teenagers are particularly susceptible to misinformation because their source of information is most often their peers. If an abusive partner is the only source of information about sexuality, a teenager may believe her/his sexual relationship is normal when actually it is abusive. Other myths, such as "women give sex, men take it," "jealousy is a sign of love," "women are meant to be slaves to their men," are all reinforced by rock music and videos, films, television, advertising and so on.

5. **Low Self-Esteem:** Both victims and abusers suffer from low self-esteem. Most adolescents are particularly vulnerable to feeling alone, with no one to talk to and with no one who understands their pain. A majority of teenagers in abusive dating relationships believe they will never be able to find another partner. Gang leaders thrive on these feelings of isolation and insecurity and offer a place of "belonging."
6. **Lack of Community Supports:** Dating abuse and violence continue to receive very little attention from community service providers and the legal system compared to wife assault. Many service providers cannot serve individuals under the age of sixteen, and few services exist to help teens deal with abuse issues. Although victims may be able to receive some advice from anonymous crisis lines dealing with physical or sexual abuse, there are virtually no services available for adolescent abusers.



Lesson Five

Responsible choices



the lesson at a **glance**

THE GOALS of this lesson are:

- to provide opportunities for participants to
 - recognize that behaviour is a choice
 - identify safe and effective alternatives to abusive behaviour

Materials

- Flip chart, paper, markers
- Handout 5-1a: Own Your Behaviour — If You Are Abusive
- Handout 5-1b: Own Your Behaviour — To Avoid Abuse
- Handout 5-2: Scenarios
- Recommended Reading 5



Time

The lesson can be completed in 50-70 minutes.

Organization

Step	Learning Approaches	Duration
1 Understanding Anger	Whole class – Discussion	10-15 minutes
2 Own Your Behaviour	Pairs – Discussion	10-15 minutes
3 Safe Alternatives	Small Group – Discussion	30-40 minutes

Optional & Extension Activities

- Have participants, either individually or as a group, create their own scenarios.
- Assign analysis of scenarios as homework.
- Invite youth to write poetry or other creative writing to express their feelings about violence.
- Extend discussion and practice about anger management and conflict resolution. Invite a psychologist, social worker or counsellor from the community to be a guest speaker about anger management or conflict resolution.
- Become involved in or initiate a peer conflict-resolution group in the school.
- Ask participants to find current stories from newspapers concerning abuse in relationships and create a collage from the headlines, text or photos.

*message
for the day . . .*

**You are
responsible for
your own
behaviour.**

Procedure Steps

1 Understanding Anger

Organization: Whole class – Discussion • 10-15 minutes

- Introduce the topic of anger by reassuring participants that anger is a legitimate emotion. It is OK to feel angry...it's not OK to hurt someone when you do.
- Display the following sentence: "BEHAVIOUR IS A CHOICE" on a flip chart or blackboard.
- Ask the following questions and write the answers on a flip chart.
 1. How do you know you are becoming angry?
What are some physical signs?
 2. What can you do before you act? How can you distract yourself?
 3. What can you say to yourself to calm down?
 4. What other emotions could be at work?
 5. How could you express yourself in a positive and safe way?

2 Own Your Behaviour

Organization: Pairs – Discussion • 10-15 minutes

- Distribute Handouts 5-1a and 5-1b: Own Your Behaviour. Ask participants in pairs to complete the sentences to create responsible behaviour choices.
- Discuss suggestions with entire class.

3 Safe Alternatives

Organization: Small Groups – Discussion • 30-40 minutes

- Ask participants to create a positive action plan (for victim or abuser). Discuss with entire class and write suggestions on a flipchart.
- Cut Handout 5-2 into single scenarios. Distribute one scenario to each group. The scenarios were developed by students to reflect real situations. Encourage the group to enhance the scenario if they wish.
- Ask each group to answer the following discussion questions:
 1. What are your feelings about this situation?
 2. Is there abuse going on? By whom?
 3. What is the effect of the abuse?
 4. List the “red flags” that may indicate a problem in this relationship.
 5. How can this situation be resolved?
 6. How could this situation have been prevented?
- Each group presents its scenario and answers to the entire class.

OWN YOUR BEHAVIOUR

If You Are Abusive...

You are not alone. Many people have a problem with violence, learned from childhood or supported by society. You can learn less dangerous and hurtful ways to express your anger.

1. It is a sign of strength and courage
to _____.
2. You are responsible for your own _____.
No one makes you act in a violent way. You have a _____.
3. Your violence will _____ if you do not
take steps to stop it. You may destroy your relationship or seriously
hurt someone you care about.
4. Your feelings of _____ will only
get worse if you continue to act violently.
5. Blaming your problem on drugs, alcohol or stress is
_____.
6. Apologizing after the abuse will not _____
the problem.
7. Physical violence and threats of violence are
_____.
8. Do not make assumptions about sexual activity. No means
_____ whenever it is said.

OWN YOUR BEHAVIOUR

To Avoid Abuse...

1. Be _____. Walk and act confidently, even if you don't actually feel this way. Say what you mean.
2. Trust your _____. Act immediately when you feel you are in danger. Get away from the dangerous situation as quickly as possible. Don't be afraid to _____.
3. Determine your feelings about sex and sexual limits. You may have different limits at different times with different people, but you should know what you want or don't want to do, _____ you are in a risk situation.
4. _____ those limits. Saying yes to one form of sexual activity does not mean you can't say no to another. This must be talked about because _____
_____.
5. Be aware that your level of drug or alcohol consumption will influence your ability to _____.
6. Socialize with people who _____.
7. You are not to blame for someone else's behaviour. You are responsible for _____.
8. Abuse thrives in _____. Share your problem with a friend or ask for help from _____
_____.

SCENARIOS

Rick is a friendly and popular guy. Maria and Rick have been dating for the past several months but lately Maria is losing interest. Rick has been continually asking Maria whom she has talked to, why she wasn't home when he's called and where she has been. The more he acts like this, the more Maria avoids him. Rick has started to yell at her and call her derogatory names. Maria starts secretly seeing another boy but doesn't tell Rick because she wants to avoid an argument.

Anna has been very worried about her friend, Fatima, who has changed dramatically over the past few months from being happy, friendly and energetic to being sad, tired and withdrawn. One day, she notices bruises on Fatima's upper arms that look like fingerprints and asks Fatima what caused them. Fatima bursts into tears and admits to Anna that she has been seeing Andy secretly, against her parent's wishes. Andy dropped out of school last year and has been involved in some auto theft and 'break and enters.' Fatima says everyone is unfair to Andy who has had a difficult childhood in various foster homes. She admits that Andy "gets angry" sometimes with her, but he needs her support and she believes she can help him. Anna gets angry at Fatima, saying she thinks Fatima is really dumb to get involved with a guy like Andy and shouldn't be surprised that he hurts her. She tells Fatima to break up.

Mohammed is a fourteen-year-old who is new to the school, small for his age and lacks confidence. He is eager to make friends but finds that most kids have been friends for years and are not willing to allow him into their groups. In fact, others often bully him in the halls and on one occasion, he has been punched in the stomach. Mohammed is flattered when Dan invites him to join a few guys at a local arcade after school even though he has heard rumours that Dan's crowd is pretty tough. When Mohammed gets to the arcade, he is met by Dan and his friends, who begin to surround him. They make it clear to Mohammed that they are able to protect him from his "problems" but it will cost. Mohammed will have to prove his loyalty to them by vandalizing a car. Mohammed is not sure what to do. He is afraid that if

he doesn't do as Dan demands, he will be subject to more bullying and he will not have another chance to make friends. As Mohammed hesitates, two of the other guys begin to make fun of him, calling him racist names and saying if he is not with the gang, he is against it.

Tyler ended his relationship with Stephanie because she demanded too much of his time, and tried to control what he did and who he was with. But Stephanie won't accept that the relationship is over and continues to telephone him and shows up at different parties when she knows Tyler will be there. When Tyler begins dating Sarah, Stephanie insults Sarah verbally and intimidates her with gestures and looks. She warns Sarah to break up with Tyler unless she wants big trouble.

Mary's senior volleyball coach has been giving her some extra practice time to help her improve her overhead serve. He has been very complimentary and has even flirted with her. Mary is flattered and plays along with him. One day after practice, when they were alone in the gym, he gets very close to her, touches her, and suggests they meet someplace for a drink. She is shocked; the coach is at least thirty! Mary refuses; the coach looks angry and tells her she was coming on to him. Over the next few days, the coach treats Mary to "the silent treatment," refusing to talk to her directly or to offer her advice as he used to do. Mary is hurt and worries that her chances for a volleyball scholarship might be in danger. She considers reporting him but is afraid it will be his word against hers. She thinks maybe she should go out with him to talk things over.

