



**Youth and Child
Advocate and Educator
Manual of Activities and Exercises
for Children and Youth**

*Compiled by Youth and Child Advocates and
Youth Educators of the
Vermont Network Against Domestic and Sexual Violence*

October 2009
Revised January 2011


**Vermont
Network**
Against Domestic and Sexual Violence

PO Box 405, Montpelier, VT 05601
(802) 223-1302/ www.vtnetwork.org

Youth and Child Advocate and Educator Manual of Activities and Exercises for Children and Youth

*Compiled by Youth and Child Advocates
and Youth Educators of the
Vermont Network Against Domestic and Sexual Violence*

October 2009
Revised January 2011

For use at Network Programs

Credit is noted where activities were adapted or derived from other sources

We have made every best effort to cite the origins of the activities contained in this manual. Some activities have been handed down through generations of Advocates without documentation and their origins are unknown to us. Our intention is to give credit where credit is due and we respectfully request any recognized or updated information be forwarded to the Vermont Network Against Domestic and Sexual Violence for citation purposes.



PO Box 405, Montpelier, VT 05601
(802) 223-1302/ www.vtnetwork.org

This project was supported by grant no. 2004-WR-AX-0030 awarded by the Violence Against Women Office, Office of Justice Programs, U.S. Department of Justice. Points of view in this document are those of author and do not necessarily represent the official position or policies of the U.S. Department of Justice.

Table of Contents

Body Image	5
1. Good Body (Circle), Middle and High School	6
2. What My Body Does for Me (The Advocacy Program at Umbrella) K-12; Adults	7
Bullying/Harassment	8
1. Harassment vs. Flirting Exercise (WomenSafe; Chittenden Co. Collaborative Project - Women Helping Battered Women, Women’s Rape Crisis Center, Project Safe Choices), Middle School	9
2. Healthy Friendships (Circle), Elementary/Middle School.....	11
3. Exclusion and the Dot Game (Circle), Elementary School.....	13
Bystander/Allies	15
1. Bystanders Unit (adapted by The Advocacy Program at Umbrella), All ages	16
2. The Role of Bystanders in Bullying (adapted by The Advocacy Program at Umbrella), All ages	18
Children Experiencing Domestic Violence..	20
1. Write a Letter, Poem or Song (PAVE – Project Against Violent Encounters), Middle/High School	21
Communication	22
1. Communication AWAREness Workshop (AWARE), Elementary School, all ages.....	23
2. Communication Polaroid Exercise (PAVE – Project Against Violent Encounters), Middles/High School	27
3. Listening Exercise (PAVE – Project Against Violent Encounters), Middle/High School.....	29
4. Developing Communications Skills (Battered Women’s Service and Shelter), High School.....	30
Consent	31
1. Consent (Chittenden Co. Collaborative Project - Women Helping Battered Women, Women’s Rape Crisis Center, Project Safe Choices), Middle School	32
2. Consent Seeking Role Play (WISE of the Upper Valley), High School/Adult	35
3. Principals of Consent, Ashley and Jordon Scenario (WISE of the Upper Valley), High School/adult.....	38
Conversation Starters/Ice Breakers	41
1. Ritual Questions Activity (Circle), Teens/adults	42

Cooperation/Teamwork 43

- 1. Cup Stack Activity (Clarina Howard Nichols Center), Elementary/Middle School 44

Domestic and Dating Violence/Healthy Relationships 45

- 1. Dating Violence Role Play (Chittenden Co. Collaborative Project – Women Helping Battered Women, Women’s Rape Crisis Center, Project Safe Choices), Middle School 46
- 2. Red Flag Skits (Circle), Middle/High School..... 48
- 3. Dear Abby Teen Dating Violence Bystander Activity (WISE of the Upper Valley), High School/adults 49
- 4. Healthy and Unhealthy Relationship Cards Activity (Circle), 12 and up..... 51
- 5. Button Making Activity (Circle), All Ages..... 53
- 6. How is Your Relationship? Quiz (PAVE – Project Against Violent Encounters), Middle/High School 55
- 7. Love is/Like is, Love isn’t/Like isn’t (PAVE – Project Against Violent Encounters), Middle/High School 56
- 8. Flirting-Harassment Continuum; Where do you cross the line? (PAVE – Project Against Violent Encounters), Middle/High School 57
- 9. Healthy Relationships Heart (The Advocacy Program at Umbrella) Teens/Adults 58
- 10. What to Look For & what to Avoid (The Advocacy Program at Umbrella) Teens/Adults..... 59

Feelings and Emotions 60

- 1. Making Sense of Anger and Violence Activity (Circle), Middle/High School..... 61
- 2. Emotion Mask (WISE of the Upper Valley), Preschool/Elementary School 62
- 3. Feelings Game (Variation of *Twister*) (WISE of the Upper Valley), Preschool/Elementary School..... 63
- 4. Feelings Volcano (WISE of the Upper Valley), Preschool/Elementary School 64
- 5. Green-Yellow-Red Zones; What zone are you in? (PAVE – Project Against Violent Encounters), All ages 65
- 6. Emotional chain (Colored paper chain of emotions), (PAVE – Project Against Violent Encounters), Elementary/Middle/High School..... 66
- 7. “I’ve Got a Lot on My Plate”, (Circle), Elementary/Middle School 69
- 8. Feeling Ball and Feelings Funnel (Circle), Elementary School 70
- 9. Story Time Game (Circle), Elementary School..... 72

Gender Roles 73

1. Gender Roles (Chittenden Co. Collaborative Project – Women Helping Battered Women, Women’s Rape Crisis Center, Project Safe Choices), Middle School..... 74
2. Babies in Boxes Activity (Circle), Middle/High/ Adult 76
3. Gender Respect: “Where Do I Stand?” (The Advocacy Program at Umbrella), Middle School and up 78

Media..... 79

1. Analyze an Ad (Circle), High School..... 80

Nonviolence, Tolerance, Diversity 81

1. Every Peanut is Special (Clarina Howard Nichols Center), Elementary School aged 8-11 82
2. Hands Are Not For Hitting (Safeline), Preschool, Elementary School ages 4-7 84
3. Safe Hands, Helping Hands (WomenSafe), Elementary K-6..... 85

Self-esteem/Decision Making 87

1. Let the Sun Shine In (The Advocacy Program at Umbrella), K-12, Adults 88
2. Self-esteem Banners (The Advocacy Program at Umbrella), K-12, Adults..... 90
3. Self-esteem T-Shirts (The Advocacy Program at Umbrella), 5-12, Adults..... 92
4. Self-esteem and Decision-Making Activity (Circle), Middle/High School/Adults..... 94

Self Discovery..... 95

1. Me Inside and Out Book (Clarina Howard Nichols Center), Elementary School aged 8-11 96
2. Draw a Bridge (Voices Against Violence/Laurie’s House), All ages 97
3. Mind and Life maps (PAVE – Project Against Violent Encounters), Middle/High School 98
4. Disposable Cameras - Relationships (PAVE – Project Against Violent Encounters), All ages..... 99
5. Scrap Booking and Art (PAVE – Project Against Violent Encounters), All ages 100
6. Inspiration Poster (Circle), Elementary/Middle/High School 101

Sexual Violence..... 103

1. That’s Rape Activity (WISE of the Upper Valley), College through Adult..... 104
2. Living in a Rape Culture/Rape Continuum (WISE of the Upper Valley), 11th Grade and up 105
3. Sexual Violence and Empathy Building, Adapted from PPNNE’s sexual Violence in Teenage Lives: Prevention Curriculum; 1992 (WISE of the Upper Valley), 8th Grade and up 108

Miscellaneous Activities	111
1. Using Literature to Address Domestic, Dating and Sexual Violence (Safeline), All ages	112
2. Understanding Our Social History Timeline (Network Office), College/Adults.....	113
3. Videos and Discussions: http://www.scenariosusa.org/ ; (PAVE – Project Against Violent Encounters), Middle/High School.....	117
4. Field Trips (PAVE – Project Against Violent Encounters), All ages	118
 Handouts and Materials.....	 119
 Resources.....	 185
Curricula.....	186
Activity Manuals.....	190
Resource Manuals	192
Group Manuals.....	193
Books	194
Videos.....	195
Websites.....	198
Evaluation/Assessment Tool Web Links and Downloads.....	199
 List of Programs and Contact Information.....	 200

Body Image

1. Good Body (Circle), Middle and High School.....	6
2. What My Body Does for Me (The Advocacy Program at Umbrella) K-12; Adults.....	7

1. Title: Good Body!

Program: Circle, Eliza Behrsing

Age Levels: Middle/High School

Appropriate for: Girl/Young Women Support Groups

Describe Audience: Girls who are engaged in a group where they have built trust and connection and can talk openly.

Objective: Participants are able to identify and talk about cultural pressures related to body image, engage in meaningful conversations about body image, and participate in an activity about body appreciation.

Activity Description:

- **How much time needed:** 30 minutes plus
- **Materials Needed:** *Good Body* worksheet, body affirmations (these should be small slips of paper with different body parts on them: shoulders, arms, fingers, ears, belly, knees, hair, etc.)
- **Handouts:** *Good Body*, pp. 120-121

Instructions:

- Ask group to identify pressures that are related to physical appearance.
- Have a conversation around media pressure on women to appear a certain way. Guide the conversation toward strength/creating change.
 - Which body parts are women encouraged to change if they don't fit the stereotype?
 - Where are we presented with images of the "perfect" woman?
 - Who creates these messages about women's bodies and why?
 - What products are sold to help women fix their appearance?
 - Who benefits from producing these products?
 - Would women be stronger if they felt good about their bodies?
 - How could you support other women in feeling good about their bodies?
- "*Good Body*" worksheet (p. 120-121): Give members of the group a chance to fill out the good body worksheet, and then share their responses.
- *Body Affirmations:* Pass a hat around the room with the body part slips of paper in it. Each member should draw a slip of paper and think of something she likes to do with that body part (I like to use my feet to walk on the sand at the beach), or something she likes about that body part (I like that my eyes have different colors in them)

2. Title: What My Body Does For Me

Program: The Advocacy Program at Umbrella

Age Levels: Grades K-12, adults

Appropriate For: Groups, one-on-one, classrooms

Describe Audience: Males and Females

Objective: Create awareness around what influences our perception of our own body image and to create awareness more on the importance of what our body does for us as opposed to what our bodies look like.

Activity Description:

- **How Much Time needed:** 30 minutes
- **Materials needed:** *“This is what my body does for me...”* handouts: ½ sheet per participant, laminated pages from various magazines showing how the media influences individuals’ perception of their own body image through pictures and words, Colored pencils, Markers, Crayons.
- **Handouts:** *“This is what my body does for me...”*, p. 122

Instructions:

- **Discuss:**
 - What Body Image means.
 - How you feel about your body.
 - Recognize unhealthy body image.
 - Recognize healthy body image.
 - What can influence how you feel about your body?
 - The media
 - Peers
 - Family members
 - The Media and body image
 - Look at the different laminated magazine pages and discuss the message it is sending.
 - How can this affect someone’s body image?
 - Brainstorm how our body’s physical being does so much, for example:
 - Hears, Cartwheels, Jogs, Breathes, Dances
 - Using the markers, colored pencils, crayons, etc. ask the participants to write what their body does for them on the paper, decorate if times allows.
 - Remind participants to refer back to their sheet from time to time.

Bullying/Harassment

1. Harassment vs. Flirting Exercise

(WomenSafe; Chittenden Co. Collaborative Project - Women Helping Battered Women, Women’s Rape Crisis Center, Project Safe Choices), Middle School9-10

2. Healthy Friendships

(Circle), Elementary/Middle School.....11-12

3. Exclusion and the Dot Game

(Circle), Elementary School.....13-14

1. Title: Harassment vs. Flirting Exercise

Program: WomenSafe, Chittenden Co. Collaborative Project
(Women Helping Battered Women, Women's Rape Crisis Center,
Project Safe Choices)

Age Levels: Middle School

Appropriate for: Classrooms, small groups, support groups

Describe Audience: Middle School students in classrooms, small groups of middle school aged kids, Middle school aged kids who have experienced domestic, dating or sexual violence

Objective: For students to draw distinctions between harassment (which is about power and control) and flirting (which can be healthy and should always include a balance of power).

Activity Description:

- **How much time needed:** 25 Minutes
- **Materials Needed:** 2 blank posters or paper, slips of paper & tape or post it notes with statements (below) written on them

Instructions:

Create a blank poster with the word *Harassment* on top and another with the word *Flirting* on the top. Hand out slips of paper or Post It Notes with these statements already written on them and have participants place them on either the Harassment or the Flirting poster. Discuss difference between the two afterwards.

Highlight: How behavior feels (wanted/unwanted), amount of freedom a person has to act (get away, ask to stop), power differences (age, popularity, etc.), comfort level of any physical contact.

Statements:

- Sending a text "You Look Hot in That Outfit"
- Snapping someone's bra and running away laughing; other person yells good-naturedly: "You're Going to Get it!!"
- Being pinched as you walk down the hall by someone you don't know
- Being pinched as you walk down the hall by someone you know well
- Being called a fag and/or queer
- Writing "For Good Sex, call Jesse" and include phone # on the bathroom wall
- "I Would Like To Get To Know You Better"

- Leaving a sexual note in someone's locker
- Leaving sexual notes in someone's locker after they have said to stop
- Being teased about never hooking up
- Telling sexual jokes about girls/women
- Surprising your partner by kissing him/her in front of others
- Surprising your partner by kissing him/her in front of a teacher
- A Teacher/Coach/Custodian brushing or rubbing up against students
- When walking down the hall, being whistled at and told to "Bring that over here"
- Smiling at someone while passing them in the hallway
- Passing someone notes
- Asking someone if they want to hang out
- Hanging out at someone's locker
- Giving someone a compliment

Things to highlight in conversation:

EQUAL IN POWER

BOTH PEOPLE ENJOY WHAT IS GOING ON

THE RECIPIENT FEELS THEY CAN WALK AWAY OR SAY "STOP"

BEHAVIOR IS WANTED

ONE PERSON FEELS UNCOMFORTABLE

IMBALANCE OF POWER

Eg: physical stature and ability, age, reputation, social position

UNABLE TO LEAVE THE SITUATION

BEHAVIOR IS UNWANTED

2. Title: Healthy Friendships

Program: Circle, Eliza Behrsing

Age Levels: Elementary/Middle School

Appropriate for: Support group

Describe Audience: Groups where children are meeting in small groups and have developed relationships and friendships with one another.

Objective: Participants list characteristics of bullies and friends, how to keep friends and deal with conflict in healthy ways. They can then make a friendship bracelet.

Activity Description:

- **How much time needed:** 30 minutes plus
- **Materials Needed:** Embroidery thread in many colors, large paper and markers or wipe-off board; the ability to make friendship bracelets.

Instructions:

- **Check In:** Give members an opportunity to share something positive from their week, or a challenge they had.
- Try to keep conversations brief, but if something needs to be focused on/addressed, don't stifle it.
- **Being a Bully:** Ask the group members to think about who bullies, and how they bully. Brainstorm a list of behaviors that bullies engage in:
 - Threatening to withdraw friendship
 - Making fun of a girl to get her to do what you wanted
 - Fighting with, threatening, or intimidating a girl to impress a boy
 - Using gossip
 - Putting a girl down because of the way she is dressed, her body shape, her body size, her appearance
- **Being a Friend:** Ask the group members to imagine the best friendship they can.
- List the qualities on the board.
- Then list ways to make and keep friends.
- Finally, explore what happens when friends fight or there is conflict, and list ways to deal with the problems.
- According the colors of thread that you have, assign a color to each of the qualities of a good friendship, ways to make/keep friends, and ways to deal with conflict.

- Each group member can then design a friendship bracelet for themselves. The bracelet represents the bond of the group, and can serve as a reminder of how to be a good friend.

3. Title: Exclusion and the Dot Game

Program: Circle, Eliza Behrsing – some discussion questions/ideas from:
www.pbskids.org

Age Levels: Elementary

Appropriate for: Classroom presentation on bullying

Describe Audience: Students in a classroom setting

Objective: Participants engage in an activity where they randomly exclude others and divide into groups. Then they have a conversation and create an action plan for being open to a diversity of friendships.

Activity Description:

- **How much time needed:** 45 minutes with discussion
- **Materials Needed:** Label dots in three colors

Instructions:

Lead a discussion:

- **Rumors:** What effects might spreading rumors and gossip have?
 - Destroy trust between friends and classmates
 - **Violate privacy:** It can be very painful and humiliating when people know things about us that we wanted to keep private.
 - **Lead to bad choices (Example:** You hear a rumor that there will be a huge snowstorm tonight and school will be cancelled tomorrow, so you don't do your homework. The snowstorm turns out to only be a dusting of snow, and you have to go to school without your homework done. **Example:** You hear from a friend that the new girl in school is a snob, so you avoid her. Years later you become friends with the girl and learn she isn't a snob at all! You missed spending a lot of time with a fun person because you believed a rumor.)
- **Exclusion:** When you spread a rumor about someone you are sending a signal that they are not a part of the group and that they are somehow less worthy of friendship. Other people might think that it's okay to make that person feel bad. The person might become an outsider.

The Dot Game: Learning about the dynamics of exclusion.

(Before the game, cover all mirrors/reflective surfaces in the room)

- **Rules:** Silence is key! No talking during this game.
- **Have students line up.** Ask first student to close his/her eyes and place a dot sticker on his/her head. Use 3 colors of dots, so that there will be only two students with one color, and many of the other two.
- **Say:** “I’d like you to organize yourselves. You have to do this in complete silence, so you’ll have to think of other ways to communicate. Once you’ve organized yourselves, sit down. I will let you know when you can speak.” If anyone asks questions, just repeat “Organize yourselves.” It is important not to tell them to do so by color. They will organize by colored dot, trust me.

Discussion:

- How did you organize yourselves?
- Why did you organize yourselves by color? (“I didn’t tell you to...”)
- Are there times at school when you organize in the easiest or most obvious way? When? How? (Who do you sit with on the bus, in the cafeteria, play with outside?)
- **Ask the small group:** How are you organized? What happened when you attempted to join the other groups?
- When we organize in the easiest way possible, are there students who get treated like the yellow dots?

After this conversation, ask if they want to try the exercise again. Ask them to be a little more creative about how they organize. *How many of you think you are capable of mixing it up at school? How will you know what you have in common if you don’t talk to someone?*

This is a good time to help the class come up with an “Action Plan” about how they will change the groups up in their class. Maybe they will sit with someone new on the bus or in the cafeteria. If it is an older class (6th grade), talk about how they are role models for the school. What if they all decided to wear yellow dots one day, and made posters explaining what a “Yellow Dot” meant to set an example for the rest of the school.

Bystander/Allies

1. Bystanders Unite

(adapted by The Advocacy Program at Umbrella), all ages.....16-17

2. The Role of Bystanders in Bullying

(adapted by The Advocacy Program at Umbrella), all ages.....18-19

1. Title: Bystanders Unite

(adapted from the book *Character Building Activities*¹ by Judy Demers)

Program: The Advocacy Program at Umbrella

Age Levels: All ages

Appropriate for: Classrooms, small groups, support groups

Describe Audience: Students in classrooms (grades K-12), small groups of children (grades K-12), children who have experienced or witnessed bullying behaviors in others.

Objective: To create awareness among young people regarding the individual rights and responsibilities relating to bullying and empowering them to take appropriate action.

Activity Description:

- **How much time needed:** varies
- **Materials Needed:** 10 pennies and vests

Instructions:

- The class or group is divided into vested player and non vested players.
- The vest to non-vest ratio should be 1 vested for every 8-10 vested players.
- The object of the game is for the vested players to tag non-vested players, forcing them to give up their coins.
- Non-vested players should work together to avoid giving up their coins.

To start:

- To begin the activity, all vested players should turn their backs to the rest of the group and close their eyes.
- The teacher or group lead should randomly hand out 1 penny to 8-10 players without vests.
- All non-vested players should close one hand, whether or not they have a coin.
- Once play has started, non-vested players should randomly switch or pretend to switch coins from one non-vested player to another.
- Once a non-vested player is tagged, he must open his hand and show that it's empty or give up the coin if he has one
- That player then resumes play with a closed hand.

¹ Demers, Judy. *Character-Building Activities: Teaching Responsibility, Interaction, and Group Dynamics*, Human Kinetics Pub., Inc.; 1st edition (Jan 1 2008)

- Once a vested player retrieves a coin, she turns it in to the leader. If a coin is dropped, it automatically goes back to the leader to avoid potential injury.

Discussion: Once the teacher/leader has all the coins the activity is over. Below are some questions for discussion:

- What is a bystander? (Give an example if participants don't know the answer.)
- What is the responsibility of the bystander?
- Who might the vested players represent? (Explain that these are people who try to take something away from others.)
- What is a bully?
- Who do bullies target?
- Can bystanders making a stand against bullies make a difference? Give examples.
- How could you stop your friend from bullying others? Give examples.

2. Title: The Role of Bystanders in Bullying

(adapted from the AntiBullying Alliance¹)

Program: The Advocacy Program at Umbrella

Age Levels: All ages

Appropriate for: Classrooms, small groups, support groups

Describe Audience: Students in classrooms or small groups of children in grades K-12, children who have experienced or witnessed bullying behaviors in others.

Objective: To highlight strategies and interventions that young people (YP) can use if they witness a bullying situation.

Activity Description:

- **How much time needed:** One hour
- **Materials Needed:**
 - Post it notes
 - Pens
 - Flipchart paper or notice board
 - Photograph(s) of bullying situations (enclosed)
 - Intervention cards (enclosed)
- **Handouts and supporting materials:** *Bullying images for activity #1*, pp. 123-124; *Intervention Cards for activity #2*, p. 125

Instructions: There are 2 activities in this session: First discuss as a group the following:

What is bullying?

Ensure young people understand the term 'bullying'. Key features of bullying are the intention to hurt, repetition and imbalance of power. The Anti-Bullying Alliance defines bullying as the intentional, repetitive or persistent hurting of one person by another, where the relationship involves an imbalance of power.

Bullying can take different forms, such as:

- **Physical**, e.g. kicking, hitting, taking and damaging belongings
- **Verbal**, e.g. name calling, taunting, threats, making offensive remarks
- **Indirect**, e.g. spreading nasty stories about someone, gossiping, excluding people from social groups
- **Cyber**, e.g. sending mean or threatening texts or e-mails, phone call bullying via mobile phone, picture/video clip bullying, chat-room

¹ <http://www.anti-bullyingalliance.org.uk/Page.asp>

bullying, bullying through Instant Messaging (IM) and bullying via websites.

What is a Bystander?

- Ask the group to think of other words to describe a bystander. Examples are witness, onlooker and observer.

ACTIVITY #1: **Would you support the bullied person?**

This activity asks YP to consider reasons why they would or would not support the person being bullied and in what circumstances.

Instructions:

- Split the YP into small groups.
- Provide each group with a photograph(s), which illustrates a bullying incident.
- Ask the YP to consider *reasons why they would not support the person being bullied* in the photograph and write these on post it notes.
- These should be placed on flipchart under a heading 'No support'.
- Allow 10 minutes for this activity.
- Facilitate a discussion on the reasons they have given on why they would not support the bullied person.
- Ask the YP to consider *reasons why they should intervene*.
- Ask them to write these on post it notes.
- These should be placed on flipchart under a heading 'Support'.
- Allow a further 10 minutes for this activity.
- Facilitate a further discussion on the reasons they have given in favor of supporting the bullied person.

Activity #2: **What could you do?**

This activity is to give YP some ideas of interventions they could use to stop a person being bullied.

- Split the YP into small groups.
- Ask the YP to order the 9 statements provided based on their likely effectiveness.
- Allow 10 minutes for this activity.
- Facilitate a discussion on why the group has decided that some strategies may be more effective than others.

Lorna Vyse, Development Officer Young People's Services, Victim Support Norfolk Rita Adair, Anti-Bullying Alliance
Eastern Regional Coordinator

Children Experiencing Domestic Violence

1. Write a Letter, Poem or Song

(PAVE – Project Against Violent Encounters), Middle/High School.....21

1. Title: Write a Letter, Poem or Song

Program: PAVE – Project Against Violent Encounters

Age Levels: Middle and High School Students

Appropriate for: Support and educational groups, Small classrooms or groups

Describe Audience: Groups of kids who are looking at domestic violence and its effects on children and on themselves. This exercise should be done after a significant amount of conversation about domestic violence, its affects on kids, and coping strategies.

Objective: Gives participants the opportunity to write about strategies for children to cope with domestic violence. The group can decide to take a next step and share these stories with others (including younger children) or not.

Activity description:

- **How much time needed:** 60 minutes or shorter parts of several groups
- **Materials Needed:** Paper and pencils; support

Instructions:

- Participants are asked to write a letter, poem or song for themselves or a younger child who is exposed to Domestic Violence.
- Ask them to focus on strategies that can help kids cope with DV at home.
- Participants can share their own stories if they want to, talk about how DV impacted them, talk about their strategies for coping.

Communication

- 1. Communication AWAREness Workshop**
(AWARE), Elementary School, all ages.....23-26

- 2. Polaroid Exercise**
(PAVE – Project Against Violent Encounters), Middle/High School.....27-28

- 3. Listening Exercise**
(PAVE – Project Against Violent Encounters), Middle/High School.....29

- 4. Developing Communication Skills**
(Battered Women’s Service and Shelter), High School.....30

1. Title: Communication AWAREness Workshop for Elementary Students

Program: AWARE

Age Levels: All ages, mostly Elementary School

Appropriate for: Classrooms; support and educational groups

Describe Audience: General population, as well as students with behavior or emotional experiences which put them at risk for violence

Objective: To learn to identify and impersonate passive, aggressive, and assertive behavior and to explore how those behaviors influence safety in different situations.

Activity Description:

- **How much time needed:** 2 sessions -45 minutes each best (could do it in 30 minutes/session)
- **Materials Needed:** 2 Handouts, Ball, black board/chalk or flip chart/markers
- **Handouts:** *Communication Awareness Role Plays*, p. 126; *Assertiveness Self Test*, pp. 127-128

Instructions:

DAY ONE:

Introduce AWARE Youth Services Coordinator

Ball Throwing: Define Passive, Aggressive, and Assertive Communication

Use Target Tosses to show the difference (discuss aggressive, instead of using the ball, and explain that aggressiveness can scare people or bring up bad memories)

List on Board: How do people look and act when they are being *aggressive*? (Blame others, offensive before anyone else has a chance to speak, loud, violent, overbearing/intimidating, or disrespectful, *tude*)

List on Board: How do people look and act when they are being *passive*? (Make excuses, apologize too much, hard to hear, blame themselves, look away when talking)

List on Board: How do people look and act when they are being *assertive*?

(Make eye contact, speak clearly, appear confident, relaxed, sometimes friendly-sometimes not, but always open, Communicate feelings and opinions clearly and directly, speak clearly, eye contact, honest feedback, facial expressions and body language match words)

We are all passive, aggressive, or assertive at different times. These are the ways we can all **act**, and this workshop will give us a chance to practice acting in these ways. We will also learn how to tell what kinds of communication other people are using, and explore the safest ways to act in response to others' communication.

List on Board:

- When can it be helpful to be passive?
- When can it be helpful to be aggressive?
- When can being passive get you into trouble?
- When can being aggressive get you into trouble?
- When can it be helpful to be assertive? (*Most of the time this is the best strategy*)
- When can being assertive get you into trouble? (*Sometimes it can increase aggression in another*)

There are always times when it is best to act in these ways. The trick is to know when it is best and when it is not. Use your intuition (listen to your gut!) and keep your focus on the end result you want. When people are angry they are most likely to do something they will regret.

Do **Role Plays** Handout Together: Can you tell which responses are *passive*, *aggressive* and *assertive*?

Example 1: *Your sister is using the telephone and you need to use it.*

Can you tell which kind of communication is being used below?

#1: *"Give me that phone!"*

#2: *"I need to use the phone."*

#3: *Sit patiently by the phone and wait for her to get off.*

Example 2: A friend offers you pizza and you don't want any.

#1: *"Are you kidding? Pizza is so fattening and gross- how can you eat that junk?"*

#2: *"No thanks."*

#3: *You go ahead and take the pizza and feel terrible about eating it.*

Example 3: You are walking along the road when a car pulls up beside you. The adult driving the car starts to talk with you. You feel really strange and a little scared.

#1: *"Get away from me or I'll hurt you so bad you won't know what hit you!"*

#2: *Keep your eyes on the car and get away from it as fast as you can. Look for a house or somewhere you can go for help. Memorize what the driver and car look like.*

#3: *Ignore the car, keep your head down, and hope they will go away and leave you alone.*

There are no "right answers" to the examples listed above. During the discussion following each example, brainstorm reasons why each response may be the right one, depending upon the situation and people involved. Following our intuition and keeping our eye on the outcome we want can help us decide how to act.

Pass out ***Assertiveness Self Tests*** for students to do on their own.

DAY TWO:

Review communication styles (*passive, aggressive and assertive*)

Bring two copies of Unfinished Dialogues¹

Two students at a time read through a dialogue together. Then they pick a card from a pile. There are 6 cards, two of each say *passive, aggressive, or assertive* on them. Readers don't show the class what their cards say. Take a moment to "get into character" and then read the dialogue again in a style which matches the card they chose (*passive, aggressive or assertive*). Remind students that aggression will not be acted out physically, but with tone of voice and facial expressions only.

Class guesses which card each reader chose. "Which cards do you think they chose?" "What made you think they were acting aggressively/assertively/passively?" Readers get to hear feedback about how their communication was perceived by the class. The readers reveal their cards after the discussion.

Remind students that there are times when it is best to act in each of these three ways. The trick is to know when it is best and when it is not. Intuition and keeping your focus on the end result you want is the key. Dispel myths about violence that students may present along the way.

A follow up to this class could include the addition of *manipulative* communication (when people's communication is not connected to their true intentions).

This workshop meets the Family, Social and Sexual Health, Mental and Emotional Health, and Violence and Injury Prevention Grade Expectations for Vermont's Framework of Standards and Learning Opportunities for students in 3-4 and 5-6 grades.

This project was supported by grant no. 2004-WR-AX-0030 awarded by the Violence Against Women Office, Office of Justice Programs, U.S. Department of Justice. Points of view in this document are those of author and do not necessarily represent the official position or policies of the U.S. Department of Justice.

¹ Pierce, Deb. Unfinished Dialogues. Stages of Healing, PO Box 13183, Burton, WA 98103. Tel: 206-686-4325

2. Title: Polaroid Exercise

Program: PAVE – Project Against Violent Encounters

Age Levels: Middle through High School

Appropriate for: Support and educational groups, Classrooms or groups

Describe Audience: Middle through High School students in small groups or small classes

Objective: Participants learn about various communication styles and participate in a photography exercise to illustrate these styles.

Activity description:

- **How much time needed:** 60 minutes; depends on number of kids
- **Materials Needed:** Polaroid cameras and film – enough to provide one camera per small group.

Instructions:

- Whole group discusses the meanings of the following communication styles
- Kids are in groups of 4-5 and given 3-4 definitions for each group.
- Groups are asked to act out each communication style in one or a series of Polaroid pictures.
- After all the groups finish photographing their list of communication styles, the whole group gathers and other students are given the opportunity to identify the styles depicted in the photos.

Communication Styles

1. Abandoning – Walk away from, the issue is not important enough to stay invested. Caution this is permanent. Don't abandon serious conflicts.
2. Avoidance – Can be used for a time to cool off, or when it is not a good time. Use the time out to prepare. Acknowledge the conflict to others as it will resurface. "Can I get back to you?"
3. Dominating – Assertive and with force, power oriented, not willing to give in. Good when an immediate decision needs to be made. Right and might on your side.
4. Accommodating – Obliging, issues isn't that important to you, but is to the other person. Caution it can show your insecurities

5. Getting help – Use of a third party, mediation, counseling, clergy, helpful friend.
6. Humor – Ease tension, *Caution* teasing and sarcasm “cutting language remarks that mean the opposite of what they seem to say and are intended to mock or deride”
7. Postponing – Agree to put off discussion, not an escape. Make sure to set a time to talk. “Timing is everything”, especially with children
8. Compromising – Give a little, acknowledge problem and different opinions
9. Integrating – Getting more information to resolve the issue. Needs commitment, *Caution* not great in emotional situations
10. Collaborating – Problem solving, working together, generate solutions address all parts of the issue. Think out of the box.

3. Title: Listening Exercise

Program: PAVE – Project Against Violent Encounters

Age Levels: Middle through High School

Appropriate for: Support and educational groups, Classrooms or groups

Describe Audience: Middle through High School students in small groups or small classes

Objective: Participants take turns practicing *listening* to each other and are able to share their feeling about the experience.

Activity description:

- **How much time needed:** 30 minutes; depending on number of kids in the group
- **Materials Needed:** None

Instructions:

- Students break into pairs and take turns telling the other about an issue that is important to him or her.
- Make sure that you make clear:
 - The listening partner must listen without talking or asking questions
 - The listening partner must work to pay attention to the talker and make eye contact as he or she is talking
- Group facilitator can time each person's turn – at 3-5 minutes each.
- After each partner has had a turn talking and listening, have a large group discussion using the following questions:

For the Listeners:

- How did you do listening to your partner?
- What was the most difficult part?
- Was it difficult concentrating on your partner as they were telling the story?

For the talkers:

- How did it feel to know you were *really* being listened to?
- How did you know you were being listened to?

General:

- What kind of body language was being used?
- Do people usually listen to one another like this?

4. Title: Developing Communication Skills

Program: Circle, Eliza Behrsing

Age Levels: High School

Appropriate for: Support Group, Youth in shelter

Describe Audience: Good for any high school aged participant in a group where trust is already established.

Objective: Participants share a recent experience of having an argument then take a 'communication quiz' where they identify their own styles of communication and then discuss the best ways to effectively communicate.

Activity Description:

- **How much time needed:** 60 minutes (depending on discussion)
- **Materials Needed:** Handouts
- **Handouts:** *Argument Log*, p. 129; *Communication Quiz*, pp. 130-132
- **Supporting Material:** *Communication Quiz Discussion Points*, pp. 133-136

Instructions:

- Hand out the "**Argument Log**" and ask group members to fill it out. They can share their responses however they feel comfortable.
- Hand out the "**Communication Quiz.**" Group members should take their time answering the questions. You can then go over the responses and have a conversation about them. See *Communication Quiz Discussion Points* supporting document. It is important to frequently make note that things are not always cut-and-dry. Especially in abusive or controlling relationships, people may need to use different communication skills to keep themselves safe. This activity came out of a discussion with teen mothers about how to communicate respectfully in the community, with service providers, and with friends. Although these communication techniques would be helpful in an equal partnership, they could be dangerous in an unequal partnership. The "answers" should really only be seen as guidelines and a way to direct the conversation.

Consent

1. Consent

(Chittenden Co. Collaborative Project - Women Helping Battered Women, Women’s Rape Crisis Center, Project Safe Choices), Middle School.....32-34

2. Consent Seeking Role Play

(WISE of the Upper Valley), High School/Adult.....35-37

3. Principals of Consent, Ashley and Jordon Consent Scenario

(WISE of the Upper Valley), High School through Adult.....38-40

1. Title: Consent

Program: Chittenden Co. Collaborative Project (Women Helping Battered Women, Women’s Rape Crisis Center, Project Safe Choices)

Age Levels: Middle School

Appropriate for: Classrooms, small groups, support groups

Describe Audience: Middle School students in classrooms, small groups of middle school aged kids, Middle school aged kids who have experienced domestic, dating or sexual violence

Objective: Sexual assault is a big problem in our society in part because people are not getting, and giving, consent. The goal of this exercise is for students to understand what consent means in the context of sexual relations. This is done by breaking down the meaning of consent into smaller pieces, and going over each part of the definition piece by piece. This hands-on exercise also utilizes a “game” with ambiguous statements to illustrate how consent can be confusing – the point: if you’re not sure ASK.

Activity Description:

- **How much time needed:** 25 Minutes
- **Materials Needed:** *Consent Cards; yes/no cards*
- **Handouts:** *Yes/No cards, pp. 137-138; Consent Cards, pp. 139-142*

Instructions:

A. Pizza Introduction

- If your brother walks into the house with a big pizza and puts it in the fridge, and you eat a slice, does he have the right to be angry?
- If your brother walks into the house with a big pizza, tells you to help yourself to a slice, and puts it in the fridge, and you eat a slice, does he have the right to be angry?
- What if you eat the whole pizza?
- If your brother walks into the house with a big pizza, tells you to help yourself to the whole pizza, and puts it in the fridge, and you eat the whole pizza, does he have the right to be angry?
- Next day, your brother brings home a new pizza and puts it in the fridge, and you eat the whole pizza, does he have the right to be angry?

The Point: if someone wants to hold your hand/kiss you, does that mean they want to kiss you/go further with you? If someone wants to kiss you/go further

with you, does that mean that they will want to kiss you/go further with you forever and ever, without ever changing their mind? (*Use whatever language is appropriate for the school/age group*).

Ask the class to generate words, gestures, and phrases that demonstrate consent and no consent. Write their answers up on the board. Point out that some people have different ideas of what means yes and no.

- What is consent: yes, I like this, nodding
- What is not consent: maybe, not now, later, etc.

B. Consent Cards (Printable Consent Cards in handout section pp. 143-146)
Make one copy of the Consent Cards for each trainer. Use consent cards by holding up each card towards the class and go over each section of the definition. You can have notes written on the back of the card to help you guide the discussion.

- **Giving permission** for something to happen to you or something you own
 - ‘Yes, you can drive my car’ or ‘yes, you can kiss me’
- Both **a question and an answer**
 - Asking to have sex is not enough, you have to listen to and respect the answer.
- **Verbal or non-verbal**
 - But non-verbal can be confusing; so ASK! When you smile, is it because you are uncomfortable or happy or turned on?
 - But verbal can be confusing; so ASK! –Is this okay? Is WHAT okay?
 - Do the “what am I agreeing to” exercise
- Something **both people need to get**
 - Not just the guy’s responsibility

Yes – No game (Yes/No Card to follow)

Give each student a card with YES on one side and NO on the other. You can print these on colored paper (Yes – green, No – red) and laminate them to use multiple times.

Ask students to:

Hold up your yes or no card for the following statements:

“I don’t know”

“Maybe”

“Hold on”

“Ok”

“Let’s go slower”

“I don’t want to get in trouble”

“My parents will be home soon”

“I guess so”

Go back. Which responses to asking permission were unclear? When you don’t know...ask!

2. Title: Consent Seeking Role Play

Program: WISE of the Upper Valley

Age Levels: High School through adult

Appropriate for: Classrooms, support and educational groups, community fairs

Describe Audience: High school through adults, in classrooms, as an activity at a fair table, in the context of a support or educational group

Objective: Allow a forum to discuss and practice consent seeking skills; Identify boundaries between seeking and coercion; Start a conversation on principles of consent; Draw connections between social expectations and pressures on consent seeking

Activity Description:

- **How much time needed:** 5 – 60 min depending on setting and length of discussion
- **Materials Needed:** 2 groups of instruction cards on different colored paper, chocolate

Instructions:

1. Make up two groups of instructions. Write each group on different colored paper and keep separate. Examples of instructions

Group #1

“You hate chocolate”

“You really like the other person.”

“Try to get the chocolate.”

“Try to get the chocolate without verbally asking for it”

“You really want that chocolate. Do whatever you can to get it.”

“You really want that chocolate, but you really like the person. Try to get them to willingly give you their chocolate.”

Group #2

“You really want this chocolate. You do not want to give it away.”

“You really want the other person to like you.”

“The other person gives you the creeps but you don’t want to be rude.”

“You really want the other person to have your chocolate.”

“The chocolate is yours, do what you please with it.”

You can make up more depending on the points you’d like to address.

2. Ask for 2 volunteers for each round:

Volunteer 1 picks a card from group 1, volunteer 2 picks a card from group 2. They read their own card, but do not share it with the other volunteer. Ask the two to interact according to the instructions on their card. Facilitator can end the scene when appropriate.

Discussion:

- The situation depends on what the respective cards read, and whether or not the two volunteers had compatible goals. Based on the interaction and the instructions – was there consent?
- Did both people get what they want? If not who didn’t?
- Whose role seemed more challenging?
- If the chocolate was given away was it done so freely? Was there coercion?
- Manipulation?
- What pressures were at work? (Not wanting to be rude? Not wanting to be creepy? Not wanting to force? Feeling forced?) How do those affect the decisions we make about consent?
- If someone refuses, does that mean forever? Is there ever an opportunity in the future to ask again?
- Did anyone offer to share the chocolate? Why or why not?
- Is it appropriate to think of only one person as getting something, while the other has to give something up? How does this work in real life (stud/slut double standard?)
- Were there boundaries for how much you were willing to do to get the chocolate? Where were they and how did you come to them?

- Tie in any conversation about the 4 principles of consent (Based on freely given choice, Must be active – not passive, Must be ongoing, between people with equal power).

3. Title: Principals of Consent; Ashley and Jordan Consent Scenario

Program: WISE of the Upper Valley

Age Levels: High School through adult

Appropriate for: Classrooms, support and educational groups

Describe Audience: Mixed or single gender groups

Objective: Define consent as prevention for sexual violence (and far beyond “no means no”, apply consent principles to realistic youth scenario.

Activity Description:

- **How much time needed:** at least an hour
- **Materials Needed:** Copies of Ashley and Jordan Consent Scenario and questions, principles of consent notes below.
- **Handouts:** *Ashley and Jordan consent scenario and questions*, pp. 143-144

Instructions:

Have Principles of Consent written on board either prior or as you go.

1. Consent is based on free choice
2. Consent is active, not passive
3. Consent is a process
4. Consent is only possible if there is equal power

Use the following as discussion points:

If sexual violence is “any unwanted sexual activity” then by virtue of knowing and adhering to these simple principles of consent, we can eliminate sexual assault in our world. It is that simple.

Go over (written as explanation but much of this should be done through allowing participants to brainstorm or answer)

1. Consent is based on free choice

In any given situation one should be able to choose “yes” or “no”; often people who are uncomfortable or unsure answer “maybe”. “Maybe” is NOT the exact same thing as “yes” and therefore, in consent “maybe” means “no”, at least for now”. Can give examples “maybe I’m too tired...maybe I have a headache...maybe I’m really

uncomfortable w/ this activity.” The only way to know what “maybe” means is to STOP and ask.

Example: Think of a traffic light. If yellow is “maybe” does yellow ever go DIRECTLY to green (yes)? NO – so you must stop first and make sure everything is ok before continuing.

Additionally, a choice is only *free* if “yes” and “no” are equal and safe answers. If you’re walking down the street and someone holds a gun to your head and asks for your backpack, does ‘**No**’ feel like a safe answer? So even if you handed over your backpack, would it be because you *wanted* to? Similarly, if someone doesn’t feel safe to say “no” – it doesn’t mean the behavior was wanted, so the absence of a “no” is not enough for consent.

2. Consent is active, not passive

The WOOPEE!!! factor. Your partner should be not just “willing” but “wanting” to engage in activities w/ you. How might someone act/respond if they actively, enthusiastically want to participate? (Note: not just verbal, what body cues, etc). What are ways that someone might be passive? (Bring out: just lying there, changing the subject, making excuses, etc). There are a number of reasons why ‘NO’ might not be safe/available, but if there’s any doubt as to your partner’s enthusiasm – stop and ask! Plus, isn’t it more fun if your partner’s enjoying themselves?

I tell a story that a friend was telling me about her first sexual experience, which is sort of awkward and strange. In the middle her partner stopped and asked “are you ok?” to which she responded “yes”. But instead of taking that as the end and continuing, he then asked “are you having fun?” THAT is true consent, when your partner is not only ok, but is having fun.

3. Consent is a process

Just because someone consents to a date does not mean they are consenting to sexual intercourse. Just because someone consents to a kiss does not mean that they are consenting to oral sex. If someone consents to sexual activity one time, they may not the next. Someone may stop consenting at any time – whether they say no, become passive, or feel unsafe – and as soon as consent stops the activity must stop. Consent is a process, not a given, and communication needs to be constant to ensure that nothing is done without consent.

4. Consent is only possible if there is equal power

What are some things that give people more power than others?

\$\$	Teacher/student
Size	Boss/employee
Age (talk about age of consent and power dynamic)	Parent/child (care takers)
Strength	Weapons
Intelligence	Abuse
Popularity	Threats
Gender	Intoxication
	Coercion/lies/manipulation

(Separate out examples)

If there is NEVER the possibility for equal power (things in the right column) there is NEVER the possibility for consent. However, we know that there is some way that someone w/ more money, or a larger size may be able to have a consensual relationship w/ someone that's smaller. This is how it works: whoever has more POTENTIAL social power, also has more RESPONSIBILITY to seek consent. It is their responsibility to make sure their partner feels safe and comfortable, is active and enthusiastic about the activity, and that they are actively creating opportunities for the person to consent or not. Lying (about STDs, reproduction, love, etc) to get sex is NOT consent.

ALL FOUR of these principles must be happening together the whole time every time for consent to happen. Allow time for discussion, questions, or arguments. When everyone is in agreement, pass out Ashley and Jordan. Ask 2 people to read the parts, then follow with group discussion around the questions provided. Ask participants to refer back to the 4 principles and determine where there were opportunities to seek consent, and if any of these principles were ever present.

Conversation Starters, Ice Breakers

1. Ritual Questions Activity
(Circle), Teens/Adults.....42

1. Title: Ritual Questions Activity

Program: Circle

Age Levels: Teens/Adults

Appropriate for: Groups for Young Parenting and Pregnant Mothers

Describe Audience: This exercise was used in groups for young parenting and pregnant mothers- could be adapted for use with fathers as well.

Objective: To open dialogue about new issues and information in an anonymous and non threatening way.

Activity Description:

- **How much time needed:** 5 minutes at the end of the first group to write down a response on the index card; 10 minutes or so at the next group to read the responses anonymously
- **Materials Needed:** Index Cards or paper

Instructions:

We began each of our young women's groups with a question that the young women would answer as a way to end the group. They passed them in anonymously, and we would read their answers aloud as a beginning for the next week. Because this was the way we began and ended each group, we named it "Ritual Question." The following are examples of questions we asked. They grew naturally out of whatever topic we were covering at the time.

- Who is one person who has supported you in your life, either one important time or continuously over time?
- Where do you feel safe? Why?
- What did you like about yourself as a child? What was something said about you when you were young that you wish had not been said?
- If there were one or two things you would want your child to know about a healthy relationship, what would they be?
- What stereotypes about gender did you see, hear or read about in the media this week?
- What signs of an abusive relationship might you have denied or minimized in the past?
- What healthy message about sexuality could you give your children today

Cooperation, Teamwork

1. Cup Stack Activity

(Clarina Howard Nichols Center), Elementary/Middle School.....44

1. Title: Cup Stack Activity (Teamwork)

Program: Clarina Howard Nichols Center

Age Levels: Elementary and Middle School (8-13)

Appropriate for: Classrooms, support and educational groups. This is great as a warm-up activity for other curricula as well.

Describe Audience: General Elementary School or Middle School aged children in groups or classrooms

Objective: To work together and use positive communication to accomplish a difficult task.

Activity Description:

- **How much time needed:** 30 minutes
- **Materials Needed:** 10 paper cups of equal size, one rubber band, 6 pieces of string 2-3' long. *Prepare rubber band by tying the 6 strings to it evenly spaced – so that it looks like a sun shining with 6 rays*

Instructions:

- Ask for 6 volunteers.
- Give volunteers a stack of 10 cups and the rubber band tool. Spread the cups out, upside down and challenge the group to build a pyramid out of the paper cups (four on the bottom, three on the next row, two in the next, and finally one on top). Group members may not touch the cups with their hands or any other part of their bodies, even if the cup falls on the floor. Each person should hold onto one of the strings that are attached to the rubber band and the group then uses this device to pick the cups up and place them on top of each other (by pulling the rubber band apart and then bringing it back together over the cups).
- The remaining group members sit in a circle around the cup stackers. *It can be a good idea to brainstorm with the group beforehand about communication, inclusion, respect, anticipated challenges, and the role of the outside circle.*

Discussion:

- Did anyone in the group become frustrated during the activity?
- If so, how was it handled?
- Why was teamwork important?
- What kind of communication was helpful/ was not helpful?
- Would this have been possible without teamwork?
- What examples in real life require that we use teamwork?

Domestic and Dating Violence/Healthy Relationships

- 1. Dating Violence Role Play**
(Chittenden Co. Collaborative Project - Women Helping Battered Women, Women's Rape Crisis Center, Project Safe Choices), Middle School...46-47
- 2. Red Flag Skits**
(Circle), Middle/High School.....48
- 3. Dear Abby Teen Dating Violence Bystander Activity**
(WISE of the Upper Valley), High School/Adults.....49-50
- 4. Healthy and Unhealthy Relationship Cards Activity**
(Circle), 12 and up.....51-52
- 5. Button Making Activity**
(Circle), All ages.....53-54
- 6. How Is Your Relationship? Quiz**
(PAVE – Project Against Violent Encounters), Middle/High School.....55
- 7. Love is/Like is, Love isn't/Like isn't**
(PAVE – Project Against Violent Encounters), Middle/High School.....56
- 8. Flirting - Harassment Continuum, where do we cross the line?**
(PAVE– Project Against Violent Encounters), Middle/High School.....57
- 9. Healthy Relationships Heart**
(The Advocacy Program at Umbrella),Teens/Adults.....58
- 10. What to Look For & What to Avoid**
(The Advocacy Program at Umbrella), Teens/Adults.....59

1. Title: Dating Violence Role play

Program: Chittenden Co. Collaborative Project (Women Helping Battered Women, Women's Rape Crisis Center, Project Safe Choices)

Age Levels: Middle School

Appropriate for: Classrooms, small groups, support groups

Describe Audience: Middle School students in classrooms, small groups of middle school aged kids, Middle school aged kids who have experienced domestic, dating or sexual violence

Objective: The goal of this exercise is first to introduce the basic concept of power & control in dating violence relationships and second to increase awareness and understanding about dating violence. This is done by introducing and explaining the Power & Control Wheel, and then by having the students identify the different tactics on the P&C Wheel.

Activity Description:

- **How much time needed:** 30 Minutes
- **Materials Needed:** Teen Power & Control Wheel, Dating Violence Role Play (copies enough for each student)
- **Handouts:** *Dating Violence Role Play*, pp. 145-146; *Teen Power & Control Wheel*, p. 147

Instructions:

Introduction

As many as 1 in 5 teens are in abusive relationships. Today, we're going to talk about teen dating violence and we're going to start by talking about power and control.

You can start the discussion by asking questions about power in general:

- ◉ What is power?
- ◉ Can you give me an example of when power is good?
- ◉ Can you give me an example of when power is bad?
- ◉ Who has power?

Yes, there are lots of types of power and people with power. We're going to look at how power is used in an unhealthy relationship.

Hand out a Teen Power & Control Wheel handout to each student.

Explain the P&C Wheel: Power and control is in the middle because that is what an abusive person really wants to have; it's their main goal: to have power and control over another person, and there are many ways that an abusive person gets and maintains power and control. The outside of the wheel is what we call the rim of the wheel – physical and sexual violence are on the rim of the wheel because an abusive person either uses actual physical and sexual violence or threats of physical and sexual violence to initially get power and control. At the middle of the wheel is what we call the spokes. Each spoke represents a different abusive tactic. The tactics are used by an abusive person to maintain power & control in the relationship.

Role Play

Ask for two volunteers read the role play. Explain that they will be reading aloud in front of the class and that someone who likes to speak in front of a group should volunteer. After you have 2 volunteers, give them their roles and briefly explain to them what they will do. Point out the parts where they need to show inflection in their voices. You read the first section giving the background information, and then the students read the rest. The volunteers may sit back down after they're finished.

Next, the students match tactics from the wheel to tactics used in the role play. You can either have the whole class work together, or split the class into smaller groups. If you split them into groups, and time is short, you can have the group find examples from one specific tactic. The groups then present their findings to the entire class.

2. Title: Red Flag Skits

Program: Circle, Eliza Behrsing

Age Levels: Middle/High School

Appropriate for: Support group, presentation, peer leadership group

Describe Audience: Can be used in a large group or support group situation with any kids - middle and high school age

Objective: Students learn about and discuss warning signs of dating violence through realistic and relevant skits performed by their peers.

Activity Description:

- **How much time needed:** 30 minutes plus
- **Materials Needed:** *Red Flag Skits*, written by Eliza Behrsing for a project with the Vermont Teen Leadership and Safety Project at Twinfield Union School. Enough copies for actors.
- **Supporting Material:** Red Flag Skits, pp. 148-150

Instructions:

- Ask volunteer student actors to perform the Red Flag skits in front of other students. After each skit, the facilitator then leads a discussion on the warning signs that were demonstrated in each skit.
- These skits could also be used in a support group setting as a way of illustrating controlling behaviors and warning signs in a dating relationship.

3. Title: Dear Abby Teen Dating Violence Bystander Activity

Program: WISE of the Upper Valley

Age Levels: High school and up

Appropriate for: classrooms, groups, mixed or separate genders, general awareness building

Describe Audience: For High School aged students in classrooms or small groups

Objectives: Recognize abusive behavior; Discuss dynamics of power and control; Build empathy for victims and the barriers to leaving; Encourage positive bystander activism.

Activity Description:

- **How much time needed:** 30-45 minutes
- **Materials:** Copies of Dear Abby letter for each student, markers, flip chart
- **Handout:** *Dear Abby Letter*, p. 151

Instructions:

Introduce topic by having class close their eyes and raise their hands in response to questions:

- If you've ever known anyone in a relationship
- If you've ever witnessed a relationship where there was put downs or jealousy

Discussion:

- Jealousy and put downs are the two biggest red flags/warning signs of abuse. If you're aware of relationships and recognizing red flags, you have the ability to be a positive bystander for someone in an abusive relationship.
- **Fact** – 1:5 girls in high school experience physical/sexual violence by dating partner. This is something that happens around you – and we all have the responsibility to watch out for one another.