Terri and Mark have been in a relationship for the past eight months. They have been intimate for some time and are having sex on a fairly regular basis. They are consistent and responsible with birth control and protection. A friend's parents are away for the weekend, so they are having a party. There are beer and wine coolers available, and people are listening to music and playing pool. Terri and Mark end up in the bedroom. They are not drunk or high. Mark wants to have sex. They do it almost every weekend.

He loves her. His friends saw them go upstairs, and he feels that they will be expecting him to "score." He is pressuring Terri physically and emotionally to have sex with him. Terri loves Mark and feels she is really lucky that he has chosen her as his girlfriend because many girls would love to go out with him. Terri likes sex with Mark, but she does not want to do it tonight. She feels uncomfortable in the setting and self-conscious that all their friends are so close. Terri doesn't want to make Mark mad or lose him.

Amy calls her boyfriend Roberto on Thursday to arrange for them to do something together on Friday night. Roberto says that he has made other plans to go out with some friends. Amy responds, "But I was counting on being together. I have nothing to do now." Amy tries to convince Roberto to cancel his arrangements, but he is unwilling to do so. Amy ends up crying on the phone, accuses Roberto of not caring about their relationship, but finally tells Roberto to go ahead. "I'll be OK, I guess," she says and hangs up the phone.

A group of senior boys, as a joke, pretend to befriend an unpopular and unattractive grade 9 girl. They make a fuss every time she walks past them in the hall at school, in front of other students. She is flattered by their attention and believes that they like her. She goes out of her way to smile and say hello to them in the halls and at lunch. They, in turn, ridicule her behind her back. They draw straws and the "loser" asks her out for a date. The boys take bets on how far the girl will be willing to go with their friend.

Your friend has been acting upset for quite some time. Sometimes he seems withdrawn and depressed; on other occasions, he seems angry and defiant with teachers and other people in authority and even acts aggressively with his friends. You notice he is beginning to drink heavily at every party. He finally confides in you and tells you that he is being abused at home. He gives you no details about who is being abusive or what form the abuse takes. He refuses to tell anyone because he doesn't want to upset the whole family and possibly precipitate a divorce. He insists that you tell no one.

Jeff works at the local grocery store after school. He is very conscientious and works very hard. His boss, a young woman only 3 years older than he, is very demanding. Jeff is busy unloading a big, heavy order when his boss tells him she needs him to stay an extra 2 hours to clean up. Jeff protests, saying he has too much to do, but eventually he feels he has to agree to stay late because he needs this job. Jeff rushes home and his Mom gets on his case about not doing his household responsibilities as well as his dropping grades. Jeff blows up at her and storms out of the house, slamming the door.

Georgio is dealing with a lot of problems in his life. He takes drugs to help himself "chill out" and escape his problems and he hangs out with some friends who are influencing him to make some unhealthy choices. His girlfriend, Anna, is worried about him and believes she can help him through his problems and get him straightened out. Anna spends as much time with him as possible, talking to him, counselling him and giving him advice. She feels he needs her to be there for him all the time or the situation will get worse. Anna's relationships with other friends and family are suffering and her grades are slipping. Instead of being grateful, Georgio seems to resent Anna and to take out his anger on her.

Ron thinks his Grade 11 teacher is a real jerk. Not only does the teacher lose her temper and yell at the class frequently, she regularly ridicules students who do not know the correct answer. Ron is not a good student but he makes an effort to complete his assignments in order to avoid any difficulty in this class. One weekend, however, Ron's grandmother is very ill; he has no time to complete his homework. On Monday morning, he slips into class, hoping the teacher will not ask him a question. Naturally, Ron is the first student picked; he doesn't know the answer and doesn't say anything at all. The teacher calls Ron up to the front of the class and spends five minutes telling him, in front of the whole class, how poorly he is doing in the class, how he is likely to fail and that he must be dreaming if he thinks he will get into college. Ron is devastated; he is almost in tears by the time the teacher is finished.

Pat and **Chris** are friends of the same sex who have been dating secretly for several months. They know that their parents would not approve of their relationship, and so they both make up false excuses when they are going to see each other. Neither Pat nor Chris is happy about sneaking around; they often argue about how to deal with their problem. They cannot go to school functions together and are becoming more and more isolated from their friends. One weekend, Pat and Chris are spotted together, holding hands and kissing, at a movie in another town. By Monday, their relationship is the talk of the school. Several students begin to harass them, threatening to tell their parents, showing their prejudice and ridiculing them for caring for each other.

Ayisha and **Abdul** attend different schools. Abdul has been looking forward to introducing Ayisha to his friends at his upcoming school prom. Ayisha has been reluctant all year to come to any of the dances or other events at Abdul's school. A couple of times they have argued about this, but Abdul has always given in to her plans and gone out with her friends. This time he is determined to persuade Ayisha to come to his school. She continues to refuse, saying she "doesn't like his friends and doesn't want to spend a whole evening with people she doesn't have anything in common with." They get into a serious argument; all their resentments come to the surface and they say very hurtful things to each other. Abdul makes it clear that if Ayisha doesn't come, they are through. Ayisha makes it equally clear that if he cared about her, he wouldn't ask her to do something that made her so uncomfortable.

James has thought long and hard about his three-year relationship with **Kristen**. Kristen plans to go to a college in town and live at home with her parents, while James has been accepted, with a scholarship, to a university 500 kilometres away. Kristen has been trying to get James to give up the scholarship and apply, instead, to a university closer to home, so they can move in together. When he tells her that he has decided to go away to university and that he thinks they both need to be free to see other people when they are so far apart, Kristen is devastated, crying and urging James to change his mind. She says she cannot live without him, that she doesn't want to live if he is not in her life. James is afraid for her and wonders if he should reconsider.

Understanding Anger

It's OK to feel angry...it's not OK to hurt someone when you do. When you get angry, instead of becoming violent, try the following steps:

1. **Notice the signs of anger rising:**
 - Tight feeling in your neck, your hands, your face
 - Hot feeling somewhere in your body, perhaps your ears
 - Breath coming faster and harder
 - Heart beating faster
 - Voice getting louder
 - Your own special signs

2. **Before the explosion, distract yourself. Take time out.**
 - Go for a walk or run
 - Take a bath or shower
 - Play the piano or some other instrument
 - Bake bread.
 - Mow the lawn
 - Don't drive a vehicle — you may hurt yourself or someone else.

3. **Talk yourself down.**
 - Don't talk yourself into being more angry than you already are by thinking that the person you're angry at is deliberately out to get you or defy you
 - Remind yourself that the person you're angry with may have her/his own problems that have nothing to do with you
 - Don't exaggerate what is going on...but don't minimize it either

4. **Figure out why you are angry. Ask yourself:**

- Am I really feeling hurt, afraid, sad, disappointed, embarrassed or insecure? Are these other feelings coming out as anger?
- Am I really angry at myself or at someone else and am I taking out that anger on the person close to me?
- Am I suffering from fatigue or stress that is triggering my anger?

5. **Express your feelings verbally**

- Describe how you are feeling: "When you did or said this, I felt like that."
- Don't use hurtful words or make wild accusations
- Don't blame the other person for how you are feeling

BEHAVIOUR IS A CHOICE

Own Your Behaviour

If You Are Abusive....

You are not alone. Many people have a problem with violence, learned from childhood or supported by society. You can learn less dangerous and hurtful ways to express your anger.

It is a sign of strength and courage to ask for help.

You are responsible for your own behaviour. No one makes you act in a violent way. You have a choice.

Your violence will increase if you do not take steps to stop it. You may destroy your relationship or seriously hurt someone you care about.

Your feelings of insecurity will only get worse if you continue to act violently.

Blaming your problem on drugs, alcohol or stress is an excuse.

Apologizing after the abuse will not erase the problem.

Physical violence and threats of violence are crimes/criminal harassment.

Do not make assumptions about sexual activity. No means no whenever it is said.

To Avoid Abuse....

Be assertive/confident. Walk and act confidently, even if you don't actually feel this way. Say what you mean.

Trust your instincts. Act immediately when you feel you are in danger. Get away from the dangerous situation as quickly as possible. Don't be afraid to ask for help.

Determine your feelings about sex and sexual limits. You may have different limits at different times with different people, but you should know what you want or don't want to do, before you are in a risk situation.

Communicate those limits. Saying yes to one form of sexual activity does not mean you can't say no to another. This must be talked about because body language is confusing and mind-reading is impossible.

Be aware that your level of drug or alcohol consumption will influence your ability to make good decisions.