Read as a class: The attached letter to Dear Abby

As you read, ask students to think about what things sound harmful, uncomfortable, and unhealthy

After you read the letter:

- **Write on board** those things that were identified as unhealthy and who's doing them. Example: Jealousy; put downs – fat, whore, slut; 'no one cares';

blaming/minimizing – ‘just joking’, alcohol; intimidation; humiliation; grabbing; yelling; ‘lucky’; etc.

- Discuss alcohol as an excuse/barrier NOT a cause.
- What might be happening in private?

Generate definition—what do all these things have in common?

- **Dating Violence**, like domestic violence, is a **pattern of coercive behavior** that is used by **one person** over another to gain **power and control** over another which may include physical violence, sexual, emotional and psychological intimidation, verbal abuse, stalking, and economic control. Similar to Domestic or Intimate Partner violence – distinction in the context perhaps.

Brainstorm Barriers:

- Why has no one stepped in to help Cindy? What might she perceive this to mean?
- Lots of people ask “why does she stay”? What do you think makes it difficult for Cindy to break up with John? (**list on board**). Examples: Shame; isolation; fear – physical, social, threats, alone, rumors; self-blame; no self-esteem; love; hope; etc.
- In fact – who’s doing the behaviors? Who has all the power and control? So a fairer question would be: Why doesn’t John stop? This is the question we should be asking as bystanders.
 - Even if Cindy does work up the courage to leave – John may do the same thing to the next girlfriend. So, we haven’t solved the problem/stopped the violence.

How to help a friend – if we were responding to the letter, what would be the key points for someone as a bystander? (this can happen by watching seeitandstopit.org PSAs & discussion, or by having class pair off and write responses then sharing with the group). Think about consequences for the victim/bystander and ways to solve the underlying abusive issues.

- Listen, Believe, Support victim
 - Telling them what to do takes away more power and control
 - THEY are the experts on their lives, we don’t know what the best solution is
 - This way they know they have non-judgmental, safe support
- Hold perpetrator responsible for changing their behavior
 - Non-violent
 - Offer to support them but NOT the abusive behavior

4. Title: Healthy and Unhealthy Relationship Cards Activity

Program: Circle

Age Levels: 12 and up

Appropriate for: Classrooms, support and educational groups

Describe Audience: Middle through High School students in classrooms or small groups

Objective: To encourage participants to discern between characteristics of healthy and unhealthy relationships, see the confusing and blurry lines, and dialogue about it.

Activity Description:

- **How much time needed:** 1-1.5 hours is best; can be modified to be shorter
- **Materials Needed:** Premade Healthy Relationship Cards
- **Supporting Material:** List of Healthy Relationship Cards, p. 152

Instructions:

In the class room setting, this activity follows: Introductions, Review of program services, and definition of domestic/ dating violence, including reference to the gendered aspects of the issue.

- Split the class into three or four groups, depending on class size. Be sure to include a mix of boys and girls in each group.
- Create three columns on the blackboard labeled “Healthy,” “Both” and “Unhealthy”
- Pass out a deck of Healthy/Unhealthy cards to each group. Ensure that each group receives a mix of healthy, both, and unhealthy relationship characteristics/behaviors.
- Ask the group to separate their cards into 3 piles (healthy, both, unhealthy). Make clear that if one person disagrees, the card should go into “both”. Ask students to think about their responses and be prepared to explain the decisions that they made. There are no right answers!
- Come back together as a large group. Ask one group to share, one at a time, their “unhealthy” cards. Continue to each group, then ask groups to share their “both” and their “healthy”. I like to end on “healthy” just to end positively. The downside to this is that if you are short on time, you have to rush through the good stuff!

- Lists will be different each time, but for certain characteristics, like “possessive”, shouldn’t be in both. Listen to their perspective, explain why “possessive” is always unhealthy in a relationship, and move the card.
- Engage all members of the class in a discussion about each card. Ask: “Why did you put this card here?” “Can you think of a time when this might happen in a healthy (unhealthy) relationship?” “Can you give an example of this behavior?” “Why is that unhealthy?”
- Using hypothetical situations or telling anonymous stories from my experience in work with offenders and victim/survivors often helps draw students into the conversation.
- Many of the cards offer an opportunity to explore aspects of domestic violence. For example, when “cruelty to animals” comes up, I often ask “If we’re talking about relationships between people, why is this card here?” When “Friendship” comes along, we explore the warning sign of committing too quickly to a relationship, and discuss the importance of getting to know each other and friendship in an intimate relationship.

5. Title: Button Making Activity

Program: Circle

Age Levels: All ages

Appropriate for: Classrooms, support and educational groups, community fairs

Describe Audience: All ages, useful particularly after activities which explore the dynamics of healthy and unhealthy relationships activities on healthy and unhealthy relationships.

Objective: To encourage participants to remember messages about healthy and unhealthy relationships and participate in activism. Making buttons with slogans helps participants process what we've discussed, place personal value on pieces that resonated with their experience and then pass their learning onto peers in a socially acceptable manor.

Activity Description:

- **How much time needed:** Varies according to size of group and how many buttons you make.
- **Materials Needed:** Button maker

Instructions:

Using the button maker, encourage participants to create their own slogans regarding healthy and unhealthy relationships. Note: Kids might want to make buttons with other messages (stop smoking, etc.) so, be intentional about keeping them focused on healthy relationship slogans. Here are some of the slogans our students create.

Stop the violence

Listen to a child

Call on a woman

Emotions are real

Don't fear the truth

Women – Tell you story

Abuse is NOT just hitting

Our baby is listening

End the violence – Stop the violence

Violence ends here

Speak truth to your kids

Women's stories count

No more tears – End abuse

It should be safe to disagree

Apathy is legal but lethal

Silence hurts everybody

Love! Don't hate!

Men don't have to be
silent

Dare to tell the truth

Break the chains of
control

Nobody deserves abuse

Be a friend – Speak up
against abuse

People deserve respect

Women are fully human

My strength is not for
hurting

Do you know the signs
of domestic abuse?

Fear hurts

Love is not fear

Abuse hurts

6. Title: How Is Your Relationship? (Quiz)

Program: PAVE – Project Against Violent Encounters

Age Levels: Middle through High School

Appropriate for: Support and educational groups, Classrooms or groups

Describe Audience: Middle through High School students in small groups or small classes; best in small groups where participants have access to one-on-one time with the group leaders to process their answers.

Objective: A self assessment tool to help look at the *health* of a personal relationship. This is a way for kids to privately assess their own relationships, both romantic and friendships, to see if there have unhealthy elements.

Activity description:

- **How much time needed:** 10-15 minutes depending on processing time
- **Materials Needed:** Copies of the *How is your relationship? Quiz* for each participant
- **Handout:** *How is your relationship? Quiz*, p. 153

Instructions:

Group facilitators hand out a quiz to each participant. Group facilitators can determine whether and how to process the exercise. It could be processed in the group if kids are connected, or offered as an individual follow up.

7. Title: Love is/Like is, Love isn't/Like isn't

Program: PAVE – Project Against Violent Encounters

Age Levels: Middle through High School

Appropriate for: Support and educational groups, Classrooms or groups

Describe Audience: Middle through High School students in small groups or small classes

Objective: Participants identify and talk about the qualities of healthy and non healthy relationships; discuss how some behaviors are confusing and can be looked at in different ways.

Activity description:

- **How much time needed:** 30 minutes; depends on number of kids
- **Materials Needed:** Individual words cut up and put in envelopes. You can laminate these. If you plan to use a lot, you can put Velcro on them and create companion posters with the 3 lists titled and Velcro pieces to receive these.
- **Supporting Material:** *Love Is/Love Isn't* - list of words, p. 154

Instructions:

- Break kids into small groups.
- Take the individual words associated with healthy or unhealthy relationships (listed below) and cut them up and put in envelopes. You can make an envelope for each small group of kids.
- Ask small groups of students to use the words in their envelopes to create 3 different lists health, unhealthy and questionable
- Discuss meaning and examples of the words, why kids put the words where they did. Many words can go either way, can be confusing or bring up several different situations. Kids have great explanations. This usually leads to a discussion about ***what they want in a relationship?*** Facilitators can be choosy about which words to use with different aged groups (for instance: use love/like for 6th graders).

8. Title: Flirting - Harassment Continuum, where do we cross the line?

Program: PAVE – Project Against Violent Encounters

Age Levels: Middle and High School

Appropriate for: Support and educational groups, Small classrooms or groups

Describe Audience: Middle and High School aged kids who are looking at consent, sexual violence, healthy and unhealthy relationships.

Objective: For participants to identify when an interpersonal interaction resembles 'flirting' or 'harassment'. This exercise helps kids see that it can be confusing and hard to decipher sometimes.

Activity description:

- **How much time needed:** 30 minutes or more depending on number of kids
- **Materials Needed:**
 - Scenario cards on big pieces of cardboard
 - Yarn, string, or some way to indicate a continuum on the wall
- **Supporting Material:** *Scenario card examples*, p. 155

Instructions:

- On large pieces of cardboard, write different scenarios of flirting or harassment.
- Students in groups tape them on a flirting-harassment continuum on the wall (can also do a *human continuum* and they stand closer to the flirting or harassment).
- Facilitate discussion about the complexities of the scenarios.

9. Title: Healthy Relationships Heart

Program: The Advocacy Program at Umbrella

Age Levels: Teens, adults

Appropriate For: Groups, one-on-one meetings

Describe Audience: Females

Objective: To discuss what a relationship is, who we have relationships with and how to identify some characteristics of a healthy relationship.

- Promote Healthy Relationships
- Define “relationship” and the different types of relationships one can have.
- Why do you think people want to be in a relationship?
- Ask which of these reasons are healthy and which are not?
- Engage participants in a discussion about why it might be important to think about the signs of a healthy relationship.

Activity Description:

- **How Much Time needed:** 30-45 minutes
- **Materials needed:** Paper with outlined heart; Scissors, Colored pencils, Markers, Laminator, Laminating sheets
- **Handout:** *Healthy Relationship Heart*, p. 156

Instructions:

- Handout hearts.
- Handout colored pencils/markers.
- Explain that the significance of the hearts is to think about what each individual would want in a relationship.
- Brainstorm characteristics or qualities of a healthy relationship that are important to them. Have them write it on their heart. Encourage them to put as many qualities as possible and to decorate the heart as well.
- Cut out the heart.
- Laminate.
- Return to participants to keep.

10. Title: What to Look For & What to Avoid

Program: The Advocacy Program at Umbrella

Age Levels: Teens, adults

Appropriate For: Groups, classrooms

Describe Audience: Grades 5 and up

Objective: To discuss what a relationship is, who we have relationships with and how to identify some characteristics of a healthy relationship.

Activity Description:

- **How Much Time needed:** 15 minutes
- **Materials needed:** 1 Poster board (You can pre-draw a line going across the top - leaving enough space to be able to write in large letters “what to Look for” and later “What to Avoid”). Draw a line down the middle of the poster as well; 2 different colored markers

Instructions:

- **Discuss:**
 - What a relationship is
 - The different types of relationships one can have.
 - Why people want to be in a relationship?
 - Ask which of these reasons are healthy and which are not?
 - Engage participants in a discussion about why it might be important to think about the signs of a healthy relationship.
- **Write: “What to look for...” on the left side of the poster board.**
 - Explain the importance of thinking about what we, as individuals, want in a relationship.
 - Brainstorm characteristics or qualities of a healthy relationship that are important to them. Write each characteristic on the “What to look for...” side of the poster board.
- **Write: “What to avoid...” on the right side of the poster board (using the other marker).**
 - Talk about the importance of having boundaries and recognizing “red flags” when beginning a relationship.
 - Brainstorm characteristics of an unhealthy relationship. Write each characteristic on the “What to avoid...” side of the poster board.
 - In guiding students through this, reflect back to the “What to look for...” poster and opposites.

Feelings and Emotions

1. Making Sense of Anger and Violence Activity (Circle), Middle/High School.....61
2. Emotion Mask (WISE of the Upper Valley), Preschool/Elementary School.....62
3. Feelings Game (Variation of Twister), (WISE of the Upper Valley), Preschool/Elementary School.....63
4. Feelings Volcano (WISE of the Upper Valley), Preschool/Elementary School.....64
5. Green- Yellow - Red Zones what zone are you in? (PAVE – Project Against Violent Encounters), All ages.....65
6. Emotional Chain (colored paper chain of emotions), (PAVE – Project Against Violent Encounters), Elementary/Middle/High School.....66-68
7. “I’ve Got a Lot on My Plate” (Stress), (Circle), Elementary/Middle School.....69
8. Feeling Ball and Feelings Funnel (Circle), Elementary School.....70-71
9. Story Time Game (Circle), Elementary.....72

1. Title: Making Sense of Anger and Violence Activity

Program: Circle

Age Levels: Middle School through High School ages

Appropriate for: Classrooms, support and educational groups, community fairs

Describe Audience: Middle through High School students in classrooms or small groups

Objective: To engage participants in a conversation about healthy anger and that which is based on power and control.

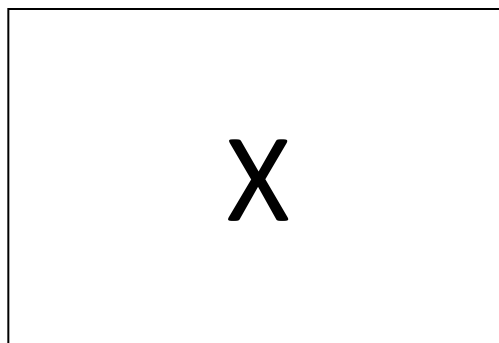
Activity Description:

- **How much time needed:** 30 minutes – depending on class size
- **Materials Needed:** A very large X on a flip chart or white board

Instructions:

Using Paul Kivel's book, I Can Make My World a Safer Place¹, we ask participants to describe different causes of their anger. On the chart below, we place those examples on the left side of the large X, discriminating between justifiable anger and anger based on power and control expectations. On the right side of the X we write violence and non-violence as our response choices to every instance of anger. Again, as guided by Paul Kivel's book, we discuss how anger can lead to creative acts of non-violence, as in the case of Martin Luther King, Jr. We challenge students to do this critical thinking when they feel anger, understanding that using violence or non-violence is always a choice.

This is the diagram: a very large X on a flip chart or white board.



¹ Kivel, Paul, Gorrell, Nancy. I Can make My World A Safer Place. Hunter House, Inc., 2001.

2. Title: Emotion Mask

(Emotional Mask¹)

Program: WISE of the Upper Valley

Age Levels: Preschool – Elementary School aged

Appropriate for: Support and educational groups, Classrooms

Describe Audience: Designed for Support Group Programs for Children who have been exposed to Domestic Violence

Objective: To help children identify and describe various emotions

Activity description:

- **How much time needed:** 30 - 60 minutes
- **Materials Needed:** Outline of face on paper or cardstock(large circle), Pipe cleaners, Glue, Glitter, Markers, Tissue paper, Popsicle sticks
- **Handouts:** *Blank Faces*, p. 157

Instructions:

- Cut out the circles that are going to be used for the face. Depending on the age of the children the facilitator may want to cut out the faces before group.
- Go over the different types of emotions and feelings explaining that it is ok to feel happy and it is also ok to feel sad etc...
- Once the children have general idea of what each emotion is, have them decorate their mask. Children can use the Popsicle sticks to attach their emotion and use like a mask.
- Once the emotions are finished, have the children regroup into a circle and go around the room to share (if they want to) why they were feeling happy, sad, etc.

¹ Oleson, Karen Y. Breaking the Cycle: A Support Manual for Children of Violence. (1989)

3. Title: Feelings Game (Variation of Twister)

Program: WISE of the Upper Valley

Age Levels: Preschool – Elementary School aged

Appropriate for: Support and educational groups, Classrooms

Describe Audience: Designed for Support Group Programs for Children who have been exposed to Domestic Violence

Objective: To help children connect situations and feelings; To help children express their feelings in a healthy form of exercise

Activity description:

- **How much time needed:** 30 – 60 minutes
- **Materials Needed:** Twister game, Statements, Laminated face cut-outs
- **Supporting Materials:** *Poster with examples of feelings faces, p. 158*

Instructions:

- Using the computer, generate 4 different feelings such as happy, sad, angry and scared.
- Cut them the same size as the colored dots on the Twister mat.
- Laminate them (if possible)
- Tape the feelings onto the mat replacing all of one color with all of one emotion.
- Prepare different statements to read aloud to the children such as
 - Someone you love hugs you
 - Someone you don't know hugs you
 - Your mom is crying
 - Your dad is crying
 - When someone makes fun of you
 - You got all your homework done
 - You get to eat ice cream for breakfast
 - You have to finish all your vegetables on your plate
- Read the emotions and have the children put their left hand or such on a feeling ex: "How does it make you feel when you have to finish all your vegetables on your plate? Put your left hand on that feeling.

4. Title: Feelings Volcano

(Feelings Volcano¹)

Program: WISE of the Upper Valley

Age Levels: Preschool – Elementary School aged

Appropriate for: Support and educational groups, Classrooms

Describe Audience: Designed for Support Group Programs for Children who have been exposed to Domestic Violence

Objective: To be able to understand the difference between healthy and unhealthy anger; For children to be able to express anger in a healthy way; To explore different options for releasing anger

Activity description:

- **How much time needed:** 45 – 60 minutes
- **Materials Needed:** Deep baking dish/tray, Large ice-cream container placed upside down on baking tray, Small tuna can, Tin foil, 2 tablespoons of baking soda, 1 tablespoon of red food coloring, 1 tablespoon of liquid dish soap, ½ cup of vinegar

Instructions:

- Put the upside down ice cream container on the tray (the taller the better). Put a very small container (tuna can) right side up on the ice-cream container.
- Cover your mountain with tin-foil, crinkling the foil before putting on.
- Crinkle the foil around the tuna can and inside the can to make a hole
- Add a mixture of 2tbsp. of baking soda and 1tbsp of dish soap to the tin through the hole
- Measure out the ½ cup of vinegar and add the food coloring. Pour this mixture into the hole.
- The mixture will very slowly rise and billow over the edge of the container, down the sides like a volcano.

¹ Loosley, Susan; Drouillard, Derrick; Ritchie, Darlene; Abercromby, Susan. Groupwork with Children Exposed to Woman Abuse: A Concurrent Group Program for Children and Their Mothers. (2006)

5. Title: Green- Yellow - Red Zones what zone are you in?

Program: PAVE – Project Against Violent Encounters

Age Levels: All Ages

Appropriate for: Support and educational groups, Small classrooms or groups

Describe Audience: Groups where kids are developing relationships with each other or would benefit from learning about each other and gaining empathy; good opening exercise.

Objective: Kids and group leaders can get a sense of how participants are doing and feeling; can help group members develop empathy and understanding for individuals in the group; can lend insight into how kids are handling the topic of the group.

Activity description:

- **How much time needed:** Depends on number of kids in group and how much time you have set aside for discussion.
- **Materials Needed:** Colored cloth sheets or sheets of paper (red, blue, yellow, green, etc.)

Instructions:

Put colored sheets around the room. Talk a little bit about what each color may represent in terms of relating to feelings or moods. Ask kids to stand up and go to the *color* mood they are in. Ask volunteers to talk about what is up for them or why they are where they are. Kids can develop empathy and understanding as a group, if someone is in a red zone. Also see what kind of moods kids are in and what is on their mind relevant to the day's topic.

6. Title: Emotional Chain (colored paper chain of emotions)

Program: PAVE – Project Against Violent Encounters

Age Levels: Elementary, Middle and High School

Appropriate for: Support and educational groups, Small classrooms or groups

Describe Audience: Any group of kids who are examining emotions and behavior.

Objective: Participants are able to create a visual illustration of how one person's emotions and behavior can affect others; They make a list of positive coping strategies and are able to create a positive scenario where positive emotions are passed along; They explore what coping strategies work for them and the idea that a person is solely responsible for his/her behavior.

Activity description:

- **How much time needed:** Depends on number of kids in group and how much time you have set aside for discussion.
- **Materials Needed:**
 - Story below– adapted for older kids
 - Colored paper cut in strips for paper chain
 - Markers to write on strips

Instructions:

- Kids each have a pile of paper strips, a glue stick (or stapler) and a marker in front of them.

Part 1:

- Facilitator tells the story below and stops after each question (change it for teens)
- At each question, kids write the feeling that they think the person is having on a strip of paper and glue it into a circle. As the story goes on, the emotional chain gets bigger.
- **At the end of the story, kids are asked to look at their chains...**
 - What were some of the feelings that you wrote down on your chain?
 - How many people were affected by this chain of emotions?
 - How were people affected? (positively, negatively) Why?
 - What could have stopped this chain from continuing?
 - Make a list on the board or paper up on the wall of ways to cope with a bad day, a sad situation, or something that makes you angry so that you don't *pass it on*. Label this list: ***Positive Coping Strategies***

Part 2:

- Now, challenge the kids to tell another story with the same kinds of feeling questions.
- **This time**, the story should focus on and creating an emotional chain of positive feelings and emotions; kids can refer to the list of coping strategies that they just created.
- **Facilitator** should start with the first line of the first story where John is upset with his dad. Each child can tell one line of the story, the first one challenged to have John deal with his emotions (using some of the strategies if necessary) and turn his behavior into something more positive.
- The kids make a new chain as the story is being told, recording the feelings as they go.
- **At the end of the story, kids are asked to look at their chains...**
 - What were some of the feelings that you wrote down on your chain?
 - How many people were affected by this chain of emotions?
 - How were people affected? (positively, negatively)
 - Talk about the difference between the first chain we made and the second.
 - **IMPORTANT:** Last question or part of the discussion should focus on personal responsibility for managing behavior.
 - If someone or something makes you angry or upset, who is responsible for your behavior in dealing with your feelings?
 - Which of the coping strategies works for you?
 - Talk about how you can affect a 'positive emotional chain'

Part 1 Story:

- John' dad said he couldn't go to the football game at school tonight because he didn't clean his room last night.
 - John is feeling _____
- He walks by his best friend Tyler and doesn't even say hi...
 - How does this make Tyler feel? _____
- Tyler sees his younger sister Annie in the hall when she is going to gym and says something not very nice...
 - How does Annie feel? _____
- Annie is on the playground and kicks the ball really hard at her friend Darla and it hurts, physically and emotionally...
 - How does Darla feel? _____

- Darla starts to cry and scream she did it on purpose... All the kids come running over to her...
 - What are the rest of the class feeling? _____
- Mrs. Walker comes running over to see what happened.
 - How is she feeling? _____
- She takes Darla to the nurse to see if she is okay then has to call her mother.
 - How will her mom feel?

Part 2 Story:

- John' dad said he couldn't go to the football game at school tonight because he didn't clean his room last night.
 - John is feeling _____
- Kids continue...

7. Title: “I’ve Got A Lot on My Plate” (Stress)

(I’ve Got A Lot on My Plate¹)

Program: Circle

Age Levels: Elementary/Middle

Appropriate for: Classrooms, Support Group, Children in shelter

Describe Audience: Any children in a group setting who could benefit from learning strategies for coping with stress.

Objective: Participants identify their own stressors, create a visual for how their own stressors impact their lives, and strategize coping mechanisms for dealing with stress.

Activity Description:

- **How much time needed:** 30 – 60 minutes depending on conversations
- **Materials Needed:** Paper plates, strips of colored paper, glue sticks

Instructions:

- **Check In:** Give members an opportunity to share something positive from their week, or a challenge they had. Try to keep conversations brief, but if something needs to be focused on/addressed, don't stifle it.
- **I've got a lot on my plate:** Discuss what things make people feel stressed. Normalize stress.
- Give each group member colored strips of paper and a paper plate. On each piece of paper group members can write something that stresses them out.
- Glue each strip of paper on one side of the paper plate.
- Help group members identify coping skills to deal with stress, and possible resolutions to stressful situations. Have them write these on more strips of paper.
- On the other side of the paper, have group members glue their coping strategies. They can keep this project as a reminder of how to personally deal with stress.

¹ Original activity from “Creative Interventions for Troubled Children & Youth” by Liana Lowenstein, MSW

8. Title: Feeling Ball and Feelings Funnel

(Feeling Ball¹; Feelings Funnel²)

Program: Circle

Age Levels: Elementary

Appropriate for: Support Group, Children in shelter

Describe Audience: Any children in a group setting who could benefit from learning about how boys and men express anger; particularly good for boy's groups.

Objective: Participants discuss how boys and men are encouraged to express a limited list of emotions (how some seem 'allowed' and others unacceptable). They then play a ball game where they answer questions and have the opportunity to express a variety of personal feelings.

Activity Description:

- **How much time needed:** 30 – 60 minutes
- **Materials Needed:** Nerf ball, basket (trash can works), "feelings cards" made up ahead of time (yellow and blue index cards)
- **Supporting Materials:** *Statements for blue and yellow feelings cards*, p. 159

Instructions:

Check In: Given members an opportunity to share something positive from their week, or a challenge they had. Try to keep conversations brief, but if something needs to be focused on/addressed, don't stifle it.

Feelings Funnel:

- Explain, using the man example if you've talked about that, that much of the pressure on men/boys is related to feelings.
- If you have not previously had this conversation, ask:
 - What feelings men are "allowed" to show, and what happens if they express an "unacceptable" emotion?
 - Of course men feel lots of things, but they might not feel like they can express them. Often, instead of expressing their different emotions, all of the feelings get channeled into a sort of funnel, and anger is the feeling that is expressed. (Draw the feelings funnel to illustrate)

¹ "Creative Interventions for Troubled Children & Youth" by Liana Lowenstein, MSW

² idea from "Young Men's Work" by Paul Kivel

Discussion:

- What do men use besides anger to cover up their feelings? (drugs, alcohol, etc.)
- What happens to men when they cover up their feelings?
- When have you turned a feeling like disappointment, sadness, confusion, or frustration into anger?

“Feeling-ball”: Players take turns shooting a basket. If a player successfully throws the ball into the hoop, he picks a yellow card. If the player misses the basket, he picks a blue card. These questions relate to experiences in your life. You can choose to answer the question, pass, or ask the group for help.

9. Title: Story Time Game

(Story Time Game¹)

Program: Circle

Age Levels: Elementary

Appropriate for: Support group, Children in shelter

Describe Audience: Students

Objective: Participants are able to make up feelings stories as related to situations using a card game.

Activity Description:

- **How much time needed:** 15 minutes – 1 hour
- **Materials Needed:** Several 'Face Cards' with pictures of different faces on them (happy, sad, frustrated, etc.); several 'Situation Cards' with pictures or words describing situations on them (Grocery store, library, school, Christmas or Hanukkah, Birthday, etc.)

Instructions:

- Place one situation card face up in the middle of the table.
- First player chooses a face card and places it face-up in front of him.
- He begins telling a story based on the situation card and the feeling that the face reminds him of.
- After a minute or so, the next player draws a face card and begins telling about his face card in the same situation.
- The story is ended by the last player.

¹ "Ups and Downs with Feelings" by Carole Gesme

Gender Roles

1. Gender Roles

(Chittenden Co. Collaborative Project - Women Helping Battered Women, Women's Rape Crisis Center, Project Safe Choices), Middle School....74-75

2. Babies in Boxes Activity

(Circle), Middle/High School/Adult.....76-77

3. Gender Respect: "Where Do I Stand?"

(The Advocacy Program at Umbrella), Middle School and up.....78

1. Title: Gender Roles

Program: Chittenden Co. Collaborative Project (Women Helping Battered Women, Women's Rape Crisis Center, Project Safe Choices)

Age Levels: Middle School

Appropriate for: Classrooms, small groups, support groups

Describe Audience: Middle School students in classrooms, small groups of middle school aged kids, Middle school aged kids who have experienced domestic, dating or sexual violence

Objective: This goal of this exercise is for participants to understand the ways in which we are socialized to act based on our sex, i.e.-boys and girls act differently as a result of their being boys or girls. It is important to be clear that the results from the messages we receive about our gender and **NOT** based on a natural or biological difference. The exercise clearly points this out. Another primary goal of this is to understand that as a result of these gender boxes, we are being confined or restrained into narrowly defined roles that are uncomfortable for many of us and put us in dangerous situations. It becomes clear that the ways in which boys are socialized leads them to become *the aggressor* that must always be in control and dominant, while girls are taught to be passive and obedient.

Activity Description:

- **How much time needed:** 30 Minutes
- **Materials Needed:** Gender Box PowerPoint (accompanying disc) and a board/paper to write on

Instructions:

- Draw a box on the board or on the flip chart leaving space to write words inside and outside.
- Have power point slides or images posters up.

Introduction

- *What are the messages we are taught about what it is to be a man or a woman?*
- *The following is a game that will help us brainstorm the gender stereotypes we are taught.*

The PowerPoint Slideshow of Gender (See Power Point on Disc):

- Present images of men and women, males and females in modern culture. You can create posters or your own power point slides that should be updated as media images change.

Ask: Who is the “real man” or “perfect woman” in each slide?

- Each side can argue their point by offering stereotypical reasons why they chose their person. i.e.: he’s tough, powerful, violence, in control, unemotional, gets all the hot girls. i.e.: she’s beautiful, quiet, compromising, innocent but experienced, good at sex but pure

You can help generate ideas by asking questions like:

- Would you be afraid of this person coming at you in a dark alley? Is scary a characteristic of a “real man”?
- What emotion is on this man’s face? Which emotions are the “macho” or “manly ones”?
- Does this man get a lot of sex? Is this one characteristic of a “real man”?

Write all the ideas down inside of the gender box as you go. Then ask:

- What do we call people who are on the “outside” of the box? Who have little to none of these characteristics? i.e.: woman who is fat, man who is wimpy
- If two people were taught these “rules” and began dating, how might their relationship be? Equal? What might be wrong with it?

2. Title: Babies in Boxes Activity

Program: Circle

Age Levels: Middle, High School, through Adult

Appropriate for: Parenting and Pregnant Teen Moms, classrooms, support and educational groups

Describe Audience: Middle through High School students in classrooms or small groups; parenting and pregnant teens; good as follow up assignment after man/lady in the box activity (*see Gender Boxes – Chittenden County*)

Objective: To engage participants in a conversation about gender messages and how children receive them starting at birth.

Activity Description:

- **How much time needed:** Homework – 1 week; Discussion – 15-20 minutes
- **Materials Needed:** black board or flip chart to record findings

Instructions:

As a follow-up to the Man/Lady in the Box Activity, we asked our “Finding Our Voices” teen moms group to do some research. We asked them to go to Wal-Mart or online to find examples of messages written on infant clothing that would help us to understand how gender messages appear everywhere and begin at birth.

Here are some examples of what they found:

For boys:

Little Sport

Slam Dunk

Daddy’s little tough guy

My first words were fast, speed and NASCAR

Football

My pee-pee is bigger than your pee-pee

For girls:

I love you

Little Cupcake

I’m cute. Buy me something.

It’s better to look good than to be good.

Daddy’s little princess

Where’s my tiara?

M-M-M Y

Record findings on flip cart of back board to begin discussion.

Discussion questions:

- What message is being sent about boys? About girls?
- What are some of the different characteristics of the two lists?
- Is one list more passive?
- Is one list more active?
- Which list reflects power?
- Which list reflects emotion?
- What color do you think all the boys' clothing was? All the girls' clothing?

3. Title: Gender Respect: “Where Do I Stand?”

(Where Do I Stand?¹)

Program: The Advocacy Program at Umbrella

Age Levels: Middle School and up

Appropriate For: Groups, classrooms

Describe Audience: Teens, Adults; individuals who have used violence.

Objective: To understand the meaning of the term ‘gender role; To identify common gender role expectations.

Activity Description:

- **How Much Time needed:** At least 30 minutes, 60 minutes ideal
- **Materials needed:** “Gender Roles: Where Do I Stand?” statements; Agree, Disagree, Unsure signs (make ahead).
- **Supporting Materials:** *“Gender Roles: Where Do I Stand?” statements*, p. 160; *Agree, Disagree, Unsure signs*, pp. 161-163

Instructions:

Review the meaning of ‘gender roles’: “Gender Roles: Where Do I Stand?”

- Place each one of the Agree, Disagree, Unsure signs in different corners of the room.
- Explain to participants that you are going to read a statement and they are to silently decide whether they agree, disagree, or are unsure about the statement.
- Once they have decided walk over the sign that represents how they feel.
- Allow participants to express why they chose that response.
- Allow the participants adequate time to debate their stance without interruption, other than when victim blaming or inappropriate comments are made.
- Once the participants are through debating ask if anyone would like to change his/her position.
- Repeat this activity for the entire list of statements on the worksheet
- Process this activity by asking if this made any of the participants think about issues they do not typically think about.
- Follow up by asking how they think gender roles and stereotypes can be

¹ Kerry Moles, CSW Copyright 2001: Wellness Reproduction Publishing, Inc. (Reproducible)

Media

1. Analyze an Ad
(Circle), High School.....80

1. Title: Analyze an Ad

Program: Circle, Eliza Behrsing

Age Levels: High School

Appropriate for: Support Groups, classrooms

Describe Audience: Girl/Young Women Support Groups, good in combination with a discussion of body image, pressures on women to conform to a certain “look”, and eating disorders.

Objective: Participants have the opportunity to critically analyze a current advertisement through questions and discussion.

Activity Description:

- **How much time needed:** 30 minutes
- **Materials Needed:** Enough ads from a magazine for each student to have their own, or work in pairs. Cut out particularly “sexed-up” ads from a magazine. For use over time, glue them to the inside of a folder so that they last longer.
- **Supporting Materials:** *Analyzing an Ad questions*, p. 164

Instructions:

- Hand out an ad and a copy of the following “Analyzing an Ad Questions.” Give students time to analyze their ad and answer the questions. Come back together as a group to discuss their responses.

Nonviolence, Tolerance, Diversity

- 1. Every Peanut is Special**
(Clarina Howard Nichols Center), Elementary School aged 8-11.....82-83

- 2. Hands Are Not For Hitting**
(Safeline), Preschool, Elementary School ages 4-784

- 3. Safe Hands, Helping Hands**
(WomenSafe), Elementary K-6.....85-86

1. Title: Every Peanut is Special (Diversity)

Program: Clarina Howard Nichols Center

Age Levels: Elementary school ages (8-11)

Appropriate for: Classrooms, support and educational groups

Describe Audience: General Elementary School aged children in groups or classrooms

Objective: To explore how people share commonalities and have differences that add to the diversity of the larger group, and define and discuss what stereotypes are.

Activity Description:

- **How much time needed:** 30 minutes
- **Materials Needed:** Peanuts in the shell – at least one for each participant – in a clear plastic bag, basket

Instructions:

- Start by asking the participants if they have heard the word ‘diversity’ and ask for some ideas about what it means. Young kids will often say that it means “differences” – you can elaborate on that if you want.
- Then ask “In what ways are we different?” You can add to the discussion if you are only getting answers like eye color, hair color, etc. (*Race, religion, age, ability, gender, culture, language, sexuality, etc.*).
- Discuss if the participants think diversity is positive or negative, and guide the discussion. Now lead into the activity.
- Hold up the bag of peanuts and ask what the participants think about these peanuts: what assumptions shall we make about these peanuts? (*Hopefully it will come up that all the peanuts look the same, and it would be hard to find one particular peanut in the whole bag.*)
- Next, have each person select a peanut and spend a few minutes with it, getting to know their peanut very well – give it a name and a story.
- Have each participant share with the group what their peanut’s name is and a little about their peanut, and then put the nut into the basket.
- After everyone has shared, each person will attempt to find their peanut in the basket.

Discussion:

- Was it hard to find your peanut?
- Was it easy?
- What helped you find your special peanut?
- In the end, were the peanuts similar? Or did they end up being very different?
- How are the peanuts similar? How are they different?
- How does this activity relate to people?
- If there were a group of people who all shared a commonality (*give an example*), how might we make assumptions about what they feel, think, behave, like/dislike, are good at, etc.?
- What are these assumptions called? Answer: stereotype. Are stereotypes bad or good? Hurtful? (*You can give examples if needed.*) How can we break down and counter stereotypes?
- Possible answers: ask someone about herself instead of assuming, educate ourselves about folks different than we are, stand up for someone who is being stereotyped.

2. Title: Hands Are Not For Hitting (Nonviolence)

Program: Safeline

Age Levels: Preschool and Elementary School kids ages 4-7

Appropriate for: Classrooms, support and educational groups

Describe Audience: General Preschool and Elementary School aged children in groups or classrooms

Objective: To support non-violence as being a social norm in the school or in the group.

Activity Description:

- **How much time needed:** Approximately 45 minutes
- **Materials Needed:** For handprints: paper, markers or crayons (or finger paints to do a whole hand “print” if there is a sink available for cleanup) For collage: many magazine photos of appropriate use of hands, large poster paper, glue sticks

Instructions:

The program leader and the children discuss strategies to use instead of hands in resolving problems – not only in the classroom, but also in the halls, playground, bus, etc. The idea of a “pledge” being a promise is explained and the children use art materials to make handprints. As the children finish their artwork, they are invited to look through a large collection of magazine photos showing appropriate uses of hands (people playing sports, working, playing, holding pets, etc.). Each child selects one and glues it onto a large poster board to create a classroom collage of “What Hands Are For.”

3. Title: Safe Hands, Helping Hands

Program: WomenSafe

Age Levels: Elementary K-6

Appropriate for: Individuals, support groups, classrooms, assemblies, community fairs

Describe Audience: General, teens who have experienced violence, young men who have used violence, children exposed to violence

Objectives:

1. Children understanding that *all* feelings are okay, including mad, angry, sad or confused ones,
2. Children identifying positive things they can do when they have these emotions,
3. Children receiving the message that is okay to talk about violence and the feelings it produces and individually identifying who are safe people for them to go to in a time of need or trouble,
4. Children hearing that they are never responsible for someone else's violence and
5. Children pledging their hands will be safe and helpful hands.

Activity Description:

- **How much time needed:** 40 minutes-ideally. Can be done in 30
- **Materials Needed:** blank paper, markers, crayons, scissors, poster board

Instructions:

- **Intro:** Today we're going to talk about using our hands for helping, and what might happen if hands are used for hurting.
 - How can we use our hands to help? Discuss
 - Has anyone been around a person who is mad?
 - How did you feel when you were around someone who was mad?
 - Has anyone ever been mad?
 - What are some positive things you can do when you are mad?
 - Sometimes people use their hands when they are mad by hitting. Is this okay?
 - Why is it not okay for hitting to happen in school or outside of school?

- It's not right to hit somebody because you're mad or in a bad mood. This is a bad choice. It's okay to be angry, it's not okay to hit because you're angry. People can make you angry, but they can't make you choose to hit.
- Let's talk about what might happen if someone makes a bad choice and hits.
- If you're at school and one child hits another, what might happen?
- If you're at home and someone hits someone else, what might happen?
- If you're around someone who is mad and hitting it's very important that you stay safe.

- **Here's three things that will help you stay safe:**
 1. Don't get in the middle of a fight. Why? You can't control someone else's anger and you could get hurt.
 2. Get away from the place where they are hitting and go someplace safe. On the playground, where could you go? (Teacher, in the school, another part of the playground). At home, where could you go? (Your room, a neighbor's, outside, another part of the house).
 3. The third thing you can do to keep yourself safe is to talk to someone you trust, like your teacher and tell them how you are feeling.
- Who else could you talk to?

- **Let's go over what we learned today:**
 1. When someone else is hitting or hurting someone, it is not your fault
 2. Hitting can make you feel confused, scared, angry or sad
 3. You can help yourself be safe by: not getting in the middle of a fight; getting away from the hitting and going someplace safe; and talking to people you trust

- **Art project:**
 - Now we will trace and decorate our handprints to show that our hands will be helpful, safe hands.
 - Now we will trace and decorate our handprints to show that our hands will be helpful, safe hands.

Self-esteem/Decision Making

1. Let the Sun Shine In

(The Advocacy Program at Umbrella), K-12, Adults.....88-89

2. Self-esteem Banners

(The Advocacy Program at Umbrella), K-12, Adults.....90-91

3. Self-esteem T-Shirts

(The Advocacy Program at Umbrella), Grades 5-12, Adults.....92-93

4. Self-esteem and Decision-Making Activity

(Circle), Middle/High School, Adults.....94

1. Title: Let the Sun Shine In

(Let the Sun Shine In¹)

Program: The Advocacy Program at Umbrella

Age Levels: Grades K-12, adults

Appropriate For: Groups, classrooms

Describe Audience: Males and Females

Objective: To improve the feedback skill of identifying positive traits in others; To increase self-esteem.

Activity Description:

- **How Much Time needed:** 30 minutes
- **Materials needed:** Sunshine handouts (blank); Colored pencils, Markers
- **Handouts:** *Sunshine Handout and example*, pp. 165-166

Instructions:

- **Discussion: What is self-esteem?**
 - **Esteem:** is a fancy word for thinking that someone or something is important or valuing that person or thing. “Self” means –you! So when you put the two words together, it’s easier to see what self-esteem is:
 - How you feel about you.
 - It’s how much you value yourself and how important you think you are.
 - It’s how you see yourself and how you feel about the things you do.
 - **Self-esteem isn’t:**
 - Bragging about how great you are; it is ‘*quietly knowing*’ that you’re worth a lot.
 - **What can influence your self-esteem?**
 - **What does unique mean?**
- **Let the Sun Shine In:**
 - Participants can write their name in the middle of the sun with a colored pencil or marker.
 - Ask all participants to pass their handout to the person on their left.

¹ 1996 Wellness Reproductions Publishing, L.L.C S.E.A.L.S II (Reproducible)

- Everyone now has someone else's handout; they then write something positive about the person whose name is in the sun within the rays of sunshine.
- Keep passing the handout to the left and continue writing something positive on each participant's handout – until you receive yours back.
- Once you receive your back look at all the wonderful things others had to say about you.
- Remind participants to look at their Sunshine Activity from time to time!

2. Title: Self-esteem Banners

Program: The Advocacy Program at Umbrella

Age Levels: Grades K-12, adults

Appropriate For: Groups, classrooms

Describe Audience: Males and Females

Objective: To improve the feedback skill of identifying positive traits in others; To increase self-esteem.

Activity Description:

- **How Much Time needed:** 30 minutes
- **Materials needed:** Banner-shaped pieces of cloth [old sheets/pillow cases work best (plain light color/preferably white)], sharpies, water paints, paint brushes, plastic cups for water

Instructions:

- **Discussion: What is self-esteem?**
 - **Esteem:** is a fancy word for thinking that someone or something is important or valuing that person or thing. “Self” means –you! So when you put the two words together, it’s easier to see what self-esteem is:
 - How you feel about you.
 - It’s how much you value yourself and how important you think you are.
 - It’s how you see yourself and how you feel about the things you do.
 - **Self-esteem isn’t:**
 - Bragging about how great you are; it is *quietly knowing* that you’re worth a lot.
 - **What can influence your self-esteem?**
 - **What does unique mean?**
- **Self-esteem Banner Activity:**
 - Participants can write their name in the middle of the banner with a sharpie marker.
 - Ask all participants to pass their flag to the person on their left.
 - Everyone now has someone else’s flag; they then write something positive about the person whose name is on the flag.

3. Title: Self-esteem T-Shirts

Program: The Advocacy Program at Umbrella

Age Levels: Grades 5-12, adults

Appropriate For: Groups, classrooms

Describe Audience: Males and Females

Objective: To improve the feedback skill of identifying positive traits in others; To increase self-esteem.

Activity Description:

- **How Much Time needed:** 30 + minutes
- **Materials needed:** T-shirts sized to wear, Sharpie Markers or Fabric paint

Instructions:

- **Discussion: What is self-esteem?**
 - **Esteem:** is a fancy word for thinking that someone or something is important or valuing that person or thing. “Self” means –you! So when you put the two words together, it’s easier to see what self-esteem is:
 - How you feel about you.
 - It’s how much you value yourself and how important you think you are.
 - It’s how you see yourself and how you feel about the things you do.
 - **Self-esteem isn’t:**
 - Bragging about how great you are; it is *quietly knowing* that you’re worth a lot.
 - **What can influence your self-esteem?**
 - **What does unique mean?**
- **The T-shirts:**
 - Participants can write their name in the middle or on the back of their shirt with either a sharpie or fabric paints.
 - Ask all participants to pass their shirt to the person on their left.
 - Everyone now has someone else’s shirt; they then write something positive about the person whose name is on the shirt anywhere on the shirt. Encourage creativity!
 - Keep passing the shirt to the left and continue the process until each participant receives theirs back.

- Encourage each participant to look at their shirt and read all the wonderful things others had to say about them.
- Participants may decide to wear or even hang their shirt on their wall.



4. Title: Self-esteem and Decision-Making Activity

Program: Circle

Age Levels: Middle and High School, Adults

Appropriate for: Support and educational groups, Parenting and Pregnant Teen groups

Describe Audience: Middle and High School participants in small groups; parenting and pregnant teens

Objective: To engage participants in self discovery about their own level of self-esteem, discuss self-esteem and decision making in tangible and useful ways.

Activity Description:

- **How much time needed:** 30-45 Minutes, depending on group size
- **Materials Needed:** 3 handouts and pencils
- **Handouts:** *Personal Characteristics* questionnaire, p. 167; *Self-esteem*, p. 168; *Decision Making Worksheet*, pp. 169-170; *Key Points about Decision Making*, p. 171

Instructions:

- Hand out the *Personal Characteristics* questionnaire.
- Have the group fill in their responses and engage in a candid discussion about their answers. You can use the handout on *Self-esteem* as discussion points.
- Then, using a realistic dilemma, fill out the *Decision Making Worksheet* - also from Planned Parenthood. You can do this as a group the first time or have participants fill them out individually.
- Engage in a discussion about decision making using the *Key Points about Decision Making* handout.
- Group participants were asked to practice the new decision making system using the worksheet during the next week.

Self Discovery

1. Me Inside and Out Book

(Clarina Howard Nichols Center), Elementary School ages 8-11.....96

2. Draw a Bridge

(Voices Against Violence/Laurie's House), All ages.....97

3. Mind and Life Maps

(PAVE – Project Against Violent Encounters),

Middle/ High School Students.....98

4. Disposable Cameras – Relationships

(PAVE – Project Against Violent Encounters), All ages.....99

5. Scrap Booking and Art

(PAVE – Project Against Violent Encounters, All ages.....100

6. Inspiration Poster

(Circle), Elementary/Middle School/High School.....101

1. Title: Me Inside and Out Book (Self Discovery; Diversity)

Program: Clarina Howard Nichols Center

Age Levels: Elementary school ages (8-11)

Appropriate for: Classrooms, support and educational groups

Describe Audience: General Elementary School aged children in groups or classrooms

Objective: To get to know other folks in the group, and realize that as much as we can tell about someone on the outside, each person has a unique experience and identity that only they can share with us; Discovering commonalities between folks in the group.

Activity Description:

- **How much time needed:** 1 hour
- **Materials Needed:** White construction paper, crayons and markers, skin tone crayons

Instructions:

- Everyone folds the paper in half to make a little booklet.
- On the front cover, write your name and things about you that others can know by looking at you (adult, woman, white, short hair, etc.).
- On the inside of the book, draw and write things about yourself that somebody wouldn't know by looking at you – these can be a variety of things, from likes dislikes to feelings to culture to beliefs, etc.
- You can also color the cover in your skin tone with the skin tone crayons. Once everyone has completed their book, get into pairs and share your books. Find one commonality and one difference between you.
- Then come back to the larger group and each pair will share their commonality and difference and anything else they would like to share from the insides of their books.

Discussion:

- What did you like about this activity?
- Did you learn new things about the other group members?
- Did you think you already knew a lot about the other participants?
- Do you think that what is on the outside of your book affects what is in the inside? Why or why not?

2. Title: Draw a Bridge

Program: Voices Against Violence/Laurie's House

Age Levels: All ages

Appropriate for: In shelter, support and educational groups, small classroom groups, support and educational groups

Describe Audience: Great for use with children who are in groups or in shelter together for extended periods of time.

Objective: This is a terrific diagnostic tool for gleaning an understanding about where kids are at any given point in time. The activity provides a powerful snapshot of how participants are coping emotionally.

Activity Description:

- **How much time needed:** Minimum of 20 minutes; 1 hour optimal
- **Materials Needed:** Paper, drawing utensils

Instructions:

- Ask participants to *draw a bridge* on their piece of paper. (This represents their support system and the path they are on. Note whether it's sturdy or fragile, stable or shaky, high or low, long or short, wide or narrow.)
- As they continue, ask them to draw what is before and after the bridge. (This symbolizes what they are coming from and where they are going. What colors do they use? What things are represented? Are they headed towards a better place? What are they looking forward to?)
- What is below the bridge? (These are their fears and the dangers that lurk in their world. Do they draw sharks swimming far below the surface or are the sharks leaping out of the water to get them? Do the kids draw happy starfish and mermaids?)
- Finally, place themselves somewhere on the bridge. (Note which direction they are facing – are they headed towards a better place? Are they at the beginning of their journey or almost to the end? Are they moving or stuck? What is the expression on their face?)
- After participants are done, ask them to look around at the other bridges and comment on what they see. **Typically, kids pretty quickly notice the similarities and differences in the bridges and realize that they have created a highly symbolic image of their own lives. They are EAGER to start talking!
- Talk about his/her own bridge. What do they see in their drawings? What would they like to change about their drawings? What *can* they change?

3. Title: Mind and Life Maps

Program: PAVE – Project Against Violent Encounters

Age Levels: Middle and High School Students

Appropriate for: Support and educational groups, Small classrooms or groups

Describe Audience: Groups where kids are developing relationships with each other or would benefit from learning about each other and gaining empathy

Objective: For participants to visually represent different areas of their life (family, health, school, friends, spiritual, whatever) by drawing a ‘map’. Helps kids to see different parts of their lives, think about how things are going, and talk about how to make positive changes in certain areas. This map also reveals that there are large parts of kids’ lives that are positive – and may not get focused on much.

Activity description:

- **How much time needed:** 60 minutes
- **Materials Needed:** Large piece of paper or newsprint roll; markers, pencils, crayons, etc.

Instructions:

- Participants individually put themselves (a photo or drawing) in the middle of a large piece of paper.
- Participants are asked to set aside areas and draw lines to designate *what is going on in their lives*. They can include health, family, friends, school, spiritual, whatever is going on for them.
- Participants continue to build their maps outward to create a ‘map’ which will represent their life *visually*.
- Have participants put arrows up, down or sideways next to each part of their lives to help illustrate what’s going well and what is not.
- Encourage participants to break their maps down into small areas in order to be able to see both the things that are going well and the areas where positive changes can be made.
- After the maps are done, ask participants to each choose a small area in their life that is difficult. Ask them to examine it a bit and think about ways that they can make some positive changes that may make that part of their life more doable or easier to cope with

4. Title: Disposable Cameras - Relationships

Program: PAVE – Project Against Violent Encounters

Age Levels: All ages

Appropriate for: Support and educational groups, Small classrooms or groups

Describe Audience: Groups where kids are developing relationships with each other or would benefit from learning about each other and gaining empathy.

Objective: Group participants create photograph/collage art projects which illustrate ‘relationships that are important to them in their lives’. This project encourages sharing among peers, allows for understanding of self and others, helps kids examine their personal relationships and their support systems. **NOTE:** Using disposable camera projects can be used to illustrate other topics (gender roles, peer pressure, teen culture, etc.)

Activity description:

- **How much time needed:** Project over a few weeks with about 60 minutes or so of group artwork time.
- **Materials Needed:** Enough disposable cameras for each group member to have one, access to a one day film processing center and film processing money. For collage day, foam core or cardboard for each participant, glue, markers, etc.

Instructions:

- Purchase and send home (for a designated period of time) with each participant a *Disposable Camera*.
- Ask kids to take pictures that represent ‘relationships in their lives’.
- At one group, collect cameras and develop film to have ready for next group.
- At next meeting, have cardboard or foam core available for each member, glue, markers, etc. Kids are asked to make a collage illustrating the relationships and connections in their lives.
- Group members can share their collages at the end of the project. It is interesting to talk about positive supportive connections, concerning connections, who might be missing from the collage, and to talk about the complexities of each relationship.
- Hang them and save them.

5. Title: Scrap Booking and Art

Program: PAVE – Project Against Violent Encounters

Age Levels: All ages

Appropriate for: Support and educational groups that meet over a long period of time, Small classrooms or groups

Describe Audience: Kids that meet in a support group setting over a long period of time and are able to compile artwork and journaling throughout the group.

Objective: This exercise has many goals: To provide a place where participants can gather their group work (art, handouts, journaling, etc.) into one place to refer to later; To literally illustrate that there are inner feelings and outer appearances; to develop a coping skill that can be carried on into group participant's lives.

Activity description:

- **How much time needed:** Time set aside at each group to decorate, compile and journal.
- **Materials Needed:**
 - Dollar store scrap books (one for each group member)
 - Scrap book paper for kids to work on throughout the group (try to do art exercises on this paper so that it can be included in scrapbook)
 - Art materials (glue, markers, crayons, stickers, etc.)

Instructions:

- Start scrapbooking exercise at the first of many group sessions.
- Each participant gets her or his own scrapbook and can personalize the cover in whatever way he or she wants to.
- Throughout groups, have kids do their artwork and exercises on paper that will fit into their scrapbooks.
- If you want to, allow for journal or free writing time at each group so that kids can reflect on group and their feelings from week to week and include it in their books.
- At the end of the program, they can compile a book of their art, projects and handouts and keep them.