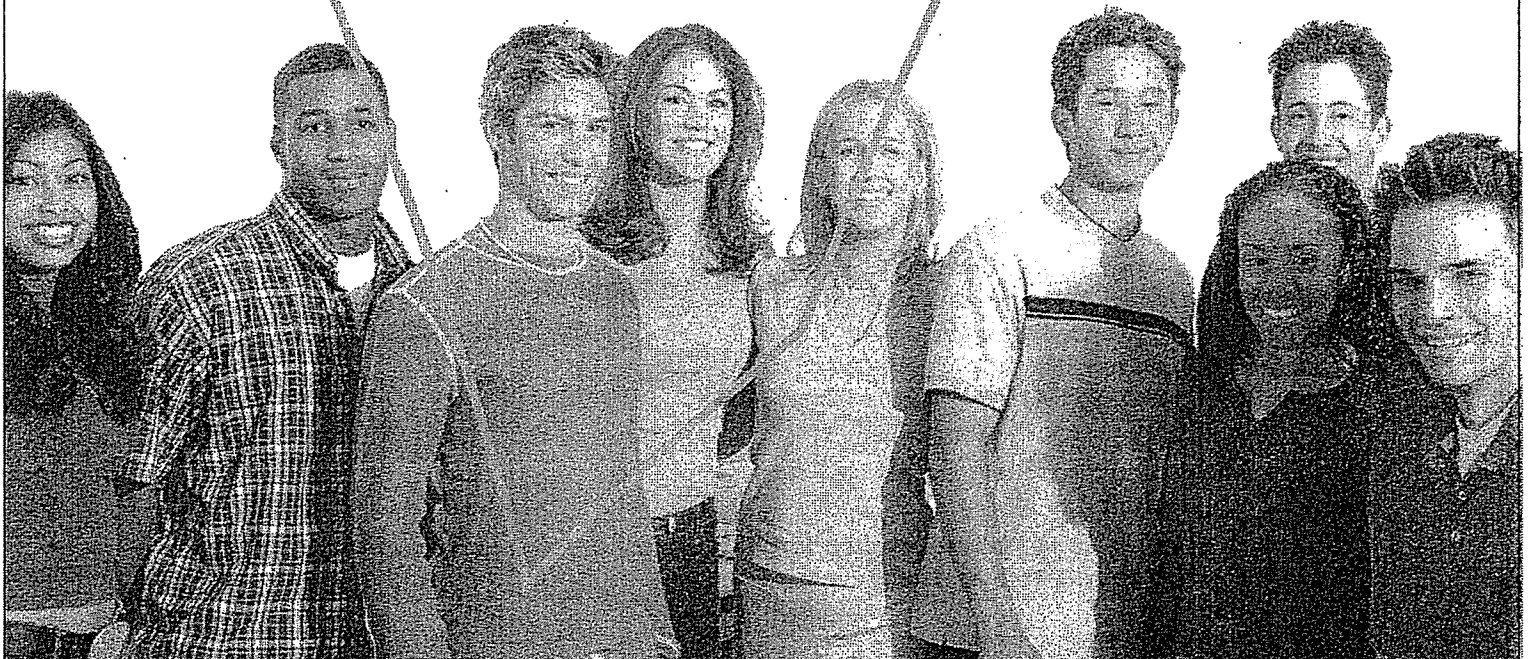
Socialize with people who share your values.

You are not to blame for someone else's behaviour. You are only responsible for your own behaviour.

Abuse thrives in silence. Share your problem with a friend or ask for help from someone you trust who has the skills to help you.

Lesson six

Help a friend



the lesson at a **glance**

THE GOALS of this lesson are:

- to provide opportunities for participants to
 - determine effective support for a friend who may be involved in an abusive relationship, as a victim or as an abuser
 - practise their support skills
 - evaluate the program

Materials

- Large cue cards—Listen, Inform, Support
- Handout 6-1: Scenarios
- Handout 6-2: Participant Assessment—What Do You Think?
- Recommended Reading 6
- Flipchart/paper/markers
- Overhead projector
- Transparencies of Scenarios



Time

The lesson can be completed in 50-70 minutes.

Organization

Step	Learning Approaches	Duration
1 Preparation		
2 Effective Support	Individuals/small groups – discussion	15-20 minutes
3 Help a Friend	Small groups – role play	30-40 minutes
4 Evaluation	Individuals – questionnaire	5-10 minutes

Optional & Extension Activities

- Compose a letter to Monica or Adam. If you had an opportunity to talk with Monica or Adam, what would you want to say? Perhaps you will write your letter from a time when Monica was still alive, or maybe you have something to say today. Perhaps you want to tell them you understand their choices. This is an opportunity for you to express your feelings to either Adam or Monica.
- Assign a research paper or seminar about Criminal Harassment (stalking).
- Provide more opportunities for skill practice. Extend role playing by creating your own scenarios.

*message
for the day . . .*

**Listen
but do not
criticize your
FRIEND.**

Procedure Steps

1 Preparation

- Prepare 3 colour-coded cue cards (8 1/2 x 11) LISTEN INFORM SUPPORT and display at front of the room. Prepare overhead transparencies of scenarios "New car" and/or "Harassment." (Or create an alternative scenario.)
- Cut and distribute one card from Handout 6-1 to each student.

2 Effective Support

Organization: Individual/Small Groups – Discussion • 15-20 minutes

- Instruct each student to write 2 or 3 suggestions about specific ways to listen (or inform or support) a friend who is a victim (or abuser), according to the card they hold.
- Ask participants to find other people in the room who have the same coloured card as they do. Share answers and collaborate to create more ideas.
- Gather reports from each group and create a master list on flipchart. Post lists.

3 Help A Friend

Organization: Small Groups – Role Play • 30-40 minutes

- Present one or both scenarios on an overhead projector. Ask youth to assume they have witnessed the scene.
- Ask groups to discuss how to most effectively help their friend in this situation (victim or abuser, according to the card they have).
- Assist them with questions such as:
 - What does s/he need at this time to feel safe?
 - What does s/he need from you to stop the abuse?
 - What can you do to emotionally support your friend?
 - How can you support your friend without condoning his/her abusive behaviour?
 - How can you help her/him to recognize the abuse?
 - What words could you use when you talk to your friend?
 - What will you say if s/he does not act as you believe s/he should?
 - When do you feel the responsibility to report the behaviour?
- Prepare the role play. Invite participants to share their ideas by role playing in front of the class.

4 Evaluation

Organization: Individual – Questionnaire • 5-10 minutes

- Distribute Handout 6-2 Participant Assessment—What Do You Think?
- Invite participants to give their feedback about the content of the course and the process.

SCENARIOS

VICTIM LISTEN	VICTIM INFORM
VICTIM SUPPORT	ABUSER INFORM
ABUSER LISTEN	ABUSER SUPPORT

SCENARIOS

"NEW CAR"

Jim has been saving his money for two years to buy a car. Last night he called his girlfriend Linda to tell her that he had just picked up his new car, and they made plans to take it for a ride after school the next day. But later that night, Linda's teacher called her parents to tell them that Linda was failing English because she had not handed in some assignments. Her parents were upset, restricted her telephone calls and insisted that she come straight home from school each day until her schoolwork was completed.

The following day Jim comes to pick up Linda in his new car.

Jim: Hey, Let's go.

Linda: Oh I'm so sorry but I can't. Mr Smith called my folks about my English and they freaked. I have to go straight home.

Jim: No way, we had plans. Come on, just for a short while. This is my new car you know.

Linda: I know and I'm sorry but I can't. I'm serious. I'm in big trouble. My Dad is mad and he's waiting for me.

Jim: I don't believe this crap. What's more important, me or your English essay? Are you my girlfriend or not? Get in the car. (He grabs her arm)

Linda: Of course you are important to me but I can't help this.

Jim: I bet this isn't even about English. Who are you going to meet? (He puts more pressure on her arm)

Linda: No one! I love you.

Jim: I'm sick of this crap. Come with me now or forget us. (He starts to pull her)

Linda: Don't Jim! (She tries to pull away)

Jim: You bitch! (He raises his hand to hit her)

SCENARIOS

"HARASSMENT"

Reena is a 15-year-old girl who is somewhat overweight and is a recent immigrant to Canada. She is not popular with the other kids at school. A group of teenage girls at Reena's school targets her, calling her names, ridiculing her, following her home from school and making her life miserable. Reena does not want to complain to anyone at the school or at home for fear the harassment will just increase. One day, on the way home from school, Reena is confronted by the other girls.

Lisa: Well, hey, look who's coming! Fat, Reena, jiggling like Jell-O. Hey Reena. (Reena ignores them)

Mary: What's the matter, Reena? Don't you want to talk today?

Lisa: Yeah Reena, We're talking to you.

Reena: Just leave me alone. (She attempts to get past the girls who are blocking her way across the bridge she must cross to get home)

Rest of crowd: (Jeers, cat-calls, swearing, insults. They begin crowding in on Reena.)

Reena: Please leave me alone. I just want to go home.

Mary: Poor Baby, she wants to go home.

Lisa: I don't think so yet, Reena

Reena: I never did anything to any of you.