6. Title: Inspiration Poster

Program: Circle, Eliza Behrsing

Age Levels: Elementary/Middle School/High School

Appropriate for: Girl's Support group, children in shelter

Describe Audience: Girls who are together in a group or living situation where they have concentrated time to talk and trust one another. This can be adapted for use with boys.

Objective: Participants will discuss how society encourages or discourages to achieve goals; explore their own goals for the future; create an 'inspiration poster'; and identify their support systems.

Activity Description:

- **How much time needed:** at least 2 hours, spread out over two+ group meetings
- **Materials Needed:** Art supplies, magazines, large poster paper for each group member, music, 2 handouts
- **Handouts:** *My Goals and My Future*, p. 172; *Strength and Support*, p. 173

Instructions:

Day One

- **Check In:** Give members an opportunity to share something positive from their week, or a challenge they had. Try to keep conversations brief, but if something needs to be focused on/addressed, don't stifle it.
- **Discussion (with girl/young women's group):** Have a conversation about women's goals and society.
 - What kinds of dreams or goals does this society encourage women to have?
 - What kinds of dreams are discouraged?
 - What gets in the way of women achieving their dreams?
Name a woman you know or know of whose achievements you respect. What strengths does she have?
 - "*My Goals and My Future*": Hand out the worksheet, ask the group members to fill it out.

- **Creating an Inspiration Poster:** After each group member has filled out the worksheet, hand out the art supplies.
 - Encourage the group members to think of a positive message, something that might inspire them when they are feeling down. They can write this on their large paper.
 - Then ask them to illustrate their goals/future list however they would like to.
 - They can draw a self portrait of themselves in 10 years, or draw each of the things they want to do.
 - They may want to use magazines to make a collage.
 - They can take their time with this, they will have time to work on it and add to it next week.
 - It's fun to play music and make it an art party!
 - Ask the members to share their inspiration posters with the group if they would like to.
- **For next week:**
 - Bring photos of supportive people in your life, or something that reminds you of them that you don't mind sticking to the poster.
 - Around each of the group member's posters, create a "frame" made of construction paper that is thick enough for decorating.

Day Two

- **Check In:** Give members an opportunity to share something positive from their week, or a challenge they had. Try to keep conversations brief, but if something needs to be focused on/addressed, don't stifle it. (10 minutes)
- **"My Support Network":** Explain that we all have personal strengths and abilities that can help us in achieving our goals and overcoming obstacles. We also have people in our lives that will support us and over encouragement as we move toward our goals. Ask the group members to fill out the *Strength and Support* worksheet. If they need help, encourage other members to add to their strengths/abilities.
- **Inspiration Poster:** Ask the girls to continue working on their inspiration posters. They should add in their strengths, supports, and abilities. They can add these to the poster, or write/draw them in the frame. Ask the members to share their work with the group.

Sexual Violence

1. That's Rape Activity

(WISE of the Upper Valley), College thorough adult.....104

2. Living in a Rape Culture/Rape Continuum

(WISE of the Upper Valley), 11th grade and up.....105-107

3. Sexual Violence and Empathy Building,

Adapted from PPNNE's Sexual Violence in Teenage Lives: A Prevention Curriculum; 1992 (WISE of the Upper Valley), 8th grade and up....108-110

1. Title: That's Rape Activity

Program: WISE of the Upper Valley

Age Levels: College thorough adult

Appropriate for: Classrooms, support and educational groups

Describe Audience: College through adults, in classrooms in the context of a support or educational group (survivors?)

Objective: Dispel Rape myths; Facilitate conversation on reality of acquaintance Rape and obstacles to help/justice; Introduce bystander awareness, brainstorm about ways to be supportive

Activity Description:

- **How much time needed:** 45 – 60 min
- **Materials Needed:** Copies of handouts *Letter to Dan Savage* - enough for each participant; one copy of *Dan Savage's Response* for facilitator; black board/chalk or flip chart/markers
- **Handouts:** *Letter to Dan Savage*, p. 174
- **Supporting Materials:** *Dan Savage's Response*, p. 175

Instructions:

- Pass out *Letter to Dan Savage*, have participants break up into small groups, read, and create a response. Response doesn't have to be full sentence/paragraph, but participants should pick out key points that they would want to include. Allow some time, then have the group come back and share what some of the main points would be.
- Make a list on board or flip chart.
- Read aloud Dan Savage's response.
- **Discussion:**
 - What was missing?
 - What was critical?
 - Does it make a difference that this is a public column, and so not just for DREAD but in fact to others who may be reading?
- **Facilitate** a conversation about the dynamics, myths, and most important response points.
- Can also bring up points of "date" rape and what that connotes.
- What dynamics of this story might make it more/less difficult to report/get help. Acquaintance rape constitutes 80% of sexual assaults – this is pretty common – how is it different than the stranger rape myth (Who benefits from the stranger myth?)...

2. Title: Living in a Rape Culture/Rape Continuum

Program: WISE of the Upper Valley

Age Levels: 11th grade and up

Appropriate for: Classrooms, support and educational groups

Describe Audience: Older teens/adults that are learning about sexual violence

Objective: Participants learn about rape culture and the continuum of sexual violence in our society by first identifying gender differences, defining rape culture, and placing acts of sexual violence on a visual continuum.

Activity Description:

- **How much time needed:** at least 60 min, better in 90; Activity can be broken down into 2 separate activities depending on the experience of the group and time available.
- **Materials Needed:** Tape; wall signs which read: “highly contributes” “somewhat contributes” “contributes the least”; cards with examples of sexual violence written on them to be hung on continuum

Instructions:

Notes to make in the introduction:

- We all live in and contribute to a Rape Culture – including me.
- Not looking to change your beliefs or lifestyle, just want to start a conversation and a thought process that will hopefully continue as you interact with some of the things that will come up today.
- Please don't be PC – and don't humiliate/intimidate/shut down someone who isn't. We can't have a conversation about the realities of our lives if people are only saying what they think I/we want to hear.

First Activity: Protecting yourself from sexual assault

- **Ask the men:** “What do you do on a regular basis to protect yourself from sexual assault?”
 - Allow brainstorm to happen, record answers on one side of the board/piece of flip chart paper.
- **Ask the women same question:** “What do you do on a regular basis to protect yourself from sexual assault?”
 - Allow brainstorm, record responses
- **Compare the differences!**
 - First – sheer quantity difference.

- Focus on “stranger danger” – how does that relate to what we know is the more probable reality that assailant is an acquaintance.
- The things females do are daily – constant – always affecting their ability to be in the world and fully present.
- **Allow conversation to happen a bit.**

Lecture: Define Rape Culture: A culture in which Rape and Sexual Violence (usually against women) are common and in which prevalent attitudes, norms, practices, and media condone, normalize, excuse, or encourage sexualized violence.

(Continue definition: *within the paradigm, acts of sexism are commonly employed to validate and rationalize normative misogynistic practices; for instance, sexist jokes may be told to foster disrespect for women and an accompanying disregard for their well-being, which ultimately make their rape and abuse seem “acceptable”. Usually includes victim blaming, trivializing rape, and sexual objectification*)

Note: Again – we *all* were raised and live in this culture. We *all* contribute. Point is not to place blame, but to recognize and be critical of the *culture*. Stress that presenter is culpable as well. Conversation should be about respect – not shaming anyone. Include a disclaimer/explanation about male-perpetrator/female-victim language.

Second Activity: Rape Culture Continuum

Create continuum on wall by hanging signs “highly contributes” “somewhat contributes” “contributes the least” or some variation. As a class collective allow participants to decide where each example should live. Participants must decide as a class. Allow for conversation to happen organically, and can make points or ask questions as the participants decide.

Examples of sexual violence: (on cards to hang on wall along the continuum):

- Acquaintance Rape
- Staying silent during a sexist joke
- Saying a boy/man throws “like a girl”
- Getting a woman drunk to have sex with her

- Note: “too drunk” for consent conversation – would you get in a car with this person? Discuss various ways one might glean that someone is intoxicated.
- Referring to one’s girl friends as “my bitch”
 - Note: Does it make a difference if a guy said it? Dating vs. friend relationship? Pop culture references to bitches and hos?
- Reading Cosmopolitan magazine
- Gang Rape
- Cat calling/honking at a woman on the street
 - Note: refer back to all the things women do to protect themselves. How might that woman be feeling about a group of strange men commenting/threatening/requesting sex?
- Hosting/attending a Pimps and Ho’s party/CEO’s and Corporate Ho’s party/etc
- Watching pornography
- Believing that no just means push harder (working out a yes)
 - Note: may sound automatically harmful, think about when this might happen in real life that might be excused (one more drink, teasing about being prude, etc)
- Blaming a woman for being raped for what they were wearing
 - Note: again, think about all the times that this happens and people really believe that a woman is asking for sexual assault. Why is it so easy for us to blame? Makes us feel safer by giving us things to ‘avoid’ that prevent rape?
- Listening to music that refers to women as bitches/hos
- Saying a woman is only angry/emotional/upset because she is PMS-ing

Feel free to add own examples.

Process: If some things are lower on the spectrum, how do they support things that are higher? These are all entertained, and while we may not (though we may) have the opportunity to stop/prevent say a gang rape; we have opportunities every day to call out the supportive rape culture and slowly chip away at the camouflage...

3. Title: Sexual Violence and Empathy Building

Adapted from PPNNE's Sexual Violence in Teenage Lives: A Prevention Curriculum; 1992

Program: WISE of the Upper Valley

Age Levels: 8th grade and up

Appropriate for: Classrooms, support and educational groups

Describe Audience: Appropriate for audiences who have minimal understanding of SV.

Objective: Participants will:

- Develop a working definition for sexual violence including physical and non-physical forms.
- Build empathy for victims of all forms of sexual violence.
- Begin to understand the social barriers and obstacles facing victims/survivors of sexual violence.
- Be exposed to statistical realities of sexual violence.

Activity Description:

- **How much time needed**: 60 minutes
- **Materials Needed**: Quotes, flip chart/white board, markers
- **Supporting Materials**: *Quotes list*, pp. 176-178

Instructions:

Introduction: This is a serious topic and while I want people to engage, discuss, ask questions, please be aware that there may be people in this room or that you're close with who have experienced some of the things we're going to talk about. Please think about them and be respectful in your comments today. If you need to leave feel free and take care of yourself.

I. Sexual Violence Definition

1. Brainstorm as class sexually violent behaviors: (just intercourse? just force? etc)

- unwanted comments
- grabbing, poking body parts or clothing
- manipulating someone into sexual activity by:
 - lying
 - threatening

- persistent pressure
- guilt trips, putdowns (“You’re such a baby”, etc)
- forcing someone into sexual activity by:
 - physical harm
 - threat of physical harm to victim or to family or friends
 - screaming, verbal intimidation
 - use of weapons or threat of weapons

2. Discuss: How can something that’s not physical be violent? Feel violated? Hurt? Need to heal?

3. Have audience define – what do all of these things have in common? (Penetration always rape? Are comments on body always harassment? Just when they’re unwanted? So the commonality is...) Definition should look something like:

“Sexual Violence Is...any unwanted sexual behavior/act.” Anything that is unwanted = violence. Might note: didn’t define SV by “saying no” or if someone could go to jail. Just unwanted.

II. Empathy and Facts

1. Quotes Activity—preface with: this might be hard, feel free not to read, take a break, etc. Going to give everyone a quote – these are real from people who have had SV experiences; we should be respectful of that. Everyone is going to read out loud, one at a time, the rest are going to quietly listen, holding comments ‘til the end. As you listen, think about the feelings, etc that you’re hearing.

If possible sort out before which quotes you want to use, and distribute quotes according to participant personality (long ones to more talkative etc).

Note: See quote list pp. 180-182

2. Discussion:

- What do you hear? What are some of the feelings? (anger, embarrassment, fear, dirty, shame, violated, guilt, powerless, confused, degradation, distrust) make a list on the board.

- What types of sexual violence do you hear? What things indicated that it was violence? (not pleasurable, unwanted, feeling violated, hurt...)
- List statistics on board as the class comes up with them – or can have up beforehand. May want to check/update stats from time to time.
- Who does it sound like perpetrator is in a lot of quotes? (**80% non stranger perps**)
- Would it be easier or harder to report/believe if the perp were someone you knew?
- What do men say? Why would men not report? (**10% male victims**)
- Who do you think are the perpetrators of sexual assault against men? Gay or straight?
- Because it's about POWER AND CONTROL and VIOLENCE – not desire.
- How old do people sound? (all quotes from teens--**44% of victims under 18**)
More vulnerable population
- What do they say about telling? (**less than 30% reported to PD, 33% don't tell anyone**)
- Can you imagine how it might feel to have a secret so big you couldn't tell anyone?

Final point: If someone worked up the courage to tell you that they'd been sexually assaulted, no matter how much you might not want to accept it, the best things you can do to help the victim are **LISTEN AND BELIEVE**. We don't have to know all the answers, we don't have to save the day – we just have to listen to what they need, and believe them.

Miscellaneous Activities

- 1. Using Literature to Address Domestic, Dating and Sexual Violence**
(Safeline), All Ages.....112
- 2. Understanding Our Social History Timeline**
(Network Office), College, Adults.....113-116
- 3. Videos and Discussions:**
<http://www.scenariosusa.org/> (see resource section)
(PAVE – Project Against Violent Encounters), Middle and
High School.....117
- 4. Field Trips**
(PAVE – Project Against Violent Encounters), All Ages.....118

1. Title: Using Literature to Address Domestic, Dating and Sexual Violence

Program: Safeline

Age Levels: The book, SPEAK, is appropriate for middle and high school. However, other books can be similarly adapted for classroom use across a wide variety of ages

Appropriate for: Classrooms, Support Groups

Describe Audience: Groups who meet together over a period of time and who are learning the dynamics of domestic, dating and sexual violence issues

Objective: To provide a safe and universal forum to learn and discuss domestic, dating and sexual violence; To offer teachers a literature based vehicle for learning these issues.

Activity description Example: Using SPEAK by Laurie Halse Anderson
Using literature in English or Language Arts classes opens up a number of opportunities – often more time can be devoted to these discussions over multiple class sessions than a conventional classroom single presentation, students can more safely engage in a conversation when it is framed as a third person (When Melinda scratched her wrist, was she trying to commit suicide? Why else would she scratch her wrist?), and the range and depth of questions and discussions can be deeper.

The most recent 10th Anniversary Edition of SPEAK includes a Discussion Guide, and, as mentioned, students will likely raise many questions during the process. Other examples of questions actually raised by students include: What are Vermont's laws about rape? How would someone's social life change after being raped? When you go to the doctor's office after being raped, what happens there? What are the rights of someone like Melinda?

The author's comments in the afterward are also compelling for students to consider. (See example below)

Have any readers ever asked questions that shocked you? I have gotten one question repeatedly from young men. These are guys who liked the book, but they are honestly confused. They ask me why Melinda was so upset after being raped. The first dozen times I heard this, I was horrified. But I heard it over and over again. I realized that many young men are not being taught the impact that sexual assault has on a woman. They are inundated by sexual imagery in the media, and often come to the (incorrect) conclusion that having sex is no big deal.

SPEAK was made into a critically acclaimed film which is available on DVD, and viewing the film in connection with reading the book is also an option.

2. Title: Understanding Our Social History Timeline

Program: Network Office

Age Levels: College, Adults

Appropriate for: Volunteer trainings, Community trainings

Describe Audience: Adults who are learning the dynamics of domestic and sexual violence and the social relevancy of these issues

Objective:

- Provide a context for participants' examination of domestic and sexual violence
- Provide a context for the work – how we got here
- Introduce participants to issues, trends and tensions in attitudes toward domestic and sexual violence, and in the responses to these issues.

Activity description:

- **How much time needed:**

Total Time: 60 minutes

Timeline:

Introduce Activity	5 minutes
Browsing of Timeline	20 minutes
Reading Aloud and Discussion	20 minutes
Discussion and Conclusion	15 minutes

- **Materials Needed:**

- Timeline cards taped to wall in chronological order
- Colored dots for each participant:
- Red for “What made you angry?”
- Blue for “What helped you understand how things are now?” (Ah Ha moment)
- Green for “What encouraged you?”

- **Supporting Materials:** *Our History Timeline*, pp. 179-184

- **Trainer Overview:** This training segment introduces participants to the ways in which domestic and sexual violence have been supported and even encouraged throughout our history. You will have participants browse a timeline on the wall (and/or in their handout) that illustrates attitudes toward domestic and sexual violence at different points in history. Participants will flag items that made a particular impression: one that made them angry, one

that helped them understand how things are today, and one that encouraged them. You will conclude the segment by facilitating a brief discussion of the issues, tensions and trends apparent in the timeline.

Instructions:

1. Explain the Timeline Exercise to participants

Sample explanation for the trainer:

- “On the wall is a timeline with quotes or events from our shared social history – purposely limited to US with a few relevant exceptions. The different colors represent different categories.
- You also have this timeline as a handout in your packet.
- For the next 15 minutes please browse the timeline. You don’t have to read every card, or to read in any particular order. When you read something you find particularly striking, flag it by marking it on your handout.
- At your seat you have 3 colored dots. As you are browsing, place the three dots on the timeline to flag 3 items:
 - RED is for an item that made you really mad
 - BLUE is for an item that helped you understand how things got to be the way they are now (ah ha moment)
 - GREEN is for an item that you found particularly encouraging.
 - When you’re done, we’ll talk about the timeline and what you flagged. Does anyone have any questions before we start?”

Rose’s Intro: This activity is about situating yourself in the movements that affect our work locally and internationally. To provide a historical context of how we got here and what do we want to continue/leave? To provide a context for *who you are*. To feel like a part of the bigger picture. To appreciate all that we’re up against and how far we’ve come.

Highlight: Goals, Color key (of timeline), dots.

2. Have participants browse the timeline and flag three items on the wall.

After 10-15 minutes, remind people to flag 3 items on the wall with their colored dots.

3. Facilitate reading aloud of flagged items

- What do you notice about the colors?
- Work chronologically through the items people flagged – ask them to stand near their items or keep track on their handout from their seats.
- Where appropriate, add salient information about items they flagged, or other key items on the timeline that may not have been flagged. Provide brief information about the history of the anti-rape and battered women's movements.

4. Debrief and Conclude

Prompting questions:

- Looking at the wall, what do you notice about where the emphasis has been in responding to domestic and sexual violence?
- What systems have been more involved in responding to domestic and sexual violence? How has it impacted our work that, until recently, the criminal justice/legal system response was emphasized so much more than the social service response?
- What tensions do you notice in the different responses to domestic and sexual violence?
- How has the activist/advocate response to domestic and sexual violence changed over the years? What contributed to the changes? (added by Chani)
- What about seeing lots of activism in the 70's – 80's? We're closely involved with systems and doing systems/social change in that way, but we're also not doing so much grassroots organizing.
- Religion – historically had major role in political discourse. 1st items are from Christian texts. Importance is how these statements were used, then and later, to create entitlement for men's violence behavior. Resurgence of religious fundamentalism in political life can have implications for policy, for women/survivors, for systems.

- Legal – who were the first advocates and what systems did they have at their disposal? VAW movement came out of the women’s movement + civil rights – but not WOC – the white liberals engaged in civil rights movement taking what they learned. Mostly white women connected with college campuses – intellectuals.
- What we think is important to do is impacted by WHO is doing the work. Every one of our programs has a court advocate. Do all the programs have Mental Health responses? Child Advocates? Housing Advocates? Legal system works better for some than others. Need to ensure we don’t pursue the same strategies for all survivors.
- This movement is about supporting individuals, changing systems, changing the world
- Racial/cultural context of oppression in which SV occurs – white women aren’t very important to society, but more so than women of color – especially as “white man’s property”. The racial subtext matters. Do we make our movement exclusive based on racial/class/ability/etc assumptions?
- Who do professionals in other systems listen to for their truths? We listen to WOMEN. We all need to learn constantly from victim/survivors every day – this is what allows us to know anything about the experience of DV/SV.
- Victim blaming is done by women and men because we want to be different from “those women” in a way that makes us seem in control and safer (Just World Theory)
- How much are we willing to risk to do the right thing? Refuse funding? Quit jobs? Go to jail?
- The goal is to leave this training firmly situated as advocate activists part of something bigger and connected to a long line of foremothers
- What does it mean to be working/making money from an organization existing on the premise of women being abused? Does the professionalism required to operate in society overshadow the organic victim-centric need to remain honest?
- Rape shield laws and other policies are eroding – Kobe Bryant case, Duke, victim’s sexual past and persona are dragged endlessly through the media to demonize the victim.
- VAWA was an amazing shift, positive in some ways, what does it mean that the Fed has say in what we do/don’t get paid for? Need to remember who we’re accountable to – victims or funders.

3. Title: Videos and Discussions

<http://www.scenariosusa.org/> (see resource section)

Program: PAVE – Project Against Violent Encounters

Age Levels: Middle and High School

Appropriate for: Support and educational groups, Small classrooms or groups

Describe Audience: Groups where kids are having discussions about teen and political issues.

Objective: Use short scenario based teen made videos to start conversations about important topics and issues.

Activity description:

- **How much time needed:** Time enough to watch and talk about movies
- **Materials Needed:** Lap top with high speed, could use a projector if large group, discussion questions (from the website’s educator’s center).

Instructions:

- Browse the: <http://www.scenariosusa.org/> website and pick some teen made videos to watch and discuss. The topics could be chosen by and relevant to the kids in group.
- These videos are great conversation starters; use the discussion questions on the site for educators about the videos.

4. Title: Field Trips

Program: PAVE – Project Against Violent Encounters

Age Levels: All Ages

Appropriate for: Support and educational groups, Small classrooms or groups

Describe Audience: Groups where kids are with each other for a period of time and are looking at issues together in a comprehensive way.

Objective: Participants are able to experience people and places that they might not normally get to; Individual trips would meet a particular learning need of the group; Exposure to larger community and connections

Activity description:

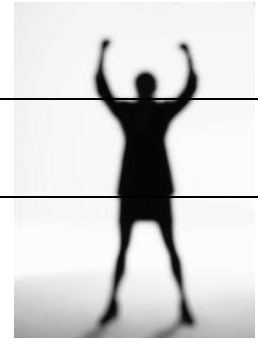
- **How much time needed:** Varies by trip
- **Materials Needed:** Transportation, parent permission

Instructions:

- Art Museums to show how people express themselves through art as a way to release stress.
- Bennington Police Department – detective explained consent laws
- Child Advocacy Center Tour- explained what their roles are and who they worked with around SV/DV

Handouts and Supporting Material

Good Body!



My Legs are good because:

My Arms are good because:

My Belly is good because:

My Butt is good because:

My Skin is good because:

My Hands are good because:

My Eyes are good because:

My Smile is good because:

My Hair is good because:

My Body feels good when:

Something amazing my body can do is:

Something ELSE amazing my body can do is:



This is what my body does for me...

This is what my body does for me...

Bullying Images for Activity #1





Lorna Vyse, Development Officer Young People's Services, Victim Support Norfolk Rita Adair, Anti-Bullying Alliance Eastern Regional Coordinator

Intervention Cards for Activity #2
Cut into slips and give a copy to each group

Tell an adult.

Tell an older child.

Encourage the bullied person to tell someone.

Show your disapproval to the bully.

Walk away and ignore the bullying.

Tell the bully to stop, if it is safe to do so.

Use violence against the bully to make them stop.

Go and get a group of friends to help you stop the bullying.

Form a friendship group for the person being bullied to make sure they are not isolated.

Lorna Vyse, Development Officer Young People's Services, Victim Support Norfolk Rita Adair, Anti-Bullying Alliance
Eastern Regional Coordinator

COMMUNICATION AWARENESS ROLE **PLAYS**

Can you tell which kind of communication is being used below?

PASSIVE, AGGRESSIVE, or ASSERTIVE?

Example 1: *Your sister is using the telephone and you need to use it.*

#1: *“Give me that phone!”*

#2: *“I need to use the phone.”*

#3: *Sit patiently by the phone and wait for her to get off.*

Example 2: *A friend offers you pizza and you don’t want any.*

#1: *“Are you kidding? Pizza is so fattening and gross- how can you eat that junk?”*

#2: *“No thanks.”*

#3: *You go ahead and take the pizza and feel terrible about eating it.*

Example 3: *You are walking along the road when a car pulls up beside you. The adult driving the car starts to talk with you. You feel really strange and a little scared.*

#1: *“Get away from me or I’ll hurt you so bad you won’t know what hit you!”*

#2: *Keep your eyes on the car and get away from it as fast as you can. Look for a house or somewhere you can go for help. Memorize what the driver and car look like.*

#3: *Ignore the car, keep your head down, and hope they will go away and leave you alone.*

ASSERTIVENESS SELF-TEST

This test is for you! Answer honestly for yourself. There are no wrong answers. Enjoy!

1.) You have a lot of homework to do and your mother asks you to do the dishes. You would say...

___ *Why don't you do the dishes? Can't you see I have tons of homework?*

___ *I have a ton of homework tonight and I'd rather not have to do the dishes so I can get to bed on time.*

___ *I'm sorry- I should have done them sooner. I don't care what kind of grades I get, anyway.*

2.) Your teacher has made a mistake grading papers. You would say...

___ *You cheated me out of ten points on this problem!*

___ *I've found an error in the way my test was graded.*

___ *Do nothing.*

3.) You are talking with your friend and suddenly you realize you are going to be late for basketball practice. You would say...

___ *Oh no! You've made me late again! I hate when you do this to me.*

___ *Let's talk later- I have to go now. Bye!*

___ *Do nothing and end up late for practice.*

4.) Your younger brother left your bike out in the rain again. You would say...

____ *You're so lazy! You don't know how to take care of anything!*

____ *I'm really mad about my bike. I'm not going to loan it to you again unless you fix it.*

____ *It's all my fault- I shouldn't have trusted you. You might as well keep the bike now, it's ruined. Nobody around here cares about me anyway.*

5.) A friend wants you to come over after school. You would rather visit someone else. You would say...

____ *Are you kidding? I wouldn't hang out with you if you were the last person on earth!*

____ *I want to be honest, but I also don't want to hurt your feelings. It just doesn't seem like we have that much in common. I'm going to see if _____ is home instead.*

____ *O.k.*

6.) There is a kid at school who bullies the other students in your class. This time she/he starts picking a fight with you. You would say...

____ *Come on! I'm not afraid of you! I'm going to hurt you so bad you won't know what hit you!*

____ *I don't want to be treated like this. I'm going to get some help.*

____ *Do nothing.*

Argument Log

Think of an argument or disagreement you had recently and answer the following questions:

Who was it with?

What was the situation?

What was his/her point or side?

What was your point or side?

How did you feel during and after the argument or disagreement?

How do you think the other person felt?

What was the outcome of the argument or disagreement? How did it end?

Communication Quiz

1. When conversing with others

- A. I usually do most of the talking
- B. I usually let the other person do most of the talking
- C. I try to participate equally in the conversation

2. I use courtesy words/phrases: "Please," "Thank you," "You're welcome," "Sorry"

- A. Frequently
- B. Occasionally
- C. Never

3. I make eye contact

- A. Always while conversing
- B. Sometimes while conversing
- C. Never while conversing

4. While conversing I stand

- A. one-foot away from the person
- B. two- to three-feet away from the person
- C. five- to six-feet away from the person

5. If I am talking to someone who is seated

- A. I often stand
- B. I often sit
- C. I often lean down

6. To end a conversation

- A. I leave
- B. I begin to look impatient or bored and hope they get the hint
- C. I wrap up with a closing statement

7. While listening,

- A. I tend to be distracted by thing going on around me.
- B. I listen for meaning and ask questions
- C. I watch the person speak, but I have trouble remembering what they say

8. When someone talks about an unfortunate or sad experience

- A. I don't comment about it
- B. I try to change the subject
- C. I try to relate to the person's feelings and show sensitivity

9. When I have a negative opinion or comment

- A. I just say it
- B. I lead in with a positive comment first
- C. I say nothing

10. When I receive unfavorable feedback,

- A. I note where I need to improve.
- B. I get angry and defensive.
- C. I deny the problem, make excuses, or plead ignorance.

11. When I give a person negative feedback

- A. I focus on the person's observable work or behavior and offer suggestions
- B. I focus on what I don't like about the person.
- C. I simply tell the person what to do right.

12. Which one best describes you:

- A. I'm a "hands-on" person. I tend to:
 - Prefer hands-on experiences and activities
 - Focus on tasks to be done
 - Try to avoid lengthy discussions
 - Think in a logical and organized way
 - Do things in an orderly way
 - Have difficulty adjusting to change

B. I'm a "thinker." I tend to:

- Enjoy listening to a logical presentation of ideas
- Enjoy analyzing problems and finding ways to solve problems
- Enjoy creating things based on theory and information
- Like structure and organization
- Act slowly in making decisions
- Am more interested in ideas than people

C. I'm an "explorer." I tend to:

- Try things by trial and error
- Explore practical uses for things
- Make decisions that provide quick or easy solutions
- Decide quickly
- Take risks
- Enjoy change
- Rely more on people for information

D. I'm a "free thinker." I tend to:

- Base views and opinions on feelings
- Enjoy tossing around ideas (brainstorming)
- View problems and experiences from different angles/perspectives
- Rely on intuition (feelings, your gut) instead of logic for making decisions
- Dislike structure

Communication Quiz Discussion Points

1. When conversing with others
 - A. I usually do most of the talking
 - B. I usually let the other person do most of the talking
 - C. I try to participate equally in the conversation

C is best: Conversations, even arguments or disagreements, should be a two-way flow

2. I use courtesy words/phrases: “Please,” “Thank you,” “You’re welcome,” “Sorry”
 - A. Frequently
 - B. Occasionally
 - C. Never

A is best: Regular use of “courtesy words/phrases” shows politeness and can help build rapport/respectful relationships. It’s important not to “over apologize.” If someone is offended by something you say or do, it is usually a good idea to swallow your pride and apologize. Try not to apologize for things that aren’t your fault: “I’m so bummed that it’s raining out” does not require you to apologize.

3. I make eye contact
 - A. Always while conversing
 - B. Sometimes while conversing
 - C. Never while conversing

A is best: Eye contact gives the impression that you are interested and engaged in the conversation, and that you have good self confidence. Eye contact should include frequent breaks to avoid staring and making the other person uncomfortable. Try glancing down to the side then making eye contact again quickly. If you look to the side or look up or behind the person, for example, it can give the impression that you are distracted and not paying attention.

4. While conversing I stand

- A. one-foot away from the person
- B. two- to three-feet away from the person
- C. five- to six-feet away from the person

B. Arms length is the appropriate distance. Closer can be uncomfortable or threatening.

5. If I am talking to someone who is seated

- A. I often stand
- B. I often sit
- C. I often lean down

B. Communicating at eye level is important, so if the person is sitting and you can also sit, do so. One exception is if you are in someone's home you do not know well, or in the office of someone "higher up" you should wait to be asked to take a seat or ask first.

6. To end a conversation

- A. I leave
- B. I begin to look impatient or bored and hope they get the hint
- C. I wrap up with a closing statement

C. Its best to bring the conversation to an end by making a polite closing comment or gesture.

"I'm really glad we talked about this"

"I feel better after talking to you about this"

"Thanks for talking with me/listening to me"

"So it sounds like... (Whatever a plan might be)"

7. While listening,

- A. I tend to be distracted by thing going on around me.
- B. I listen for meaning and ask questions
- C. I watch the person speak, but I have trouble remembering what they say

B. Being a good listener is a key part of being a good communicator. Search for meaning in what the other person is saying, which will help keep you focused, attentive, and engaged. If note taking is appropriate, this can help (in class, in a meeting with someone at an agency). If you are having trouble focusing occasionally, it may be “emotional deafness.” We can all have trouble listening when we feel overwhelmed, upset, or nervous. If this happens, you can say “I’m sorry; I have a lot on my mind right now. Could you repeat what you just said?”

8. When someone talks about an unfortunate or sad experience

- A. I don’t comment about it
- B. I try to change the subject
- C. I try to relate to the person’s feelings and show sensitivity

C. Showing empathy helps strengthen relationships. Examples: “That must have been a scary experience,” “I would feel that way in your situation too.”

9. When I have a negative opinion or comment

- A. I just say it
- B. I lead in with a positive comment first
- C. I say nothing

B. Its often best to say something positive first, and then express a negative opinion or common politely and respectfully.

Say: “I really appreciate that you helped me out by doing the dishes, but could you also wipe down the counters?”

Means: Wipe down the counters.

Say: “Thank you for taking the time to talk with me. The bill that I received yesterday has some incorrect charges on it.”

Means: These charges are wrong.

Say: “You did such a great job picking up that toy! Can you help me pick up your books now?”

Means: Pick up your books.

10. When I receive unfavorable feedback,

- A. I note where I need to improve.
- B. I get angry and defensive.
- C. I deny the problem, make excuses, or plead ignorance.

A. When you receive feedback, it’s important to know what you do well, but it’s equally important to know where improvements can be made to increase your happiness in the relationship or your chances for success. Simply make note of weak areas and make changes. Receiving honest feedback shows that someone cares. If the feedback comes inappropriately, you might say something like: “I’m happy to figure out a better system for dividing up the chores, and I hear your concerns, but I wish that you would try to talk to me about this in a quieter tone.”

11. When I give a person negative feedback,

- A. I focus on the person’s observable work or behavior and offer suggestions
- B. I focus on what I don’t like about the person.
- C. I simply tell the person what to do right.

A. When you give negative feedback you should focus on and communicate your observations of the person’s behavior, not focus on or judge the person. After sharing your observation, offer a suggestion. Use “you” as minimally as possible to avoid blaming. Instead of “You didn’t fix the car, I still hear a rattle.” Try “The check engine light is off, but I still seem to be hearing that rattle from under the hood. I wonder if there is something else you could look at.

12. No one style is better than another. The four choices describe and identify four communication and learning styles. What can be challenging is when we are involved with people who are different from us.

YES

NO

Consent is permission

**Consent is both a
question and an
answer**

**Consent can be
verbal and/or
nonverbal**

**Consent is
everyone's
responsibility**

CONSENT SCENARIO

Ashley:

Jordan and I had been going out for six months. Things were great between us until the night of Nick's party. His parents were out of town, and it was supposed to be the biggest party of the year. I borrowed this great mini skirt from my best friend to look good for Jordan.

Jordan:

Ashley and I had been going out for about six months. I'll never forget the night I met her. We got set up for this holiday dance at her school. I thought she would be a total loser because she didn't have a date, but she was far from that. Ashley isn't like any of the other girls I've dated. I don't even mind when my friends tease me about spending so much time with her.

Ashley:

There were a ton of people at the party when my friends and I got there. Jordan and I started dancing right away. We were having a great time. In between songs, we talked to our friends and drank. After a couple hours, I began to feel sick and dizzy because of all that I'd drunk. I could barely stand up, so I asked Jordan to take me upstairs. I thought I would feel better if I slept a while.

Jordan:

Last weekend, we made plans to meet at a party. She showed up in this incredible outfit. We drank some beer, which made her laugh at first, and then she started hanging all over me. When she said she wanted to go upstairs and lie down, what was I supposed to think? I mean, we had talked about sex before and she knew I really cared about her. I thought this was her way of telling me this was the night. Maybe she did grumble a little when I started to kiss her and take her clothes off. But I just figured she wanted me to slow down since it was our first time. We had sex, and I thought everything was OK when I took her home.

Ashley:

When we got upstairs, Jordan started kissing me on the neck and unbuttoning my shirt. I tried to tell him I just wanted to sleep for a while. The next thing I knew, Jordan was all over me. I didn't want to scream and make a fool of myself with all those other people around. I tried to tell him "No" and that I didn't want our first time to be like this. I guess I passed out because the next thing I remember is Jordan telling me he loved me and helping me get dressed. I never want to see him again. He seemed like the greatest guy. I thought he liked me as much as I liked him. What happened?

Questions to think about...

1. How do you think Ashley feels at the end of this scenario?
2. Ashley asks: "What happened?" What do *you* think happened? Was this rape? Ashley and Jordan have been dating for a while. Does that change things?
3. Why do you think Ashley can't remember part of the night? Does that mean alcohol is to blame?
4. Ashley said she "tried to say 'no'" but then she passed out. Were there any other indications that Ashley didn't want to have sex? What were they? Did Jordan notice them?
5. Both Ashley and Jordan mention Ashley's clothing on the night of the party ... do you think that sometimes people make assumptions – sometimes unfair ones – based on the way someone is dressed? What do you think about that?
6. Do you think in some situations it can be difficult to understand the ways in which people say no? Does that mean that what happened wasn't wrong?
7. How could the situation have ended better? Specifically, what should Jordan have done differently that night?

ROLE PLAY ACTIVITY

Mike and Janet have been dating for two months. They both go to Winooski Middle School. Mike is in 8th grade and Janet is in 7th grade. Jermaine and Mike are star players on the basketball team and this is their fourth year playing together. Janet and Lisa have been friends since 2nd grade and until very recently shared everything with each other. Janet and Lisa have not talked since Mike and Janet started hanging out.

Mike and Janet are having a discussion at their lockers after school.

Mike: Hey, how's it going?

Janet: It's going good.

Mike: Well, I'm off to basketball practice. Coach says when I get to high school I'll be the first freshman on the varsity team in five years. You're lucky to be dating me.

Janet: Have fun at practice.

Mike: Me and the boys are going over to Jermaine's house afterwards.

Janet: Cool, that's great—'cause I was thinking that I haven't seen Lisa in such a long time and I'd love to hang out with her.

Mike: I don't really like Lisa. She's kinda stuck up.

Janet: Come on, Mike, she's my best friend and she's upset we don't hang out anymore.

Mike: That's 'cause you're hanging out with me now. (Aggressively) What? Would you rather hang out with her than me?

Janet: No! You know that I only want to be with you.

Mike: That's what I thought...

Janet: (quietly) It's just that I feel like I don't have any other friends sometimes, ya know?

Mike: Stop being so sensitive—you don't need anybody besides me. With all your drama and attitude these days, I'm not surprised I'm the only one who will talk to you.

Janet: I'm sorry Mike; I guess I don't realize when I give you attitude

Mike: Well maybe you should

Janet: Is it still okay if I see Lisa anyway?

Mike: I told you, you don't need to see her. (In a raised voice) Do I need to repeat myself?

Janet: Don't yell at me, I was just asking.

Mike: Who is yelling? I wasn't yelling. Why do you have to be so dramatic? I just don't want you to get stuck up like Lisa. I'm trying to protect you.

Janet: Whatever.

Mike: Well, maybe you would rather be single, so that you could hang out with Lisa all the time? Maybe I should just break this off?

Janet: No! That's not what I meant. I want to be with you. I don't need to see her tonight.

Mike: You don't need to see her ever. You have me now

Janet: Okay Mike. I'm sorry. I love you.

Mike: I love you too. I'll call you later, okay?

Janet: Okay.

Mike: Now go home and make sure you don't eat too much of your mom's cooking, you know how I like you fit and all.

Janet: Call me soon! Bye.

Mike: Bye.

Teen Power and Control Wheel



Adapted from the original P&C Wheel of the Domestic Abuse Intervention Project in Duluth

Red Flag Skits

Written by Eliza Behrsing



One person calls or texts the other person constantly, to see what they are up to/who they are with.

3 Actors: Angie, her friend Tara, and Angie's boyfriend Tim.

- Tim stands on one side of the stage, Angie and Tara on the other.
- Tim is texting Angie furiously. He appears angry and frustrated.
- Angie and Tara are trying to carry on a conversation about *The Hills* episode they watched last night.
- Angie keeps checking the text messages from Tim, but is not responding.
- The texts keep interrupting the girls' conversation.
- They both look annoyed. Tara rolls her eyes.
- Tim, who still hasn't gotten a response from Angie, calls her.
- Angie answers the call.
- Angie: *Annoyed* Hello?
- Tim: *Angry* Where are you?
- Angie: *Annoyed...* I told you I was going to hang out with Tara today, remember?
- Tim: You are always with her. I wish you would spend that much time with me. I am your boyfriend, remember?
- Tara: I'll see you later, Angie. *Tara walks away*
- Angie appears disappointed.



One person tells the other person what to wear, what to do, or who to spend time with.

2 Actors: Angie and Tim.

- They are about to go to a party together.
- Tim: You're going to wear that?
- Angie: Yeah, don't you like my new shirt?
- Tim: I guess, but don't you think it's a little...uhh...slutty?
- Angie: You're crazy! *Laughs* Come on, let's go.

- Tim: Angie, I'm serious. You shouldn't wear that to this party.
- Angie: Oh come on, why not?
- Tim: I'm just trying to protect you; I don't want other guys checking you out constantly.
- Angie: Don't be ridiculous. Can we just go?
- Tim: I'm not going anywhere with you in that outfit. *Sternly* Go change.



One person acts jealous a lot and frequently accuses the other person of flirting with others or cheating.

3 actors: Angie, Tim, and Tim's friend Rob

- Angie and Rob are talking.
- Angie: How'd the test go for you?
- Rob: It was okay, that question about the chicken was a tough one.
- Angie: Yeah, I think the answer was eggs...
- Tim enters.
- Tim: Hey guys. What's up?
- Rob: Nothing, I gotta jet. You coming to practice this afternoon?
- Tim: Yeah, see you later.
- Rob exits.
- Tim: What was that about?
- Angie: What are you talking about?
- Tim: I saw you flirting with him. Don't even try to deny it. I know you want him. It's gross how you throw yourself at him.
- Angie: This is crazy. I have to go to class. I'll see you at lunch.



One person shows up unannounced at the other person's home or work

3 Actors: Angie, Tim, and Angie's Boss

- Angie is at her job, sweeping the floors when Tim enters.
- Angie: Tim! What are you doing here?
- Tim: Thought I'd show up and surprise you! *Hugs Angie*
- Angie: Tim, you really should go, my boss doesn't like it when my friends visit

- Tim: Oh come on, I'm not just a friend. He won't mind. How's it going? What are you doing after work?
- Angie: Tim, you need to leave. I'm going to study with my bio group after work; I'll call you on my way there. You need to go.
- Tim: Who is in your bio group?
- Boss: *Enters, looks annoyed* Angie; I need to talk with you.



One person humiliates the other person
One person inappropriately teases the other person

3 actors: Tara, Angie, and Rob

- Tara and Angie are standing in the hallway. Rob walks past them.
- Tara: Hey Rob, nice butt!
- Angie laughs
- Tara: I don't understand why you don't have a girlfriend Rob, with a butt like yours!



Some one-liners to watch out for!

All 5 actors line up one stage. Each says a line.

1: If you really loved me, you would do this for me.

2: Look, I'm sorry for yelling. *It's not that big a deal*, you're acting like I hit you or something.

3. If you break up with me, I'll kill myself.

4: Why do you make me get so angry all the time?

5: As your mom, it's my job to look out for you. Your relationship with him doesn't seem healthy, and I want you to be happy.

Dear (Abby):

My friend John has been acting crazy lately. It seems like in some ways he has lost it. I started noticing it last week. We were out getting some pizza – me, my girlfriend, John and Cindy (John’s girlfriend). We don’t usually hang out as couples together so it was cool being there. Everything was going fine at first but then I started noticing what a jerk John was being to Cindy. Like, when Cindy said something about a class she is taking, John was like, “Cindy, do you think anyone cares about your classes? I mean come on.” I wasn’t sure if he was kidding or not. Then, when the pizza came, and we were all eating John kept telling Cindy to slow down or her jeans would get even tighter than they already are which I could tell embarrassed her – she didn’t eat anymore pizza after that. The way he was treating her made my girlfriend uncomfortable because she kept motioning for us to leave. Then it got worse.

We went to a party last Saturday night. It was a pretty big party and John and Cindy were both pretty drunk. We were all hanging out and I was talking to John when all of the sudden, he stormed away from me muttering “slut” under his breath as he rushed over to Cindy. Cindy was just talking to a group of people. I saw him grab her by the arm and walk outside with her. I went to the door where they walked out just to see what was going on – and I saw him yelling at her that she was a whore and that everyone knew it and she was lucky that he would be seen with her. She started crying.

I’m not sure if there is anything I can do and that is why I am writing to you. Should I have stepped in that night? Should I talk to John about how he treats Cindy? Should I talk to Cindy? What should I say? Is this any of my business? Am I just blowing this out of proportion?

Sincerely,

A Confused Friend

Healthy Relationship Cards

The list that follows is an example of how the activity can turn out. Things are different every time, for example some students put “fun” in the “both” column and explain that some people have fun by doing scary things or harassing other people

Healthy/Unhealthy Cards:

Healthy

(Equality)

Safe Sex

Fun

Respect

Responsibility

Compromise

Honesty

Communication

Friendship

Trust

Support

Independent Decision

Making

Both

Strength

Jealousy

Silence

Protection

Anger

Love

Complaining

Unhealthy

(Power/Control)

Possessiveness

Threats

Telling you what to wear

Name Calling

Insulting friends and family

Minimizing

Blame and accusations

Manipulation

Cruelty to Animals

Guilt Trip

How is your relationship? Quiz

My boyfriend/girlfriend/friend:	Yes	No	Points
1. treats me as an equal	<input type="checkbox"/>	<input type="checkbox"/>	_____
2. often acts jealous	<input type="checkbox"/>	<input type="checkbox"/>	_____
3. always decides what we do	<input type="checkbox"/>	<input type="checkbox"/>	_____
4. makes me feel comfortable I can say what I really think or feel	<input type="checkbox"/>	<input type="checkbox"/>	_____
5. respects my friends and family	<input type="checkbox"/>	<input type="checkbox"/>	_____
6. is often angry about something	<input type="checkbox"/>	<input type="checkbox"/>	_____
7. really listens to me	<input type="checkbox"/>	<input type="checkbox"/>	_____
8. doesn't like things I enjoy, so I've stopped doing them	<input type="checkbox"/>	<input type="checkbox"/>	_____
9. values my opinions and ideas	<input type="checkbox"/>	<input type="checkbox"/>	_____
10. often says things that hurt my feelings	<input type="checkbox"/>	<input type="checkbox"/>	_____

Add it up. SEE WHAT IT MEANS

- For each “yes” to 1, 4, 5, 7 or 9 give yourself 10 points.
If your total is less than 100, find help to improve your relationship.
- For each “no” to 2, 3, 6, 8 or 10 give yourself 10 points
If your total is 100, keep it strong. A healthy relationship takes a lot of work.

Love Is/Love Isn't words:

Love Is/Like Is...

Responsibility
Hard Work
Pleasure
Commitment
Caring
Honesty
Trust
Communication
Sharing
Compromise
Closeness
Recognizing Differences
Vulnerability
Openness
Respect
Friendship
Strong Feelings
Unconditional

Love/Like Isn't...

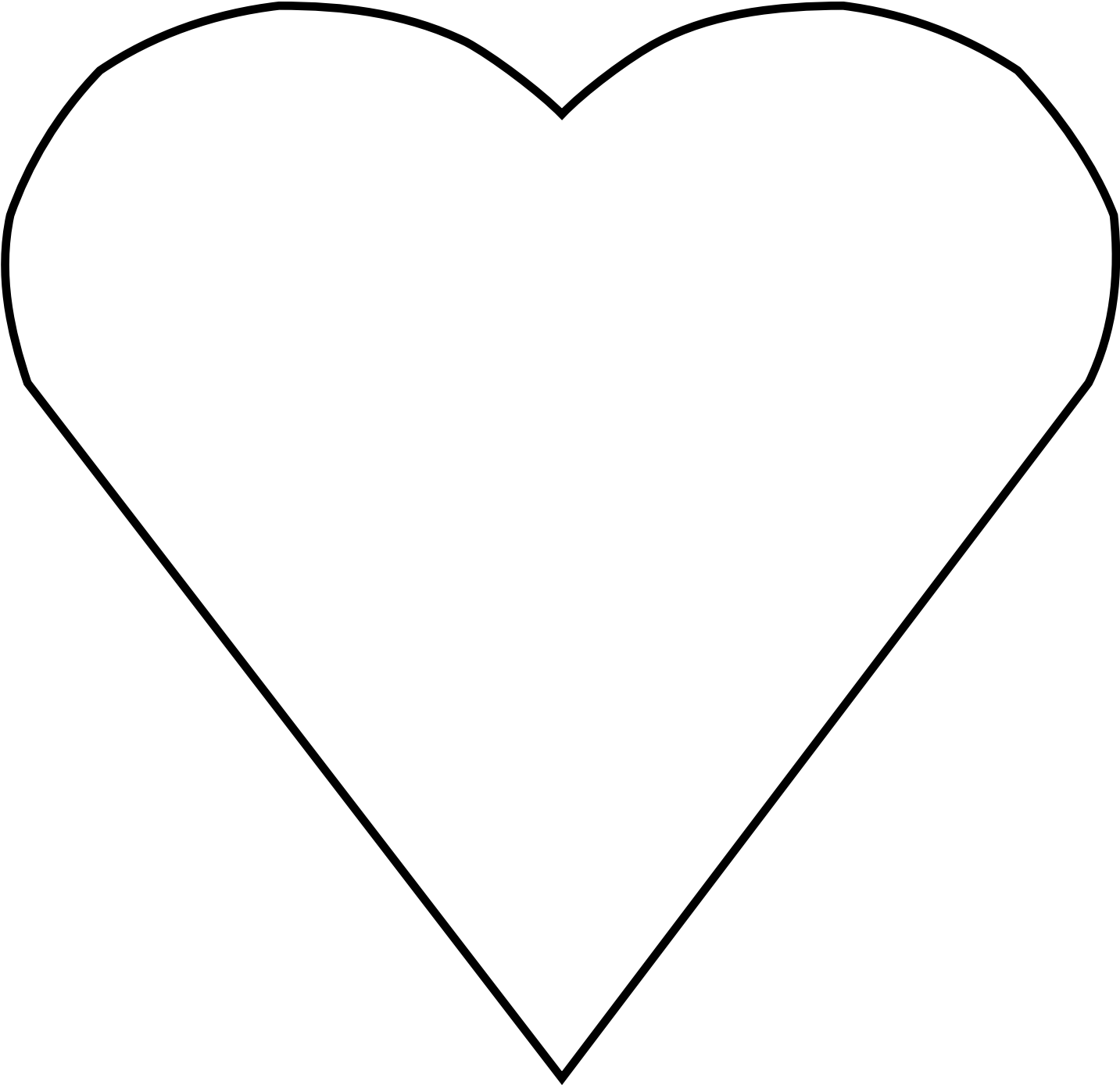
Jealousy
Possessiveness
Pain
Violence
Obsession
Being Selfish
Cruelty
Getting Pregnant
Making Someone Pregnant
Dependency
Giving Up Yourself
Intimidation
Keeping Score
Fear
Proving Yourself
Manipulation
Expecting All Your Needs to
be met
Payback
Conditional

Flirting - Harassment Continuum, where do we cross the line?

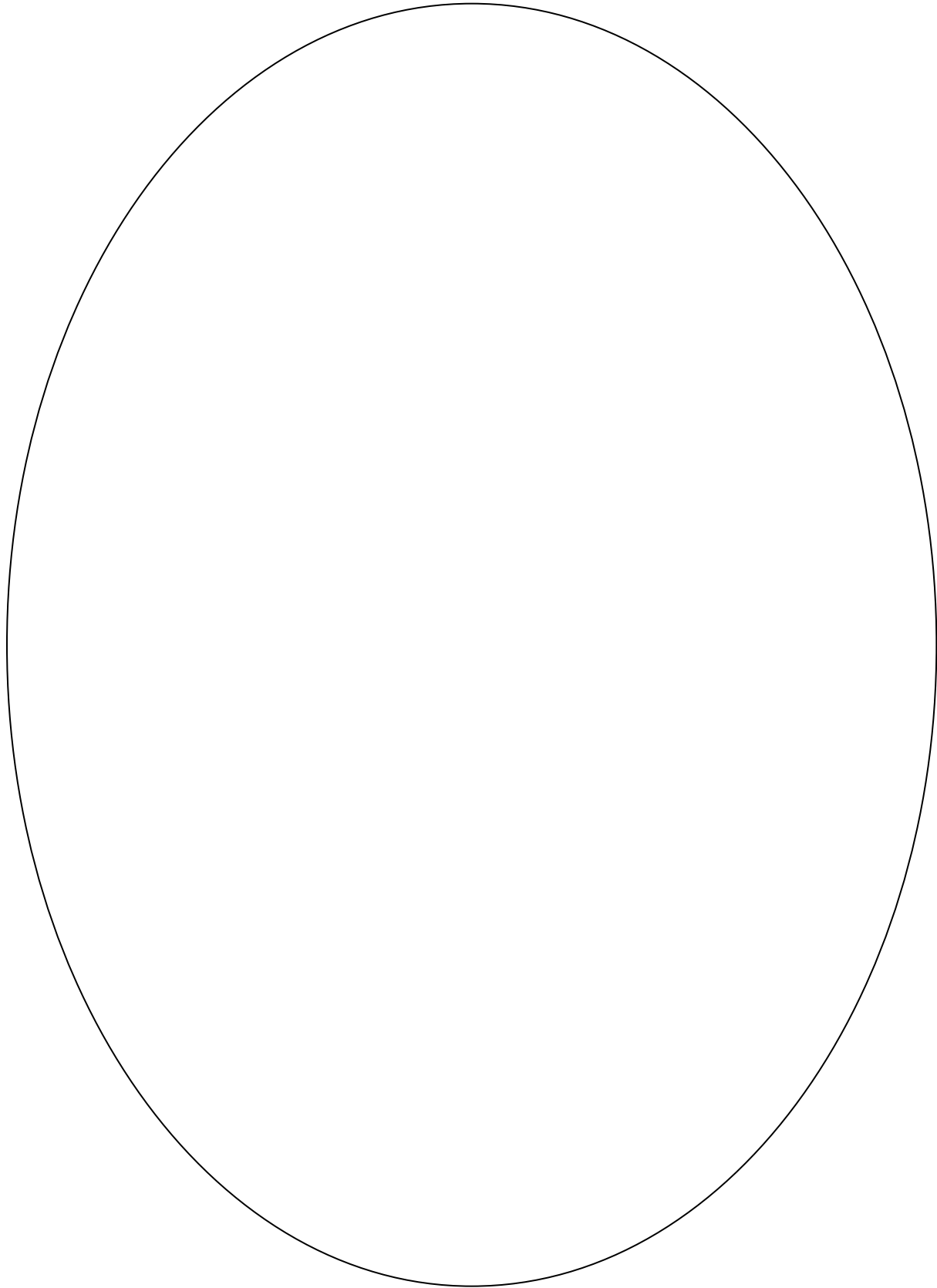
Examples of scenarios for cards:

- Flirting with someone you've just met
- "You look hot"
- "You're so gay"
- "She/he looks hot. I'm gonna hit on that tonight"
- Telling a joke about gay/lesbian people
- Intentionally, standing/sitting very close to someone to test his/her reaction
- Touching a new acquaintance on the arm, leg, or waist to test his/her reaction
- Having someone try to kiss you at dance
- Continuing to attempt to kiss an acquaintance even though he/she resists (e.g., says no, pushes way)
- Giving someone a shoulder massage without asking if it is ok first
- Being pinched as you walk down the hall
- "Can you help me with my homework?"
- "You really got it together"
- "Thanks for being there for me"
- "I really like your smile"
- "I love the way you dress, those shoes are really cool"
- Rating people in the school hallway on a scale of 1-10 and saying it loud enough so they hear it
- Finding your name on the ten easiest date list on the bathroom wall
- "I know why **you** got a good grade I saw the way Mr. /Ms _____ looks at you!"