Lisa: You insult us just by living. You know what I'm gonna do? I'm gonna teach you a lesson. (She moves toward Reena)

Participant Assessment – What Do You Think?

What did you learn that was important to you?

Please check which lessons you found most interesting or useful.

- | | | |
|---|--|---|
| <input type="checkbox"/> Types of Abuse | <input type="checkbox"/> Power and Control Wheel | <input type="checkbox"/> Film 'A Love That Kills' |
| <input type="checkbox"/> Setting Boundaries | <input type="checkbox"/> Rights and Responsibilities | <input type="checkbox"/> Understanding Choices |
| <input type="checkbox"/> Managing Anger | <input type="checkbox"/> Own Your Behaviour | <input type="checkbox"/> Help A Friend |

Would you recommend this program to your friends? Yes No

Why? _____

What types of exercises do you prefer?

- | | |
|--|--|
| <input type="checkbox"/> Whole-class discussions | <input type="checkbox"/> Small-group discussions |
| <input type="checkbox"/> Independent study | <input type="checkbox"/> Brainstorming |
| <input type="checkbox"/> Role playing | <input type="checkbox"/> Guest speakers |

One thing I'd like to learn more about is

What would you change about this program to make it better?

How to help a friend who is a VICTIM of interpersonal violence

It is likely that at some point in your life, a friend will tell you that s/he has been a victim of dating violence, sexual assault, or sexual harassment, or bullying. Your assistance can be very important in helping your friend get through this difficult time.

LISTEN Simply being there to lend an ear can help a friend. Respect your friend's feelings. Don't criticize or judge your friend for staying in the relationship. Don't question what your friend is saying to you. You may be the first person your friend has told about the violence. If you don't believe her or him, you could be the last person s/he tells. Understand that this is a very emotional time for your friend. Don't ask blaming questions, like, "What did you say that provoked her/him?" or "What were you wearing?"

INFORM Help your friend to recognize that humiliation, put-downs, isolation, fear, or assaultive behaviour are all means to gain power and control over another person. Jealousy and possessiveness do not equal love; they are ways to control your friend's behaviour. Perpetrators of violence like to say they "lose control." On the contrary, violence is the method abusers choose to maintain and extend their control. Share information about how violence escalates over time if there is no intervention.

SUPPORT Recognize the strengths of your friend. If s/he has been in an abusive situation, chances are s/he needs ways to feel good about him/herself. Reinforce that s/he is not responsible for the behaviour of someone else, that s/he did not cause the abuse. Support your friend in whatever ways you can even if

s/he does not act the way you believe is in his/her best interest. Getting away from an abusive situation takes a lot of courage and sometimes a long time. Suggest options, but don't make decisions for your friend. Encourage your friend to talk to family and friends. Help your friend to find and talk to other people who can offer her or him expert assistance. Help your friend to focus on staying safe.

How to help a friend who is a PERPETRATOR of interpersonal violence

While it is less likely that a friend will come up to you and disclose that he or she is the perpetrator of dating violence, sexual assault, sexual harassment, or bullying, you may be aware of or witness a friend acting inappropriately. Your intervention can help your friend take care of the problem of violence before someone gets hurt.

LISTEN

Ask your friend what is going on and then be there if s/he wants to talk. Listen carefully to your friend's point of view. Be prepared to offer other non-abusive suggestions without being judgemental. Remind your friend that her/his point of view and feelings are not being challenged; it is her/his violent actions that are in question. Encourage your friend to explore her/his feelings and to try, perhaps with the support of a professional, to find more appropriate ways to deal with those feelings. Set a good example by modelling non-violence and respect in your own relationships.

INFORM

Identify your friend's behaviour as abusive in a non-aggressive way — there is not much point in trying to use abuse to stop abuse! If your friend is acting inappropriately, it does not help him/her for you to ignore the problem and it may signal that you actually support the abuse. If necessary, remind your friend that assault is against the law. Hold your friend accountable for her/his actions. Share what you have learned about relationship abuse with your friend. Remind your friend of the potential legal consequences of violent and abusive relationships. You could discuss the effects of violence and inform him/her about the community agencies that are available to help. Remind your friend that each of us is responsible for our own actions.

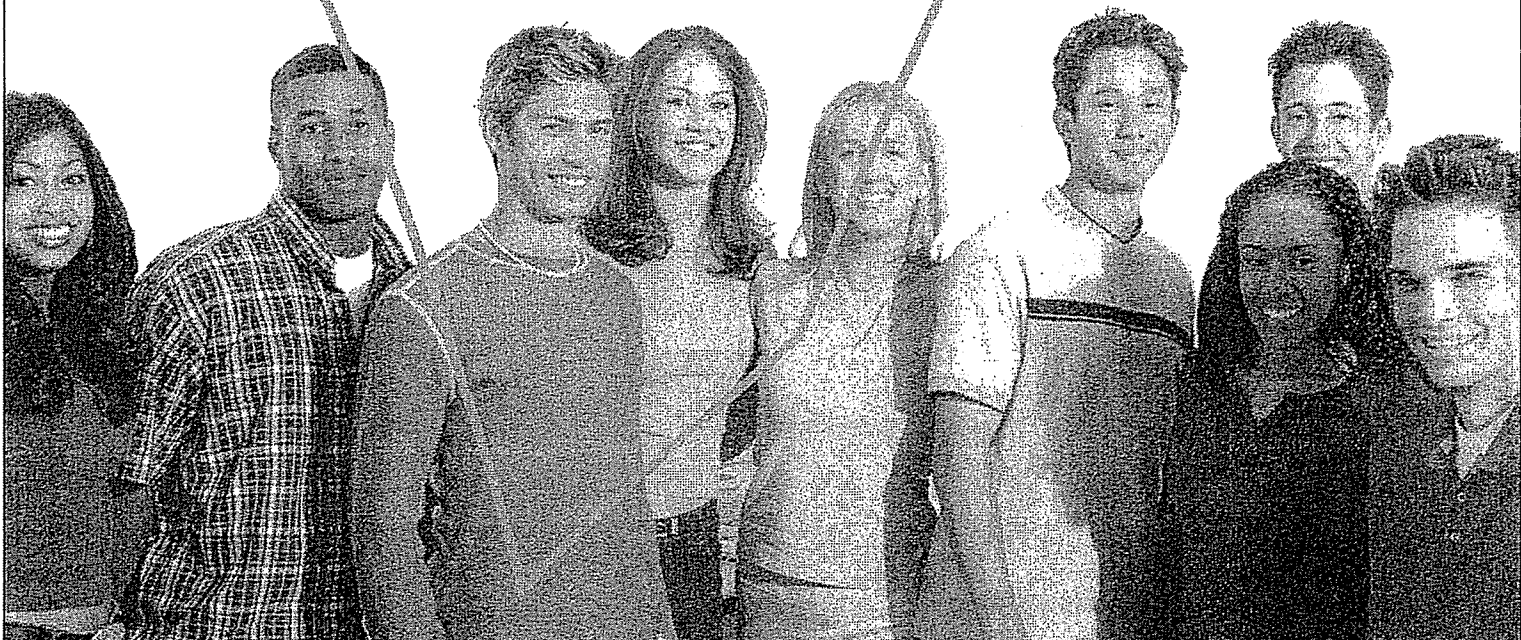
SUPPORT

Reinforce your care and concern for your friend but make it clear that you are not condoning his or her violent or abusive acts. Because abuse often has roots in feelings of insecurity, try to find some positive things to say to your friend. Engage your friend in positive alternatives to abusive behaviour. Help your friend to understand that violence hurts the perpetrator as well as the victim. Recognize your limits to help your friend and encourage your friend to seek support and counselling from a professional.

Alternative and Extension Ideas



Choices
for Positive Youth Relationships



Alternative and Extension Ideas

Guest Speakers

Very often youth are more willing to listen to people from the community who are actually doing hands-on work in anti-violence. Most local agencies try to accommodate requests for guest speakers, and many are prepared to provide speakers without an honorarium. Make sure a guest speaker understands the context of the visit, the length of time allowed for her/him to speak and to answer questions, where to park, how to access the facility, who the contact person is and a phone number where that person can be contacted on the day of the engagement, in case an emergency arises.

Some suggestions for community speakers are as follows:

- Specialized board personnel such as psychologists, social workers, attendance counsellors, or violence prevention officers.
- Representatives of agencies such as victim services, shelters, programs for abusers, sexual assault crisis centres, counselling centres, community mental health programs, children's aid, children's mental health centres, youth services, etc.
- Police officers or other police personnel.
- Local professionals with expertise in anti-violence work such as physicians, nurses, social workers, psychologists, therapists, etc.
- People who have been politically active in the area of anti-violence.

Peer Mentoring

In some Boards of Education, peer mentoring and/or support groups operate to provide troubled youth with one-to-one or group support around violence issues. Peer mentors are trained in reflective listening, in appropriate referrals within the community and strategies to help youth deal with personal problems. Group programs are designed to bring together youth who have similar issues so that they can learn from one another what works and what doesn't in improving the situation they are facing. Group leaders may be trained peers or professionals. Usually, these programs develop where a need is identified and a leader is prepared to devote time and energy to recruiting, training and supporting peer mentors and group leaders.

Drama Presentations

Very often youth who are reluctant to discuss or even to consider the problems of violence within peer relationships are able to gain an understanding of the issue through drama. Drama also helps all students to internalize the messages about the seriousness of violence. In acting out a scene, many students are able to get in touch with their feelings and express them. Some programs have students write, direct and perform plays as part of regular class assignments; encouraging these students to work with the theme of violence in relationships may result in very creative ways of perceiving and dealing with violence. Short skits, one-act plays, improvisations, or full-length productions are some of the possible variations. For example, students could create and perform drama presentations to the class or school based on a "Forum Theatre" format, where negative behaviour is interrupted by an audience member and more positive, effective behaviour is suggested and played out.

Posters

Producing posters helps youth to focus on the messages about relationship violence. Themes could include advertising "A Love That Kills," using the situation and characters of the film to illustrate specific messages, creating a theme "character" to deliver a series of messages about the dangers of violence in a relationship or the means of ending interpersonal violence. For example, students could:

- create a word mural entitled "You Have the Power." Each participant writes one statement — something he or she has learned, a message to Monica or Adam, his or her own feelings, etc. Post statements to form a mural of thoughts.
- create a collage of images to display in a prominent place in the school, which reflects the messages from this program.

Photos

Often youth who find it difficult to verbalize feelings can find expression by taking photographs that visualize the emotions they cannot speak. Looking

through the lens of a camera often helps youth to focus on essential issues in their lives. In some schools and communities there are photography programs that could be utilized to develop photo essays around issues of relationship violence. Pictures could be put on display in schools, galleries or malls, to illustrate the theme of violence prevention.

Creative Writing

Having students develop the theme of violence in relationships through creative writing is an excellent way to reinforce the messages. Essays, plays, poetry, articles and songs are all possible vehicles. In some cases, this can be part of regular classroom assignments; in other cases, perhaps a contest would elicit a better response. Ensuring some means whereby youth can share their creative work with others helps to spread the message. Perhaps the local newspaper would publish their works. Perhaps a small booklet collecting efforts together could be available as a resource for future presentations of the program.

Presentation to Parents

In some communities, youth want to share what they have learned in the CHOICES Program with parents and other community members. Arranging for a showing of the film "A Love That Kills" with a panel discussion by the youth themselves may be an effective way to raise the issues of violence with the broader community and to help the youth feel they are sharing what they have learned in a non-threatening way.

Marketing Awareness in the Business Community

Many youth, interested in business, take courses that include modules on marketing. An assignment could be how to market to the business community a prevention program around relationship violence. Issues such as absenteeism, health plan costs,

loss of productivity could be explored as part of the problem. Perhaps encouraging businesses to post posters about relationship violence, to provide personal development workshops, to examine personnel policies that might impact on victims and abusers would be some of the possible actions suggested.

Community Service and Co-op Programs

Some jurisdictions offer credit courses in community service as part of the curriculum. In some jurisdictions, a prescribed number of hours of community service are mandatory for high school graduation. In some communities, local agencies not only try to accommodate students who wish to visit, but work with youth to find ways for them to fulfill their community service credits working in the field of anti-violence. Similarly, some front-line agencies have provided placements for co-op students. Confidentiality issues may be significant barriers for some agencies in participating in such programs. Most community providers of co-op or community service placements are required to have a harassment and discrimination policy to protect youth while in the placement setting; youth trained in the CHOICES Program should be encouraged to provide suggestions to strengthen these policies for the protection of everyone in the organization. A panel of community resources could also be organized to present on the topic of "Safe and Healthy Relationships."

Advice Column in School Paper

Providing a regular column in the school paper for youth to write in with questions or concerns to be responded to by one or more peers may be a way to continue the anonymous sharing that occurs during the CHOICES Program. This is a way to encourage youth to break the silence about violence that may be occurring but is also a way for the peer group to work at problem-solving and conflict resolution in a public way. Advice could also be provided through the internet.

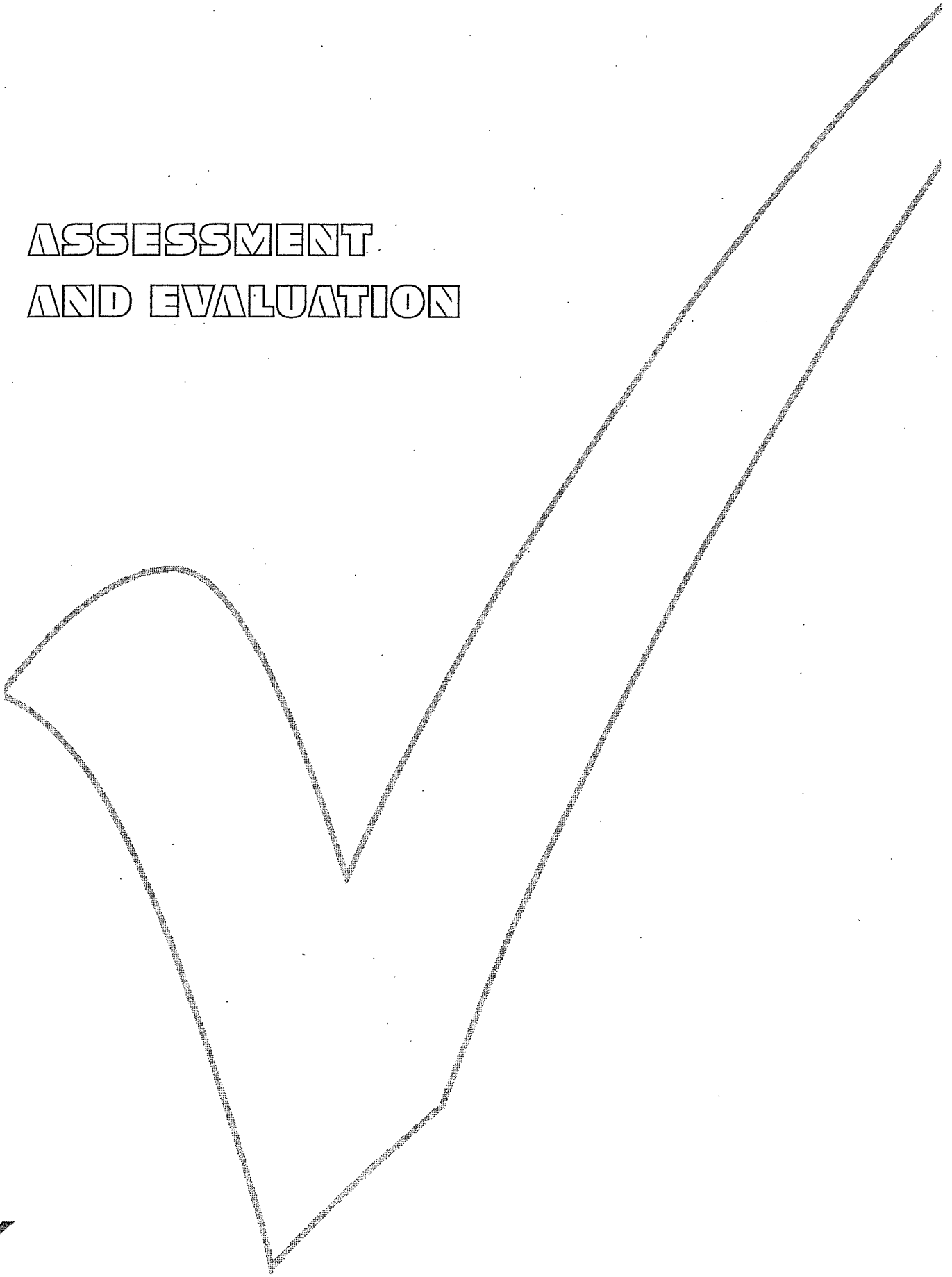
Conflict Resolution, Skill-Building, and Peer Participation

In some schools, programs have been developed to train youth in the skills of conflict resolution or mediation, sometimes as part of a curriculum unit but sometimes as an extracurricular supplement. In some schools, youth trained in this way are designated as mediators and students are encouraged to enlist their assistance to deal with conflicts that arise in safety through a formal mediation process. Instead of one or another youth in a conflict situation being punished, they are both encouraged to meet with a mediator to explore what emotions they are feeling, what underlying issues exist, what strategies are available to solve the conflict and to avoid future conflict. If both parties are able to feel ownership for the resolution and to feel that they have been treated fairly, an escalation of the conflict is less likely. Peer mediators need the ongoing support of committed adults to help them understand and resolve ethical dilemmas, avoid personal bias or conflict of interest and to accept their own emotional responses to the work.