Healthy Relationships Heart



Umbrella’s Youth Program



Feeling Face Book

How Do You Feel Today?



Feelings Cards

Blue Cards:

- “Tell about a sad moment in your life”
- “What is your biggest worry?”
- “Tell about a bad dream you’ve had”
- “Tell about a time someone did something that upset you”
- “When was the last time you cried? What happened?”
- “Tell about a problem you are having at school?”
- “Tell about a problem you had this week”
- “Tell about a problem you are having at home”
- “What is something you would like to work on or improve about yourself?”

Yellow Cards:

- “Tell about the happiest moment of your life”
- “Tell about a happy memory from when you were little”
- “Tell about a time someone did something nice for you”
- “Tell about something you have accomplished”
- “Tell about a time you and your family did something fun together”
- “Tell about a time you did something brave”
- “Tell about a good dream you had”
- “Tell about something that makes you laugh”
- “What’s the best thing that happened to you this week?”
- “Tell about a time you solved a problem you had”

Statements for "Where Do I Stand"

- ▶ Women and men should drive trucks
- ▶ It is healthy for boys to play with dolls
- ▶ It is OK for men to wear skirts
- ▶ Girls that do not shave their legs and armpits are probably lesbians.
- ▶ Women should stay home and take care of the kids
- ▶ An athletic girl is seen as less feminine
- ▶ Men are stronger than women
- ▶ Attractive girls that are quiet and shy are snobs
- ▶ Girls who are outspoken are obnoxious
- ▶ Women that talk about feminism and equal rights are "man haters"
- ▶ Boys that are raised by single moms are seen as "momma's boys"
- ▶ Girls should not play football
- ▶ Men that wear purple or pink clothing are probably homosexual
- ▶ Boys are born more violent than girls
- ▶ It's ok for males to hug each other
- ▶ It's ok for males to say I love you to each other
- ▶ Girls are born more emotional than boys

AGREE

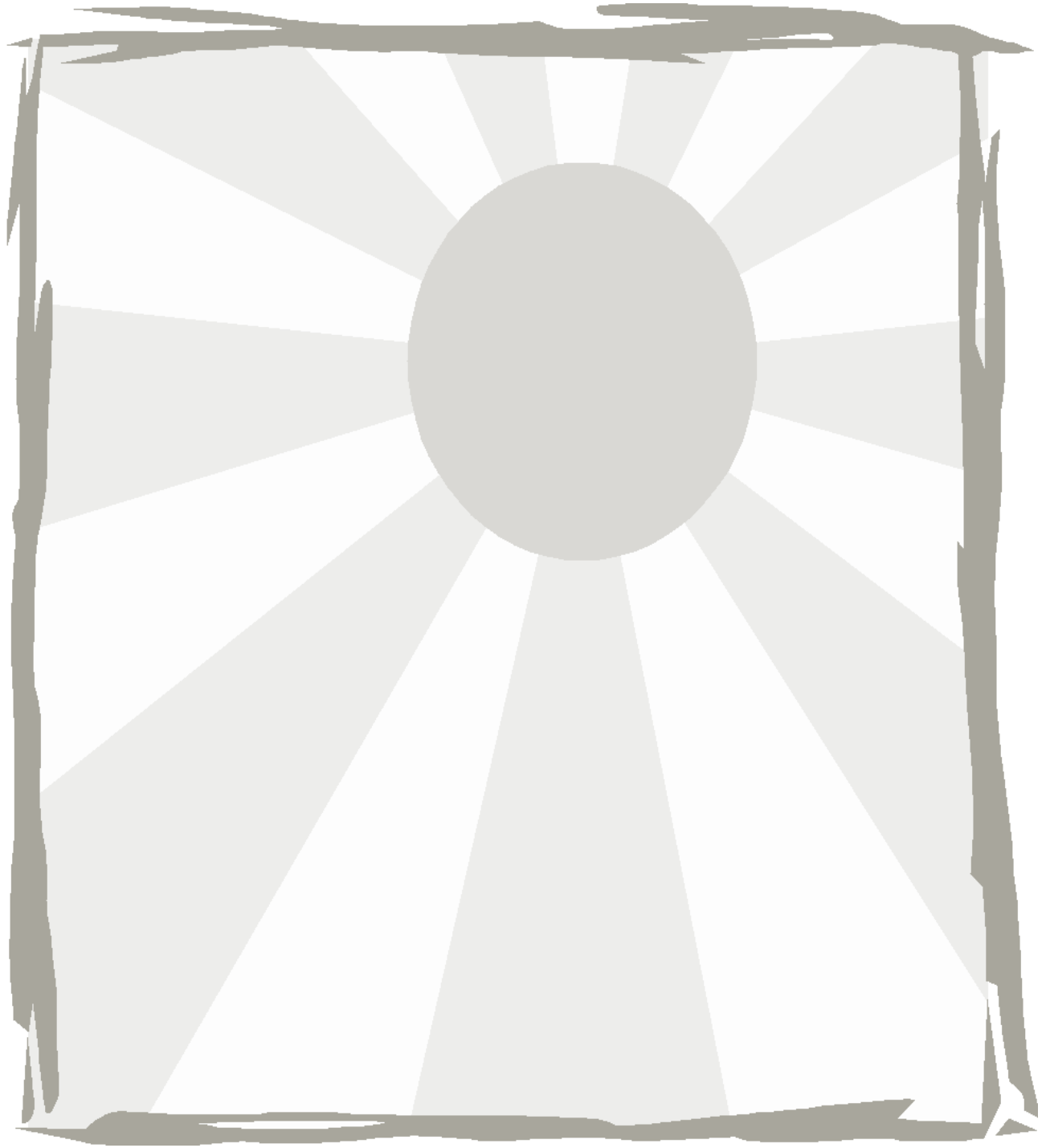
DISAGREE

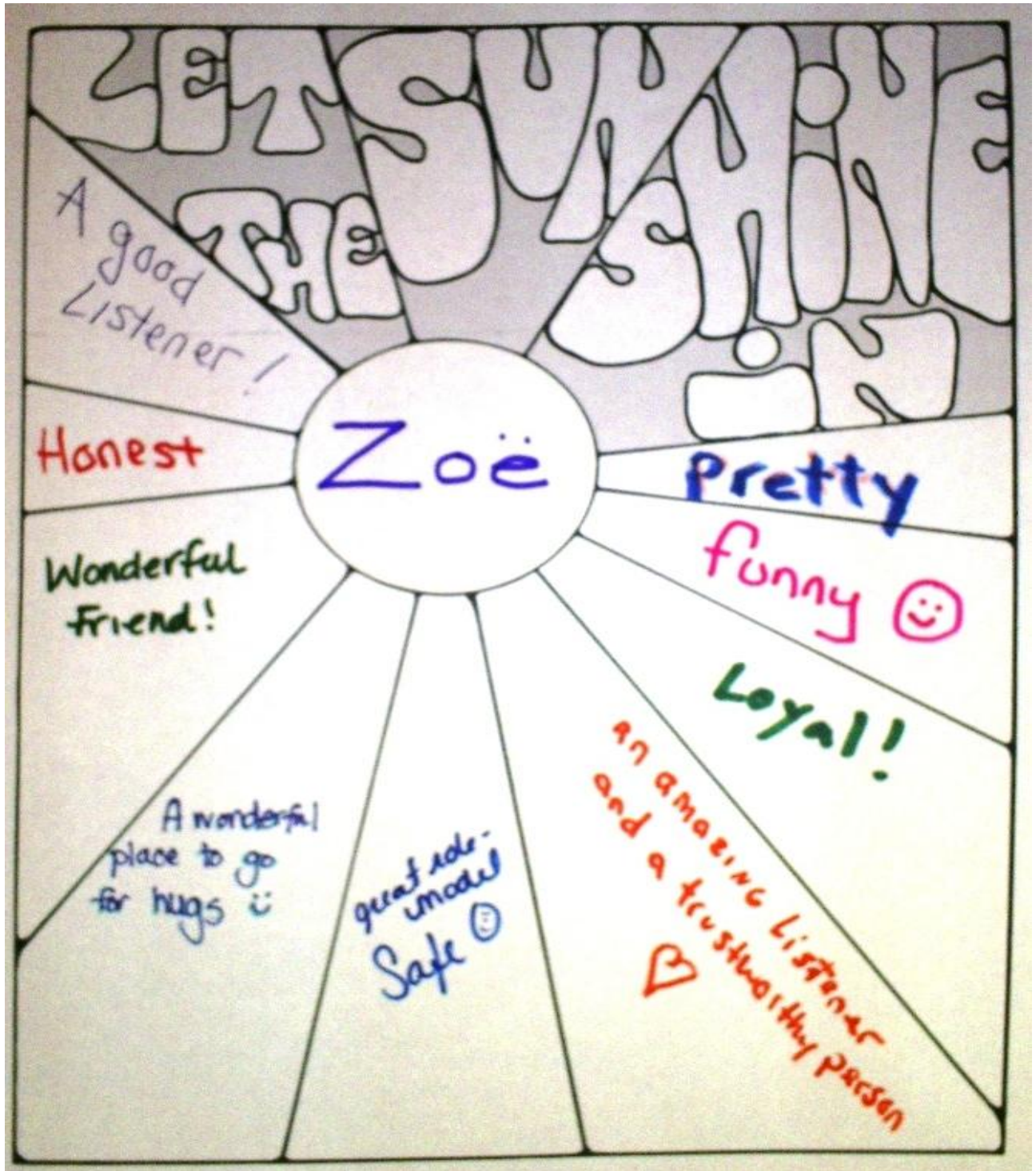
UNSURE

Analyzing an Ad Questions

1. What is the general ambience of the advertisement? What mood does it create? How does it do this?
2. What is the design of the advertisement? How are the basic components or elements arranged? What is the relationship between pictorial elements and written material and what does this tell us?
3. What is the use of space in the advertisement? Is there a lot of 'white space' or is it full of graphic and written elements?
4. What signs and symbols do we find? What role do they play in the ad's impact?
5. If there are figures (men, women, children, animals) what are they like? What can be said about their facial expressions, poses, hairstyle, age, sex, hair color, ethnicity, education, occupation, relationships (of one to the other)?
6. What does the background tell us? Where is the advertisement taking place and what significance does this background have?
7. What action is taking place in the advertisement and what significance does it have? (This might be described as the ad's "plot.")
8. What theme or themes do we find in the advertisement? What is it about? (The plot of an advertisement may involve a man and a woman drinking but the theme might be jealousy, faithlessness, ambition, passion, etc.)
9. What about the language used? Does it essentially provide information or does it try to generate some kind of emotional response? Or both?
10. What techniques are used by the copywriter: humor, alliteration, definitions" of life, comparisons, sexual innuendo, and so on?
11. What typefaces are used and what impressions do they convey?
12. What is the item being advertised and what role does it play in American culture and society?
13. What about aesthetic decisions? If the advertisement is a photograph, what kind of a shot is it? What significance do long shots, medium shots, close-up shots have? What about the lighting, use of color, angle of the shot?
14. What sociological, political, economic or cultural attitudes are indirectly reflected in the advertisement? An advertisement may be about a pair of blue jeans but it might, indirectly, reflect such matters as sexism, alienation, stereotyped thinking, conformism, generational conflict, loneliness, elitism, and so on.

Let The Sunshine In





Personal Characteristics that Correspond with Good Self-esteem

*Please rate these statements as they apply to you on a scale
from 1 (agree) to 5 (disagree)*

Circle a number

- | | |
|---|-----------|
| 1. I am even tempered and my moods don't fluctuate much | 1 2 3 4 5 |
| 2. I am outgoing and comfortable with other people | 1 2 3 4 5 |
| 3. I like meeting new people and expect to be accepted | 1 2 3 4 5 |
| 4. I am confident, optimistic, and willing to try new things | 1 2 3 4 5 |
| 5. I am persistent when doing a task and don't get frustrated | 1 2 3 4 5 |
| 6. I am healthy, both physically and mentally | 1 2 3 4 5 |
| 7. I am independent and a self-starter | 1 2 3 4 5 |
| 8. I take responsibility for my actions and my life | 1 2 3 4 5 |
| 9. I take credit for and feel good about my accomplishments | 1 2 3 4 5 |

Adapted from:
Self-esteem Revolutions in Children
Thomas W. Phelan, PH. D.
(Handout, BWSS, Self-esteem)

Self-esteem

1: The experience of being capable of meeting life's challenges and of being worthy of happiness.

2: Appreciating one's own self worth and importance, and having the character to be accountable for oneself and to act responsibly toward others.

Seven Aspects of Self-esteem

- **Determination to be powerful**
- **Ability to think and feel**
- **Evaluation of your character – ideals and principles**
- **Willingness and desire to seek meaning**
- **Evaluation of principle based or experienced based actions**
- **Ability to integrate thoughts and feelings**
- **Belief that you are NOT helpless (you have the courage to solve problems and ask for help)**

(Handout, BWSS, Self-esteem)

Worksheet: Decision Making

Step 1: State the problem to be solved in a few sentences:

Step 2: What are some of your choices? Identify at least three possible solutions or alternatives:

- 1.
- 2.
- 3.

Step 3: Consider the positive and negative consequences of each choice:

Choice 1

Positive

- 1.
- 2.
- 3.

Negative

- 1.
- 2.
- 3.

Choice 2

Positive

- 1.
- 2.
- 3.

Negative

- 1.
- 2.
- 3.

Choice 3

Positive

Negative

- 1.
- 2.
- 3.

- 1.
- 2.
- 3.

Step 4: Who or what is important to you as you make your decision?

- 1.
- 2.
- 3.

Step 5: Compare the choices and identify the best decision for you.

Step 6: Design a plan to carry out your decision. What do you need to do to carry out your decision?

- 1.
- 2.

Step 7: Evaluate your decision (to be filled out later):

1. What happened?
2. Would you handle the situation differently next time?

From: Promoting Healthy Sexuality
Planned Parenthood
(Handout, BWSS, Decision Making)

Key Points about Decision Making

- ***No decision is a decision.***
- **With each choice come consequences which can be good, bad or some of both.**
- **Decision making takes practice.**
- **Anybody, no matter his or her age, can sometimes make a poor decision.**

From: Promoting Healthy Sexuality
Planned Parenthood
(Handout, BWSS, Decision Making)

My Goals and My Future

In 3 years I will _____

In 5 years I will _____

In 10 years I will _____

I want to travel to

I want to try these jobs

Subjects I would like to learn about

Activities I would like to try

People I would like to meet

I want to live _____

I want to try these foods

I want to learn how to

Strength and Support

My Strengths:

When faced with a challenge, I can:

These people will support me:

Letter to Dan Savage

I'm an 18-year-old straight female. Two nights ago, I went to a party. My ex-boyfriend was present, but my current boyfriend was not. I had several beers, and while I wasn't drunk, I was tipsy. I had to go to my car to get my cell phone, and my ex offered to accompany me. When we got to the car, he pushed me against the car and started making out with me. I tried to push him away and said, "No, I can't" several times. He kept trying to pull my pants down, and every time he did, I pulled them back up. He took his dick out and tried again to pull down my pants. I know it sounds stupid, but all I could get out were meek "no's" and "I can't's." I was afraid of a confrontation because he and I have been friendly since we broke up. I eventually discontinued my attempts to pull my pants back up because I figured the easiest way to get out of this situation was to let him finish. He had sex with me. I wanted to cry the whole time, but as much as I wanted to scream, "Stop! Get the fuck off of me!" I couldn't get the words out.

I called my boyfriend when I got home and told him what happened. He is angry because he thinks I had a part in it. I don't know how to make him understand how many times I said no and how at first I physically stopped my ex from taking my clothes off. My boyfriend and I have been through a lot together, and we talked about getting married one day. I never wanted to cheat on him, and while I feel guilty about what happened, I think he's being harsh on me considering I succumbed to force.

I've apologized again and again, but I don't know how to make things right. I still don't want a confrontation with the ex. I just want to forget about him and never see him or speak to him again. I just want things to be okay again with my boyfriend. Is there anything I can do or say to make him understand?

Sincerely,

Date Rape Engenders Awful Depression (DREAD)

Dan Savage Response

Understand that you were raped, DREAD—date-ish raped, acquaintance-ish raped, gray-area-ish raped, blurry-booze-soaked-lines raped, and raped under circumstances that would make bringing charges a futile exercise. But raped. Your ex kept coming at you, and you were paralyzed by a set of inhibitions—a desire to avoid confrontation at all costs (even the cost of your own violation), a desire to avoid making your victimizer feel bad—that are pounded into the heads of girls and young women. Your ex exploited this vulnerability. Your ex may not *think* he raped you since you finally "let him," and perhaps he interprets *that* as consent and so, distressingly, does your boyfriend. But raped you were.

So what do you do now? I'd suggest a bit more contact with your ex. You need to confront him—for your own sake, DREAD, but also for the sake of all other women he's going to encounter over the course of his life. If you can't face him, call him. If you can't speak to him, write him (a letter, not an e-mail). Wherever he is right now, he's rationalizing away his responsibility for what happened. He may be telling himself that he was drunk, that you were drunk, and that, sure, he may have been *aggressive at first*, but that you came around and enjoyed it as much as he did. He needs to hear from you that you regard—and, for what it's worth, I regard—what happened as rape. Tell him that he didn't get away with it—that he raped you, you know it, and now he knows it. Then tell him that if the circumstances were just a little less ambiguous, DREAD, that you would be going to the police.

Hell, tell him you still might. Put the fear of God into him.

Then you need to confront the boyfriend: If your boyfriend can't take your side, DREAD, if he can't see what really happened here, if he insists on victimizing you, too, then you don't need him in your life any more than you need your ex in your life.

Quotes for Sexual Violence and Empathy Building:

- “I listened to everything Jeff said when it came to sex, because he was the first guy I was ever with. He’d lie and say he had an AIDS test and I shouldn’t worry. Or he’d say that his doctor told him he can’t have children, so we didn’t need birth control. I realized it wasn’t true when I got pregnant.”
- “After the beginning, sex turned bad. It hurt. He forced me to do it in positions that were painful. I began to hate it. All I wanted was ‘spoons,’ to cuddle. He told me men have to have sex; if they don’t ejaculate often, they get in a bad mood. He said that was the reason for his rage and anger. Later, I felt stupid when I found out this wasn’t true.”
- “Nothing felt good to me. All I ever did was lie there. I hated it, but usually I had no choice. Not one did sex even feel remotely good.”
- “I don’t really want to get into it anymore with anyone. There’s no need for anybody else to really know about it. It just makes me feel sad when I talk about it.”
- “If a guy says ‘no,’ he better have a good excuse, like an overdose or a heart attack or something, because the pressure is really on you. Like when you’re making out with a girl and she wants it and you don’t – maybe you think there’s a chance she might get pregnant or you’ve never done it before and you’re frightened. You have to really hope that the girl’s mature enough to understand that. And the one I was with wasn’t. So I went ahead and did it. And I was really afraid for the next four weeks that she was going to call me up and tell me she was pregnant.”
- “It’s easier to think of myself as a liar than to admit that these things really happened to me.
- “She was worried all the time and she lost a lot of weight – not like she was fat or anything – and she didn’t see a lot of her old friends. We (her friends) drifted away for a while.”
- “I think my problem is being scared. I’m scared they’re going to do something worse if I tell.”
- “I am trying to learn to love myself. It’s really hard to love myself when the things I have been shown about loving are so abusive.”
- “I was thirteen and I only did it to keep my boyfriend. He kept hinting that he was going to break up with me if I wouldn’t do it. But afterwards, I kept thinking, ‘what am I going to tell my kids?’ I felt like I was too young and I was really sorry that I did it, especially with a jerk like Ricky, who obviously didn’t care about me very much anyway.”
- “I imagined that it was happening to someone else.”

- “I was in summer school on the last day; I was wearing a silk black tank top and jeans (very baggy). Three guys cornered me and said, ‘You know, if we raped you right now, we could get away with it because you’re dressed like a slut.’ That alone made me feel so ashamed and embarrassed because I thought I looked nice. To have someone say you look like a slut just crushes your feelings. As if that weren’t enough, when I yelled out to my teacher, she said, ‘You know you ask for it – you get what you deserve,’ and she wouldn’t help me.”
- “For two weeks, I couldn’t talk. People would talk to me and I felt nothing. I felt like a zombie. I couldn’t cry, I couldn’t smile, I couldn’t eat. My mom said, ‘What’s wrong with you? Is something going on?’ I said, ‘Nothing’s wrong.’ I thought it was my fault. What did I do to make him think he could do something like that? Was I wrong in kissing him? Was I wrong to go out with him, to go over to his house?”
- “I just tried to think of other things until it was over.”
- “I locked the bathroom door and I cried. I took a bath and I took a shower and another bath and another shower. It wasn’t until I was drying off that I caught a look at myself in the mirror and realized that my whole upper body, my neck, my chest, was covered with marks – hickeys. I was repulsed. I was so disgusted. I felt dirty and violated. I didn’t want to leave the bathroom, so I just sat on the floor with my towel around me, crying.”
- “I felt like crying, but I kept it inside and didn’t say anything to anyone. I told my friends and they made me feel like a total slut! They said ‘You should tell him to stop.’ Don’t they know I tried! I told my counselor and he told me to get used to it, because I was more mature than everyone else! PLEASE! It made me feel a little powerless, like it was out of my hands.”
- “I felt as if my whole world had been kicked out from under me and I had been left to drift all alone in the darkness.”
- “I feel like an alien.”
- “I still feel ashamed to talk about sex. I had sex with him when I didn’t want to. He wanted sex all the time and he told me something was wrong with me because I didn’t want sex enough.”
- “I cut off all my hair. I did not want to be attractive to men. I started wearing real androgynous clothes – nothing tight, nothing revealing – and reduced my makeup to almost nil. I just wanted to look neutered for awhile because that felt safer.”
- “I grew angry, sad and I wanted to get back at him. Nevertheless, I was speechless and quiet for some time.”

- “I just wanted to block it out. I felt ashamed because it happened. I just felt dirty, violated. I thought it was my fault. It wasn’t like he did something to me; it was like I let him do something to me, so I felt very bad about myself.”

Our History Timeline

1. Religion & Philosophy

900'S—200 BC

“Thy husband shall
rule over thee.”

God to Eve, GENESIS, OLD TESTAMENT

2. Religion & Philosophy

1400'S

“When you see your wife commit an offense... take up a stick and beat her soundly, for it is better to punish the body and correct the soul than to damage the soul and spare the body.... Then readily beat her, not in rage but out of charity and concern for her soul...”

FRIAR CHERUBINO OF SIENA

3. Legal

1600's

“The husband cannot be guilty of rape committed by himself upon his lawful wife, for by their mutual matrimonial consent and contract, the wife hath given up herself in this kind unto her husband, which she cannot retract.”

Matthew Hale, 17th Century English Legal Scholar

4. Legal

1600's

The law made rape a capital offense only for a black man found guilty of raping a white woman. A white man who raped a white woman could receive a maximum sentence of no more than 20 years, depending on the state. Nowhere in the law was the rape of a black woman considered a crime.

5. Legal

1700'S

A husband has the right to “chastise his wife with a whip or rattan no bigger than his thumb, in order to enforce...domestic discipline.”

ENGLISH COMMON LAW

6. Activism

Late 1800's

"First-wave" feminists decry marital rape:

"What father could rest at home by night, knowing that his lovely daughter was at the mercy of a strong man drunk with wine and passion and that, do what he might, he was backed up by law and public sentiment?"

Elizabeth Cady Stanton

7. Legal

1855

In *Missouri v. Celia*, a female slave is declared to be property without a right to defend herself against a master's act of rape.

8. Legal

1910

A wife had no cause for action on an assault and battery charge against her husband because it "would open the doors of the courts to accusations of all sorts of one spouse against the other and bring into public notice complaints for assault, slander and libel."

U.S. Supreme Court

9. Legal

1967

"In dealing with family disputes the power of arrest should be exercised as a last resort. The officer should never create a police problem when there is only a family problem existing."

Training Manual, International Chiefs of Police

10. Legal

Late 1960's

"One of my clients pressed criminal charges against her husband. The judge asked her if this was the first time she had been beaten up.

After observing court proceedings that morning, she knew that if she answered 'yes' like all the other women had, her husband would be released with virtually no penalty. So wisely she answered, 'No this is not the first time.'

The judge dismissed the case, responding, 'Well, it sounds like you must enjoy getting beaten up if it has happened before. There's nothing I can do.'

Candace Wayne, Attorney

11. Activism

1971

New York Radical Feminists (NYRF) holds first speak-out on rape. Some 300 women attend, and forty give rape testimonies.

The first rape crisis centers open in Washington D.C. and the San Francisco Bay Area.

Soon after, survivors and activists open rape crisis centers all across the country, including Women Against Rape (later WRCC) in Burlington, Vermont in 1973.

12. Activism

1973

Los Angeles has 4000 shelter beds for men and 30 for women and children.

None of these 30 beds were for women with sons older than 4.

13. Health / Mental Health / Social Services

1974

A psychiatrist who studied a group of men who were in custody for assaulting their wives wrote:

"In this type of relationship the husband characteristically gave a good deal of concern and time to trying to please and pacify his wife, who often tended to be querulous and demanding. The offense was an explosion which occurred after a period of trying behavior by the victim. There was often a precipitating act by the victim."