Anger Management

Anger is a serious problem for many youth in our communities. Helping them develop the skills to understand their anger and to deal with it constructively are essential strategies to violence prevention. In some settings, youth who have acted out violently are required, as part of a school-based or court-based resolution to attend professionally led anger management groups. Incorporating skill-building in anger management as part of the education for all students would be a more effective means of ensuring that these skills are taught to everyone early in life. Age- and grade-appropriate methods, from "Use your words, not your hands" in preschool to "When you do that, I feel this" in Grade 9 or 10, can be used as a regular part of classroom behaviour control.

ASSESSMENT AND EVALUATION



Participant Assessment

Assessment tools need to be appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students. The overall goal of *Choices for Positive Youth Relationships* is that youth develop the awareness, skills, and support to make and sustain safe and positive relationships.

Awareness of progressive changes in personal attitudes and skills can serve as a motivation for subsequent learning. Educators may wish to take a few minutes at the beginning of the program to determine the level of knowledge participants have about abuse, so that any summative evaluation given at the end of the program can be compared to the diagnostic evaluation. It may be most effective for participants to self-evaluate this process.

A comprehensive assessment will include both the cognitive and affective domain. Criteria for assessment may include:

- *knowledge* of facts and terms and an understanding of concepts and strategies
- *thinking and inquiry* skills (e.g., formulating questions, planning, selecting strategies and resources, analysing and interpreting information, forming conclusions)
- *communication* of information and ideas
- *application* of behaviour, strategies, and tactics and making connections (e.g., between personal experiences and the subject or between the subject and the world outside the school).

Measurement of the extent to which students met the established program goals, using the above criteria, may be achieved by the use of specific factual testing. However, educators are encouraged to explore alternative and more empowering methods. It is probably most useful to promote students' ability to assess their own learning as well as that of their peers.

Some suggestions for assessment follow:

- Provide prompts that students can use to reflect on what they have learned about healthy adult relationships. For example:
 - What are the three most important qualities you want to bring to your relationships with your friends? With your family? In the workplace?
 - What are the three most important qualities you will look for in other

- relationships with your family? With your friends? In the workplace?
- What do you think are the most important signs of healthy relationships in a family? Among friends? In the workplace?
 - Students might create acronyms to help them retain their conclusions or contribute to a whole class bulletin board.
- After students have listened to a guest speaker, ask them to record 2 or 3 key ideas or points presented. Include accurate and relevant details and specific examples for each point.
 - Following a video presentation or a guest presentation, have students complete statements such as:
 - Three key things I learned are _____.
 - One thing that surprised me was _____.
 - One thing I'd like to learn more about is _____.
 - One thing that isn't clear to me is _____.
 - Group work allows students to identify potential strategies for action. To assess students' abilities to evaluate these strategies and prompt self-assessment, pose questions such as:
 - What previous knowledge did you have about this social issue?
 - What strategies have already been implemented?
 - Which were most effective? Why?
 - What role can you play?
 - What strategies did your group identify?
 - What difference will implementing the strategies make?
 - Case studies are useful ways to measure knowledge and skill application. For example, to what extent does the analysis and resolution:
 - clearly state the key choice or decision
 - accurately identify the risk factors
 - outline an appropriate strategy for decision making
 - describe the consequences of potential choices
 - offer a realistic resolution.
 - Role playing offers an excellent opportunity for both self- and peer evaluation. It is readily evident if students are able to apply the skills and knowledge in an appropriate and effective manner.

- Journaling can provide a valuable means of self-reflection or emotional charting. It is suggested that journals remain personal and confidential to the participant.
- Some students may wish to create an action plan within the class or school or community — create and perform a dramatic response, develop a positive response to an identified need.
- Observe student participation to determine the extent to which they:
 - actively participate and show enthusiasm, becoming energetically involved in the task
 - challenge self and take risks
 - contribute ideas, listen to others, and accept their ideas
 - encourage others and willingly works with other members of the class
 - show concern for others and ensure their safety
 - commit to the group project or performance
 - possess good concentration skills, and shows signs of originality and creativity
 - solve problem situations effectively.

We caution you to proceed thoughtfully with an evaluation based on criteria such as participation and attitude. Be aware that this subject matter may trigger very emotional responses that may elicit less than positive behaviours. It is not appropriate to base evaluation on disclosures or personal journaling.

Youth played a vital role in the development of this program. We urge you to continue to involve young people in assessment of program content and delivery. We have provided a suggested assessment in Handout 6-2; you may amend it according to your needs. Suggestions for improvements for the program from students can be a clear measurement of the effectiveness of the learning.

Facilitator Self-Evaluation

We have provided a few questions to help you evaluate the successes and challenges you encountered as you presented this program. This may assist you when presenting the program again. It may be useful to compare your impressions with those from the participant evaluations. We would be pleased if you choose to share your assessment with us. You may contact us by e-mail at speerssociety@sympatico.ca

Facilitator Self-Evaluation

Did you feel adequately prepared to facilitate this program? Yes No

Did you feel adequately supported by administration, counselling staff, or community organizations? Yes No

Did you feel adequately prepared to support youth around issues that arose? Yes No

Please check which lessons you found most interesting or useful.

- Types of Abuse
- Power and Control Wheel
- Film "A Love That Kills"
- Setting Boundaries
- Rights and Responsibilities
- Understanding Choices
- Managing Anger
- Own Your Behaviour
- Help A Friend

What types of exercises worked best?

- Whole Class Discussions
- Small Group Discussions
- Independent Study
- Brainstorming
- Role Playing
- Guest Speakers

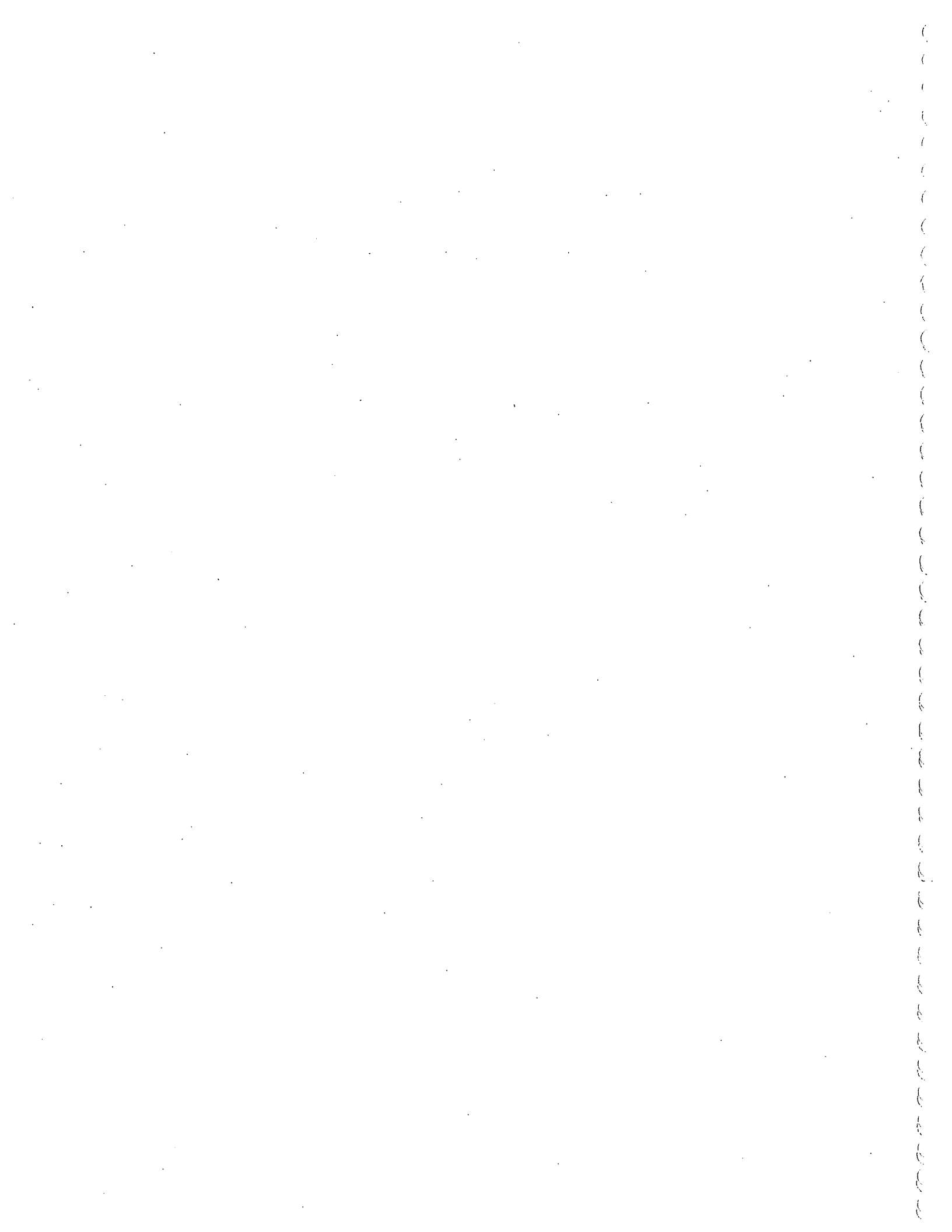
Would you repeat this program? Yes No

Would you champion this program for your entire school? Yes No

Would you devote more or less time to it? Yes No

What follow up activities did you choose?

What did you learn?



RESOURCES



Generic List of Community Resources

Services to victims of violence vary greatly from community to community across the country. Some of these differences have resulted from the policy positions and funding decisions of provincial governments; others have arisen because of political action and community leadership on the issue of violence. Some communities will have all of the services listed. In other communities there are serious gaps in service, particularly with respect to interpersonal violence in the lives of youth.

Crisis Intervention

- **Police:** The police are available across the country to deal with issues of violence 24 hours a day, 7 days a week. Physical and sexual violence are against the law in Canada and criminal charging is the responsibility of the police. In most provinces, guidelines are in place to encourage the criminalization of interpersonal violence. In most jurisdictions there is either a 911 response or a toll-free line to call for police assistance. Some jurisdictions have support services to assist the police in dealing with victims of crime. In some communities, protocols have been developed between the police and community agencies to ensure a coordinated approach to issues of interpersonal violence. Police may be provided with pocket cards listing community resources to provide to victims of crime. In any case, the police are able to advise community members about the existence and location of specialized services for victims and perpetrators of violence.
- **Kids' Helpline:** The Kids' Helpline is a charitable organization that provides a 1-800 number for children and youth to call anonymously to seek advice on matters of concern to

them. Violence and abuse are the specific concerns the Helpline was designed to answer. Helpline volunteers are able to refer children and youth to local agencies for assistance and to encourage them to report incidents of violence and abuse.

- **Distress Centre:** Many communities have set up an agency to answer distress calls from the whole community. Suicide prevention is a primary goal of distress centres, but they also frequently deal with interpersonal violence issues. Usually, services are provided by volunteers who have received training about the issues.
- **Special Victim's Services:** A variety of different agencies exist across the country to provide victim's services. They provide immediate help to all victims of crime, tragic circumstances or disaster, 24 hours a day, 7 days a week. Police officers, with the consent of victims, can call on Victim Services to send out a team of highly trained volunteers to provide on-site short-term assistance to victims and to make referrals to community services for longer-term assistance. The availability of these services differs from community to community. Other jurisdictions may include paid professional civilian officers who are available to help police officers at the time of an incident.
- **Abused Women's Helpline:** In many communities, a specific crisis line for abused women has been established. In most cases, the Helpline operates as part of a local women's service agency and those answering the phone are either paid staff or highly trained, committed volunteers. The Helpline has information on available and appropriate services for women who have experienced violence. Sometimes the Helpline acts as a clearinghouse for information for women victims of violence. Because this service is a telephone line and may be anonymous if the caller so chooses, it may be

more available to youth than other services that limit their services to those over 16 or 18 years of age.

- **Sexual Assault Crisis Services:** Usually founded as grass-roots, peer-based agencies, sexual assault crisis services offer peer support and often also professional counselling, often through a crisis line; some centres provide individual or group counselling around issues of sexual assault. Some deal only with women; some also serve men; most confine their support to individuals over the age of 16, referring those who are younger to the Children's Aid Society or children's mental health services for assistance.
- **Sexual Assault /Domestic Violence Treatment Centres:** These are hospital or health clinic based services available to administer sexual assault forensic kits and to support victims of sexual assault. Some centres have specialized programs to deal with child sexual assault. In Ontario, some treatment centres also provide forensic services and support to victims of domestic violence. Generally these services are for adults; children's hospitals frequently provide similar services for those under 16 years of age.
- **Children's Aid Societies:** These are agencies mandated to protect children who have experienced or been exposed to abuse and/or neglect. Usually the mandate is from birth to age 16. Mandatory reporting of abuse of children under age 16, whether occurring in the home or outside of it, is in place in most jurisdictions. Some Children's Aid Societies support youth as clients until they are 18 or 21, as long as youth participate in educational and/or social programs. Children's Aid Societies may take children and youth who have been victims of violence into institutional or foster care if they can show in court that the victims are in need of protection.

Emergency Shelters

- **Youth Shelters:** Some jurisdictions, primarily in larger urban areas, have established separate shelters for homeless youth. Many youth who find themselves without a home or support from family have been victims of abuse, either in their family of origin or by persons known to their family. Some shelters are only day programs or meal programs; others offer accommodation, some on a daily basis and others on a longer-term basis. These youth shelters often receive some government funding, usually through social services but, like women's shelters, need to supplement government funding with extensive fundraising.
- **Abused Women's Shelters:** These agencies have developed over the past thirty-five years in many communities to provide emergency housing for women and children who have experienced violence within their families. Some have limits on the length of stay; others offer "second stage" services to women in transition. All offer referrals and advice on safety. Some have strict limits on the age of male children residing within the facility. Most shelters were established by local community activists, either from a feminist or a faith community perspective, and few are able to operate successfully without extensive fundraising to supplement government funding. In some jurisdictions, funding is tied to social assistance and the policies governing assistance are set by the responsible level of government.
- **Family Resource Shelters:** These shelters are designed to serve families who are homeless. In some cases, families have experienced abuse and violence. Frequently, these shelters are the only ones available in communities; because men, women, youth and children may all be present in the shelter at the same time, those who have been victims of violence may not feel safe in this setting. Like the other

shelters, these resource centres may rely heavily on charitable donations even if they receive some government funding.

- **Men's Shelters:** Shelters for homeless men have been in many communities for many years. Often provided by faith communities, men's shelters may offer only a bed overnight or may offer more extensive services, such as addiction services, training and referrals. In most urban communities, the number of beds available to homeless men is far in excess of those available to women or youth. Men's shelters may be a last resort for housing for men who have been abusive at home and who are prevented from returning by a bail condition or restraining order and who are either unemployed or have no access to personal funds.

Cross-Cultural Services

- **Native Services:** Native communities have experienced a very high incidence of interpersonal violence over many years. Among the most marginalized of Canadians, native people have suffered greatly as a result of their loss of identity and community because of residential schools and the lack of economic opportunity both on and off reserves. There is a huge resolve among native communities to address violence in a healing fashion that builds, rather than destroys, community. Understanding the spiritual traditions of their people, reclaiming their respect for elders, women and children, adopting the healing practices of the sweat lodge, establishing native sentencing circles, developing suicide prevention and addiction treatment programs suitable to their communities have all begun to make a difference in native communities across the country. In urban areas, Native Friendship Centres provide culturally appropriate services and support for those who have left their reserves or who never lived on a reserve. Many Friendship Centres provide services and referrals with respect to interpersonal violence. Shelters and counselling for victims

of abuse and programs for perpetrators have been developed in many communities across the country. In others, the community may use its own structures and powers to try to deal with violence. Legal clinics, private practitioners and inclusive agencies may all be resources that should be noted. Native policing has helped in many jurisdictions to build more confidence in the capacity of the criminal justice system to deal with violence, while in other communities, the "white man's law" continues to be seen as prejudicial to native people. It is important to research and include native services within the particular area where the CHOICES Program is delivered.

- **Cross-Cultural Interpretation:** It is very important for people who do not speak the dominant language and/or who are unfamiliar with the dominant culture to have the support and assistance of a cross-cultural interpreter when dealing with issues of interpersonal violence. Some of the work is translation of documents from one language to another. However, in addition to language proficiency, understanding the issue of interpersonal violence, having an idea of the resources available in the community and appreciating different cultural attitudes toward abuse and violence are all essential ingredients of cultural interpretation. Some governments have provided funding for training and service provision with respect to cultural interpretation. It is important to find out from cultural community members who have expertise in interpersonal violence what services exist, which are viewed as helpful, and where the gaps in service are if appropriate referral resources are to be identified.
- **Culturally Based Service Delivery:** Many cultural communities, having identified a gap in culturally appropriate services to deal with interpersonal violence, have rallied to create their own service delivery agencies. Where there are large concentrations of particular cultures, shelters, counselling agencies, health care centres, peer support programs and youth services may have been developed; but, in general,

people from other culture and language groups may find it difficult to access culturally appropriate services and may be doubly disadvantaged when seeking services as a result of interpersonal violence.

- **Disability Services:** Those who have disabilities are much more vulnerable to abuse and violence than those who do not. Some disability communities, most particularly the deaf and hard-of-hearing, define themselves as a distinct culture and want anti-violence services that are appropriate to their cultural needs. Interpretation services, the translation of written materials into Braille or tape form, physical access issues and intellectually appropriate materials are just some of the challenges in this area of service.

Counselling Services

- **Programs for Victims of Violence and Abuse:** There is an array of publicly and privately funded services available for those who have experienced abuse. It is essential to seek out those that are available in each particular community and its surrounding region. Counsellors have different methodologies; prospective clients should be encouraged to interview prospective therapists. Youth who have been abused require counsellors who understand their needs. In some communities, the only services available are through children's mental health facilities; in other communities, specialized services have been developed.
- **Programs for Abusers:** In some jurisdictions, specialized agencies have been created to provide individual and group counselling to abusers. In other jurisdictions these services may be offered through the local shelter, through the Children's Aid Society, a Family Service Agency or through another agency. Some programs accept clients mandated by the courts while others do not. In general, most of these services are more focussed on adults than youth. Some

children's mental health services or Children's Aid Societies offer counselling to youthful perpetrators.

Health Care Services

- **Public Health Services:** In many communities, public health services are key players in dealing with victims and perpetrators of interpersonal violence. This is particularly true where public health nurses play a role within schools to provide health promotion/disease and injury prevention programs. Most public health units provide family planning and sexually transmitted disease services; they may have a unique contact with youth who have experienced or perpetrated violence.
- **Addiction Services:** Many victims of violence turn to alcohol and drugs to dull their pain. Many perpetrators use alcohol and drugs to give themselves permission to be abusive; the effect of alcohol and drugs releases the brake that many abusers usually place on their violent impulses. Alcohol and drugs do not "cause" violence and abuse; however, they do tend to exacerbate the effects of the violence.
- **Community Mental Health Programs:** As with alcohol and drugs, mental illness is not the "cause" of violence and abuse. However, those with severe mental illness may not have the capacity to understand the consequences of their violence. There is severe under funding of mental health services for children and youth; waiting lists are long and treatment may not be as comprehensive as recommended.
- **Pastoral Care and Chaplaincy Services:** Many victims and perpetrators of violence and abuse have strong spiritual needs and benefit greatly from the counsel and support of church-based or interdenominational pastoral care services. This resource is often overlooked within the community but can be enormously effective with some victims and perpetrators.

Justice Services

- **Legal Aid:** In most jurisdictions, legal aid is available to youth who have been charged with crimes of violence that may result in incarceration so that they can obtain the services of an independent lawyer.
- **Lawyer's Referral Services:** Most provincial Law Societies or Bar Associations provide a referral service for those requiring specific kinds of legal advice. Both perpetrators and victims of violence may have legal issues and need to have information about how to obtain a lawyer specialized in the particular area of law involved. Perpetrators may need a criminal lawyer and/or a family lawyer, depending upon the case. Victims may need family or civil law expertise. Lawyer Referral Services can assist in finding the appropriate attorney.
- **Crown Attorneys:** The Crown Attorney's Office is responsible for the prosecution of those charged with violent crimes. In some jurisdictions, there are official guidelines governing the way the Crown's Office deals with the victims of violent crime. Some Crown Attorneys specialize in the prosecution of interpersonal violence or violence against children and youth. Some communities have a strong coordinated approach ensuring appropriate cross-referrals between the criminal justice system and community services, while others don't.
- **Victim/Witness Services:** Victim/witness services provide court accompaniment, educate victim/witnesses about the court process and support victims through the criminal justice system. In some jurisdictions, these services are offered through the Attorney General's Ministry; in others, they are provided through community-based agencies. The services are designed to prevent the re-victimization of victims of violence.
- **Justice of the Peace:** Justices of the Peace have a very important role in the criminal justice system. They are responsible for adjudicating bail hearings; they decide bail conditions;

they may institute criminal charges on the information of a victim of violence even if the police have not laid charges. Justices of the Peace are appointed by provincial governments.

- **Probation and Parole:** Many perpetrators of interpersonal violence are placed on probation or parole following conviction. In some jurisdictions, pre-sentence reports may be ordered to assist the court in determining appropriate sentences. A probation or parole order often contains conditions, primarily for the protection of the victim of the crime committed. In many cases the order will forbid either direct or indirect contact between the offender and the victim; there may be a prohibition of firearms and/or other weapons. A breach of probation or parole may require an offender to face additional charges or to return to jail. Probation and parole officers often act as major supports to offenders and, in some jurisdictions, may require attendance at and even offer group sessions on anger management, addictions and violence prevention.
- **Criminal Injuries Compensation:** In most jurisdictions, victims who have been injured as a result of violent crime may apply for compensation from the province in which they live. The legislation providing for criminal injuries compensation differs widely from one jurisdiction to another.
- **Family Court Services:** In some jurisdictions, children and youth who have experienced, perpetrated or witnessed violence have access to specialized services which may include assessment, support as child witnesses and referrals.

Resources Cited and Consulted

Programs of Interest

A.S.A.P.: A School Based Anti-Violence Program. Dr. M. Sudermann and Dr. P. Jaffe, London Family Court Clinic, London, Ontario. info@lfcc.on.ca Tel: 519-679-7250

Expect Respect. Cisco Garcia, Austin Safe Place, Austin, Texas. www.austin-safeplace.org

It's Up to Me—Building Healthy Relationships. (Grade 5 – 8) Coalition Against Abuse in Relationships, P.O. Box 1660, Moncton, New Brunswick, E1C 9X5.

Love — All That and More. Barri Rosenbluth, Centre for the Prevention of Sexual and Domestic Violence, Seattle, Washington. cpsd@cpsdv.org Tel: 206-634-1903

Making the Peace: An Approach to Preventing Relationship Violence Against Youth. Allan Creighton and Paul Kivel, Todos Institute, Hazelden Press, Oakland, California. www.hazelden.org Tel: 1-800-328-9000.

Peer Education Program. M.E.S.A. (Moving to End Sexual Assault) Rape Crisis Team, Boulder, Colorado. Contact: Heather Day Tel: 303-443-0400.

Project RAP. New Jersey Coalition for Battered Women, 2610 Whitehorse-Hamilton Square Road, Trenton, New Jersey 08690.

Safe Dates. Dr. Vangie Foshee, University of North Carolina, Mission Hill, North Carolina. Tel: 919-966-6353.

Teen Dating Violence Prevention Program. Carole Sousa,

Massachusetts Criminal Justice Training Council, Cambridge,
Massachusetts. sousa96@aol.com
Tel: 617-492-0395.

**Young Men's Work, Stopping Violence and Building
Community.** Alan Creighton and Patrick Kivel, Hazelden
Press, Oakland, California. www.hazelden.org
Tel. 1800-328-9000.

Youth Relationship Program. Dr. David Wolfe, Centre for
Research on Violence Against Women and Children, 254 Pall
Mall Street, Suite 101, London, ON N6A 5P6. Tel: 519-661-4040

Violence Prevention Drama Initiatives. Thames Valley District
School Board, London Ontario. Contact:
r.hughes@tvdsb.on.ca

Safe and Caring Schools. Alberta Learning, Edmonton, AB
Colleen.McClure@gov.ab.ca Telephone: (780) 422-6326

Safe and Caring Schools Initiative. Ottawa-Carleton District
School Board, Ottawa ON nanci_burns@ocdsbedu.on.ca

Peer Facilitation:

**Healthy Relationships-A Peer Helper Training Manual for
High Schools.** Women's Habitat, Toronto. Tel: 416-251-8337
E-mail: habitat@womens-habitat.ca

Peer Education Program. M.E.S.A. (Moving to End Sexual
Assault) Boulder Co. Heather Day. Tel: 303-443-0400.

PEP (Peers Empowering Peers). Lifecycle Counselling,
Oakville ON Tel: (905) 844-4258
Contact Ray Pidzamecky E-mail: lifecycle@sympatico.ca

Violence Prevention Initiatives. Thames Valley District School
Board, London Ontario. Contact: r.hughes@tvdsb.on.ca

Films and Videos:

"A Love That Kills." National Film Board of Canada.
www.nfb.ca Tel: 1-800-267-7710.

"Love Taps." National Film Board of Canada. www.nfb.ca
 Tel: 1-800-267-7710.

"Love — All That and More." Centre for the Prevention of
 Sexual and Domestic Violence, Seattle, Washington.
cpsdv@cpsdv.org Tel: 206-634-1903.

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Websites:

www.hc-sc.gc.ca/nc-cn (National Clearinghouse)

www.yorku.ca/lamarsh/youth.htm

www.violetnet.org

www.paulkivel.com

www.kidshelp.sympatico.ca

www.helping.cpa.org/warningsigns

www.nfb.ca



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