M. Faulk, *Medicine, Science and the Law*

14. Health / Mental Health / Social Services

1979

Researchers find that women whose medical complaints persist when their x-rays and lab tests are normal are often "labeled 'neurotic', 'hysterical', 'hypochondriac', or 'a well-known patient with multiple vague complaints'. One non-battered woman in 50 leaves with one of these labels; 1 battered woman in 4 does, and is given tranquilizers, sleeping medication, or further psychiatric care."

Stark, Flitcraft and Frazier

International Journal of Health Service

15. Legal

1977

Police in Michigan rely on a “stitch rule” arresting a batterer only if the victim has been injured badly enough to require a specific number of surgical sutures.

16. Legal

1976

In Baton Rouge, the director of the Stop Rape Crisis Center was fired when she objected to the district attorney’s demand that the Center eliminate services to victims who did not report their rapes to the police, and to those whose court cases were completed. The entire staff subsequently quit, and were replaced by employees of the criminal justice system.

17. Activism

1978

Of 80 autonomous rape crisis centers surveyed,

39 spent less than \$100/month

36 spent \$100-\$4000/month

5 spent more than \$4000/month

18. 1979

“But if you can’t rape your wife, who can you rape?”

CALIFORNIA STATE SEN. BOB WILSON

19. Activism

1981

New York City’s 5 battered women’s shelters turned away 85 out of every 100 callers asking for refuge because they were full.

20.

1982

The term “Date Rape” is introduced in a *Ms Magazine* article about Koss’ studies of sexual violence on college campuses.

Koss’ studies show that 15% of college women have been raped.

21. Legal

1984

“Minneapolis Domestic Violence

Experiment” by L.W. Sherman and R.A. Berk, finds that arresting abusers reduces the reoccurrence of violent incidents.

Published in *Police Foundation Reports*

22. Legal

1990

Vermont:

“...We do recognize that there was a certain amount of misbehavior; that there may be these temper tantrums and items of misbehavior, but the strangling with the hands and violence and threats that were described by Karen have been blown way out of proportion as evidenced by the fact that she stayed throughout the four years of marriage.”

BLAIR vs. BLAIR VERMONT

REVERSED BY SUPREME COURT ON APPEAL

23. Activism

1991

There are 3,200 animal shelters in the U.S., but only 1,200 shelters for battered women and their children.

Washington Post

24. 1994

Congress passes Violence Against Women Act (VAWA).

25. 1998

Women with disabilities are 1.5 to 10 times more likely to be abused than women without disabilities. The likelihood is higher for women who live in institutions.

26. 1998

In a trial of Rwandan authorities accused of war crimes, a United Nations Tribunal declared rape a crime of genocide. This is the first time such a designation is made.

27. 1999

Six states define domestic violence as only violence between members of the opposite sex (AL, AZ, DE, MI, MT, NC) and three states (GA, IL, SC) define domestic violence as violence only occurring through spouses, former spouses or blood relatives. Both of these definitions specifically exclude same-sex domestic violence.

Leventhal & Lundy. (1999) *Same Sex Domestic Violence* Thousand Oaks, CA: Sage Publications.

28. Legal

2000

Two teenage boys are convicted of raping an 11-year-old girl in Philadelphia. While sentencing the boys, the judge calls the victim “fresh and flirty” and suggests that the girl was looking for attention from her attackers.

FROM *WHERESTHEOUTRAGE.ORG*

29. 2002

Teresa Nieves, Jennifer Wright, Andrea Floyd, and Marilyn Griffin were killed by their husbands who were all soldiers stationed at the Fort Bragg military base in North Carolina.

30. Legal

2002

August—DNA Sexual Assault Justice Act approved by the Senate Judiciary Committee to address the growing backlog nationwide of DNA evidence for sexual assault cases.

31. Religion & Philosophy

2002

The U.S. Conference of Catholic Bishops issues a statement that recognizes that victims of abuse may ask, “How do these violent acts relate to my promise to take my spouse for better or for worse?” The statement continues, “The person being assaulted needs to know that acting to end the abuse does not violate the marriage promises.”

32. Health, Mental Health, Social Services

2004

TANF reauthorization bill includes \$1.6 billion to promote marriage among poor people as a solution to reducing poverty.

Resources

Curricula.....	186
Activity manuals.....	190
Resource manuals.....	192
Group manuals.....	193
Books.....	194
Videos.....	195
Websites.....	198
Evaluation/Assessment Web Links and Downloads.....	199
Network Program List and Contacts.....	200

Curricula

Adolescent Sexual Abuse Curriculum: A Guide for Educators.

Burrhus-Clay, A., Texas Association Against Sexual Assault

Abstract: This curriculum is appropriate for grades 6-12

Bullyproff

Gaberman, E, N D Stein, L Sjostrom. Wellesley Centers for Women. 1996

A Teacher's Guide on Teasing & Bullying for Use with 4th & 5th Grade Students

Abstract: This manual has 11 core-lessons: teasing vs. bullying - a teacher-led discussion on the lookout - student observations; role-plays - student presentations & analyses; courage by degrees - evaluation & discussion; get the picture - cartoon design & discussion; sticks & stones - class discussion and webbing activity; real dilemmas - case studies & class discussion; what are your rights? - a review & discussion; writing a letter to a harasser or bully - a review; action alert! - brainstorm and action planning; and letter to a friend - in-class writing assignment. A supplement to this curriculum is *Linking Bullyproof*.

Quit It! A Teacher's Guide on Teasing & Bullying for Use with Students in Grades K-3.

Froschl, M, B Sprung, N Mullin-Rindler, N D Stein, N Gropper

Wellesley College Center for Research on Women, 1998

Abstract: This manual/curriculum (120-pages) is divided into 3 major themes: Creating Our Rules, Talking about Teasing and Bullying, and Exploring Courage. Included are exercises, physical games, problem-solving techniques, and an annotated bibliography.

Woman's Place, A: Children's Support Group

Torchia, A. 1996, Woman's Place, Bucks County, Pennsylvania

Abstract: Curriculum. These support groups are designed to provide a supportive place for children and teens to share their stories, experiences and feeling. The common denominator among the group members is that they have all lived with violence in their home...more specifically, violence against their mothers or primary care givers. The manual (85-pages) consists of the following: an 8-week outline for facilitators (goals, guidelines, preparation, confidentiality, child abuse, troubleshooting, etc.); 8-sessions for support group: feelings, feelings resolution, family, anger management, domestic violence, child abuse/sexual abuse/safety, drug & alcohol awareness, self-esteem and ending.

Sexuality Education for Children & Adolescents w/Developmental Disabilities.

Zendell, A, D Bradley, Florida Developmental Disabilities Council Inc., U.S. Department of Health & Human Services

Abstract: Curriculum This instructor's manual is designed to help teachers/educators assist individuals with intellectual or developmental disabilities (I/DD) in their exploration of self and sexuality, and also help to forge ways to collaborate with families in teaching these concepts in a manner consistent with families' belief and values. Contents are as follows: introduction; helpful hints for parents; adapting for different learning styles; topic 1 -- alike & different (grades K-5); topic 2 -- changes in your body (grades 4-8) and becoming an adult (grades 9-12); topic 3 -- beginning social skills (K-8) and advanced social skills (6-12 as ready); topic 4 -- dating; topic 5 -- sexual and physical abuse.

Project H.A.R.T.: Healthy Alternatives for Relationships among Teens.

Women's Self Help Center, St. Louis, Missouri, Unnerstall, J. 1996

Abstract: This **curriculum** (150-pages) provides an opportunity to discover more about what we know about relationships. By learning new skills and combining them with ones we already know, we can expand our choices for safe and happy relationships. Violent behaviors destroy safety and happiness. And because violence is learned it can be unlearned. Non-violence behaviors can be developed instead. Some of the 15 Lessons are: defining family violence; exploring family roles; assertive communication - taking responsibility for emotions; exploring media messages and gender roles; gender stereotypes and sexism; dating violence and rape; recognizing child sexual abuse; and men ending men's violence.

Raising Confident and Competent Girls: How Middle Schools Can Support Girls.

Marx, F, S Erkut, J P Fields, J B Clayton, Wellesley College Center for Research on Women, 2000

Abstract: This curriculum is recommended that 2 facilitators work as a team to implement this workshop-manual (120-pages). The purpose is to create a dialogue with school personnel [and parents] on how schools can support and foster self-esteem in middle school girls. Total time of workshop is 3-hours -- it is divided into 6 sections: welcome & introduction; accessing memories; the research which gave rise to this workshop; discussion of critical incidents; strategies; and summary. Included are handouts, material for transparencies, background info for facilitators, bibliography, and resources.

Reaching & Teaching Teens to Stop Violence.

Nebraska Domestic Violence Sexual Assault Coalition.

Abstract: This **curriculum** (200+pages plus Student-Handouts) covers the following topics: sexual harassment, rape/sexual assault, dating violence, healthy relationships, and gender & violence. It also has appendices on child sexual abuse, safety plans, additional activities, and resources/bibliography.

SAFE-T Program: Curriculum Guide 2nd Edition.

Elliott, S A, K Young, Prevent Child Abuse Vermont, 2008

Abstract: This 200-page **curriculum** for middle school students has 10 Units with activities: Introduction & Preface; First Things First; Me & Us -- Self-Awareness, Self-esteem, and Empathy; Yes, No, Maybe -- Communication Skills for Healthy Relationships; Starting the Conversation -- Healthy Sexuality and Relationships; Roles and Rehearsals -- Peer & Cultural Influence; Rights & Responsibilities -- Power & Consent; Putting the Pieces Together -- How Does Sexual Abuse Happen?; Empowering Ourselves & Others -- Protection, Survival, & Healing; Teens at Risk -- Risk Factors for Sexual Offending; Teens Taking Action -- Effecting Positive Change; and appendices.

Unequal Partners: Teaching About Power & Consent in Adult-Teen Relationships.

Montfort, S, P Brick, Planned Parenthood of Greater Northern New Jersey.

Abstract: This curriculum (150-pages) is the result of a 3-year project responding to research concluding that adult men are the fathers of many 'adolescent' births. It seeks to overcome a serious gap in the nation's pregnancy prevention efforts -- the failure to address the issues that arise when young teen women are sexually involved with men who are significantly older than they. There are 24 lessons and three age-groups with selected lessons prescribed: early

adolescence (ages 10-13), middle adolescence (ages 13-15), and late adolescence (ages 16 and up). There are also selected lessons for all-male group, and high-risk groups.

Understanding the Effects of Domestic Violence: A Trainer's Manual for Early Childhood Educators*

Jaffe, P G, L L Baker, K J Moore, Centre for Children & Families in the Justice System, Ontario, 2001

Abstract: This curriculum is designed to provide a "user friendly" tool that contains training modules for early childhood educators on the effects of early childhood exposure to domestic violence. This training manual is a companion to *Understanding the Effects of DV: A Handbook for Early Childhood Educators* - a copy of this handbook is included in the Appendix insert. The first module focuses on understanding why the topic is important for educators and on increasing awareness of its impact on children. The second module shifts to understanding the links between what is happening at home and a child's reactions and efforts to cope in the childcare setting. Safety is presented as the over-riding principle to guide policy & procedures. the third module is about when and how to report to authorities (Children's Aid Society), and many activities to apply what they have learned.

Skills for Violence-Free Relationships

Levy, B, Southern California Coalition on Battered Women

Abstract: This 90-page curriculum for Young People Ages 13-18 is made of of 4 extensive parts with all parts including activities: Defining Domestic Violence, Myths & Facts, Why Battering Takes Place, and Prevention Skills.

Teaching Young Children in Violent Times: Building A Peaceable Classroom.

Levin, DE, Educators for Social Responsibility, 1994

Abstract: This curriculum is for preschool to Grade 3; it has 14 Chapters: Growing Up In A Violent World; How Young Children Understand & Learn About Peace, Conflict, & Violence; Setting The Stage; Building A Peaceable Classroom Through Give-and-Take Dialogues; Teaching Children To Resolve Conflicts Peacefully; Anti-Bias Education -- Helping Children Understand & Appreciate Diversity; Facilitating Play -- Combating the Negative Influence of Media & Media-Linked Toys; Building Community in Peaceable Classrooms; Building Predictable Rituals, Routines, & a Sense of Safety; Class Games Promoting Cooperation, Perspective-taking, and a Sense of Community; Class Puppets -- Promoting Problem Solving, Conflict Resolution, and Cooperative Learning; Children's Books; Curriculum Webs; and Bibliography.

Teen Action Toolkit: Building a Youth-led Response to Teen Victimization.

Whitman, JL., National Center for Victims of Crime.

Abstract: This 150-page toolkit is a hands-on implementation guide for the Teen Action Partnership for Teen Victims program (TAP). TAP is a program that marshals the strengths of youth as leaders to transform their communities' response to teenage victims of crime, while building the resilience of the youth participants at the same time. It is a resource for educators, law enforcement, outreach workers, victim service providers, advocates, and teens. The table-of-contents is as follows: introduction; getting started; impact & dynamics of victimization; public awareness & outreach; policy advocacy; peer victim services; reflection & celebration; fact sheets on teen victimization; 12 exercises; and 15 handouts.

Love - All That And More

Rosenbluth, B., Center for the Prevention of Sexual and Domestic Violence

Abstract: This curriculum (48-pages) presents the following 6-Sessions: What Do You Want? (youth share their visions of an ideal partner & learn about how the media influences us); Let's Talk About Sex (how communication is vital to building trust and intimacy); Putting It All Together (love alone does not make a relationship work); Wanted - A Great Relationship (teens develop questions to screen for a good dating partner); Dating - Proceed With Caution (discuss & role-play about risky dating situations); and Take Action (review and plan action steps for a class/group project). Three videos are available as part of this educational packet.

Love Is Not Abuse: A Teen Dating Violence Prevention Curriculum

Liz Claiborne Inc., 2008

Abstract: This curriculum (60-pages) w/DVD/34-min.is for teens: it includes personal stories, discussion guides, 3 lessons, handouts and resources.

Making The Peace

Kivel, P, A Creighton Hunter House.

Abstract: A 15-session for violence prevention curriculum (180-pages) for young people (teens) - includes 22 hand-outs and 13 exercises. For use in schools, juvenile corrections, youth-recreation, life-skills, and leadership programs. Sessions include: Making the Peace; What Violence Is; Roots of Violence; Becoming Allies; How Violence Is Learned; Who I Am, Where I'm From; Who We're Going To Be; Economic Class; Women and Men Together (2); Guns & Violence; Self-Directed Violence; What's Going on Now; Becoming Allies; and What's Next?

Activity Manuals

Activity Manual for Adolescents.

Karp, C L, T L Butler, S C Bergstrom, SAGE Publications

Abstract: This activity manual corresponds to the materials in the book *Treatment Strategies for Abused Adolescents: From Victim to Survivor*.

Flirting or Hurting?

ND, L Sjostrom, Stein, Wellesley College Center for Research on Women. 1994

Abstract: For Grades 6-12, this teacher's guide (105-pages) is about student-to-student sexual harassment in schools. Whether you're an advocate, teacher or guidance councilor, this program provides a safe and comfortable forum for discussion. Chapters are: Introduction; Preliminary Notes; 6 Core Lessons; Supplemental Activities; Resources; and Appendices.

Volcano In My Tummy. A: Helping Children to Handle Anger

Whitehouse, E, W Pudney, New Society Publishers

Abstract: A resource for parents, advocates, caregivers and teachers - children often have trouble with anger and this manual gives positive ways to help them. Includes 25 lessons/exercises to support living successfully, healthily, happily, nonviolently, with motivation, without fear and with good relationships.

Gender Violence / Gender Justice

Stein, N D, D Cappello, J Katz, L Tubach, Wellesley College Center for Research on Women
1999

Abstract: A curriculum for grades 7-12 (middle & high school), the purpose of this guide is to explore power, inequities, and violence in relationships as well as friendship, interventions, justice and courage in relationships. An extensive bibliography is included as well as many exercises.

Feelings Families Friendships.

de Money,E. Boulder County Safehouse, Colorado. 1995

Abstract: This workbook for young people (54-pages) is also about how children can take care of themselves if there is violence in their lives --- they are asked to draw & write about feelings and thoughts.

Gender Respect Workbook, The

Falon, J R., Childswork/Childsplay, LLC.

Abstract: This 95-page workbook provides group activities to teach non-sexist behavior to children. 70 exercises are presented in the following categories: understanding gender differences & similarities; understanding generic respect; understanding gender respect; what does gender respect look like?; what are the obstacles to widespread gender respect?; what to do when someone doesn't practice gender respect toward you; and how can we practice gender respect right here in the classroom?

Concurrent Group Program for Children & Their Mothers

A Community Group Program for Children Exposed to Woman Abuse, Children's Aid Society of London & Middlesex, Ontario, 2006

Abstract: The 62 handouts are to be used for both the mothers' and children's support groups (may be copied).

I Wish The Hitting Would Stop: A Workbook for Children Living in Violence Homes

Patterson, S., Red Flag Green Flag

Abstract: This **workbook** (66-pages) is designed for people who want to help elementary school-aged children who live or have lived in homes where their mothers have been physically abuse. Each page presents the child's point of view and helps children talk about, explore and cope with their feelings of anger, fear, guilt, sadness, helplessness, hurt and confusion. It also addresses the issues of safety and getting help. The facilitator's guide takes you page-by-page through the child's workbook, giving suggested activities for each concept -- can be used for group format and one-on-one.

Notes: boxes//support groups: children exposed to domestic violence

Resource Manuals

Building Safe Schools: A Guide to Addressing Teen Dating Violence.

Break the Cycle, 200?

Abstract: A resource manual for school employees. Contents include: dynamics of teen dating violence; talking to teens about dating violence; safety planning; teens' legal rights; prevention; school resource officers; cultural competence; and appendix (safety planning worksheet, healthy relationship quiz).

End Violence: A Manual for Group Leaders .

Churchill, K, M Crockford, B Hoen, Aisling Discoveries Child & Family Centre, Ontario, Canada.

Abstract: This resource manual (184-pages) is for leaders providing groups for children and their parents who have been traumatized by family violence. Chapters include: introduction; family violence; E.V.A. Groups; making it happen; themes (family violence, feelings, responsibility; problem solving; split loyalties; myths; cycle of violence; wishes for the family; self-esteem; safety plan; graduation); E.V.A. on the road (in shelter); what some of our moms had to say; resource material; and procedures & forms.

No Violence = Good Health.

Bobo, K, J Kendall, S Max, Seven Locks Press

Abstract: This is a group program manual (170-pages) to be used with preschool-aged children who have witnessed family violence. The chapters are: introduction; young children's development; working with groups of preschool children; how to get started; and two 10-session programs on "The Best Me Is Violence Free".

Group Manuals

Group Work with Sexually Abused Children

Grotzky, L, C Camerer, L Damiano, SAGE Publications

Abstract: This manual is a resource for facilitators of both therapy groups and support groups -- to be used by advocates, mental health therapists, school counselors, and clergy. Contents include: the differences between therapy groups and support groups; special considerations of setting up groups; group format; screening group members; safety and trust exercises; self-esteem exercises; internal & external boundaries exercises; dynamics of sexual abuse exercises; trigger response exercises; healthy body image & self-protection exercises; and closing exercises.

Concurrent Group Program for Children & Their Mothers, A

Drouillard, D, D Ritchie, S Abercromby, Community Group Program for Children Exposed to Woman Abuse, Children's Aid Society of London & Middlesex, Ontario, 2006

Abstract: It is imperative that the best use of this Children's Group Manual is in collaboration with the Mothers' Group Manual (although it can be used alone). The manual includes 7 main Sections:: #1 Community Group Program; #2 Management of a Community Group Program for Children Exposed to Woman Abuse; #3 Getting Started; #4 Preschool Group Program Weekly Sessions (12); #5 Latency Age Group Program / Adolescent Adaptations Weekly Sessions (12); #6 Working with Special Populations: Native & First Nation Families; #7 Working with Special Populations: Children with Mental Health Concerns. 3 sets of *Handouts* are part of this Program: *Handouts for Use In Groups - Preschool*, *Handout for Use In Groups - Latency*, and *Handouts for Use In Groups - Mothers*.

Concurrent Group Program for Children & Their Mothers, A

Children's Aid Society of London & Middlesex, O., 2006

Abstract: Handouts to use in groups for preschoolers -- in conjunction with the manual *Groupwork w/Children Exposed to Woman Abuse: Children's Program Manual*. Subjects of handouts are feelings, violence in families, safety, anger, problems, family changes, and sexual abuse. Handouts also available for *Latency* and for *Mothers*.

Concurrent Group Program for Children & Their Mothers, A

Children Exposed to Woman Abuse, Children's Aid Society of London & Middlesex, Ontario, 2006

Abstract: Handouts to use in groups for children older than preschool (latency) -- in conjunction with the manual *Groupwork w/Children Exposed to Woman Abuse: Mothers' Program Manual*. Included w/the *Handouts* is a standard format for mothers' groups and a pre-group meeting framework for mothers. Subjects of handouts are how children feel about being exposed to woman abuse, how moms feel about kids being exposed to abuse..., anger, problem solving, tree of life, and checking your basic needs. Handouts also available for *Preschoolers* and for *Latency*.

Concurrent Group Program for Children & Their Mothers, A

Children's Aid Society of London & Middlesex, Community Group Program for Children Exposed to Woman Abuse, 2006

Abstract: Handouts to use in groups for children older than preschool (latency) -- in conjunction with the manual *Groupwork w/Children Exposed to Woman Abuse: Children's Program Manual*. Subjects of handouts are breaking the secret, feelings, violence in families, safety, responsibility, anger, problems, family changes, and sexual abuse, and dating & acquaintance abuse. Handouts also available for *Preschoolers* and for *Mothers*.

Books

I Wish The Hitting Would Stop: A Workbook for Children Living in Violence Homes.

Patterson, S. Red Flag Green Flag. 1990,

Abstract: This illustrated workbook/storybook (28-pages) is to be used with the facilitator's guide. The 2 books together constitute a complete program for elementary-aged children who live or have lived in a home in which their mothers have been physically abused.

Place for Starr, A

Schor, H., and M. Kilpatrick, KIDSRIGHTS, 2002

Abstract: This is a story of hope for children experiencing family violence. It is a fictional story, told in rhyme, about a gutsy girl who lives in a home of violence.

Safe Place to Live, A

Harrison, M. A. KIDSRIGHTS, 2002

Abstract: This children's book is about experiencing domestic violence and going to a shelter/ includes some drawing spaces.

Terrible Thing Happened, A

Holmes, M., Magination Press, 2000

Abstract: This gently told and tenderly illustrated story is for children who have witnesses any kind of violence or traumatic episode, including physical abuse, school or gang violence, accidents, homicide, suicide, and natural disasters. The afterword for parents and other caregivers offers extensive suggestion helping traumatized children.

This Is Your Brain On Television

Hornblas, A., AWARE, 2003

Abstract: Violence sells. The media in the U.S. is based on commercialism and profit and therefore its content has become increasingly violent. As children and adults watch television, their brains come to accept and expect this violence as "normal." The contents of this book (53-pages) is aimed at students from 4th grade through adulthood. It gives real examples and exercises to help the reader understand how our brains work and why television has so much of an influence on viewers. Educators are encouraged to use their creativity and let this book be a springboard to help teach critical thinking skills with their students.

Videos

Flirting or Hurting?

N D Stein, WGBH Boston TV, WGBY-TV, Springfield, Massachusetts

Abstract: This video is for Grades 6-12 and composed of 3 segments: What is Sexual Harassment (4 vignettes); Stopping Sexual Harassment (learn about Title IX and how to take action); and the Teacher's Guide, *Flirting or Hurting Part 1 & 2*, is also available.

Quiet Storm Project, The: Youth/Teen Dating Violence Prevention

Minnesota Task Force on Battered Women

2001, Zenith Films

Abstract: This Manual guide (45-pages) includes the following: sections that correspond to sections in the video w/ corresponding questions & discussion topics; roleplaying with script; and handouts

Sexual Orientation: Reading Between the Labels

K Herbst, M Lisowski, B Bitters, Planned Parenthood of Wisconsin.

2001, NEWIST/CESA 7

Abstract: This guide (44-pages) is designed to help students and adults address LGBTQQ issues and teens. It contains the following: goals, definitions, activities, myths & facts, questions, history/herstory.

Tough Guise: Violence, Media, and the Crisis in Masculinity

Katz, J, J Earp., Media Education Foundation

Abstract: This Study Guide (36-pages) has 16 Sections: using guide & video in classroom; the Media Literacy Circle of Empowerment; synopsis; introduction; Hidden: A Gender; Upping the Ante; Backlash; The Tough Guise; The School Shootings; Constructing Violent Masculinity; Sexualized Violence; Invulnerability; Vulnerability; Better Men; statistical sources; articles on Masculinity & Violence; and about the authors.

We Are Not Alone: A Teenage Boy's Personal Account of Child Sexual Abuse

Angelica, J. C. Haworth Press, 2002

Abstract: This workbook (90-pages) discloses how sexual abuse of a teenage boy is an emotional & traumatic ordeal -- it can help him understand and endure the process. As it tells the story of Joe, whose neighbor molested him, it offers an opportunity to discuss emotional issues, learn the facts of the process, and gain a sense of solidarity and support so crucial to the recovery of abused children.

We Are Not Alone: A Teenage Girl's Personal Account of Incest

Angelica, J. C., Haworth Press 2002

Abstract: This step-by-step guide (95-pages) is designed to help sexually abused teenage girls through the legal and emotional processes of dealing with what has been done to them. This workbook tells the first-person story of Jane, whose father molested her. It addresses emotional issues, clarifies the legal process, and helps girls understand their reactions to abuse, assisting them in gaining the strength they need to heal from the confusion, loneliness, and shame of having been the victim of a sexual predator.

When Mommy Got Hurt

Lee, I., and K. Sylwester, KIDSRIGHTS, 1996

Abstract: A story for young children about domestic violence -- a book that is tender & tough at the same time. The four main points are that violence is not the child's fault, that violence is wrong, that it happens in a lot of families, and it's OK to talk about It

Wings For Our Children: Essentials of Becoming a Play Therapist

Lubimiv, G. P., General Store Publishing.1994

Abstract: This book (106-pages) shows that play therapy can be an effective problem solving tool. While the book focuses primarily on how to use with children, it also shows how powerful it can be with adolescents, adults, families, groups and organizations.

Gender Violence Resource Guide: Important Information About Sexual Violence, Relationship Violence, & Stalking

UVM Gender Violence Response Team, Women's Center, University of Vermont, 2000

Abstract: This booklet (33-pages) contains the following: definitions, personal stories, common myths, how to help a friend, red flags -- signs of abuse, and policies and laws.

Gonna Make It

Miranda, J, Pennsylvania Coalition Against Rape, Pennsylvania Coalition Against Rape; Pennsylvania Commission for Women. 2001

Abstract: This music video is intended for classroom/workshop use only in conjunction with an in-depth sexual violence prevention education program as referred to in the accompanying educator's guide (in video case).

Voices Project. The

Obrian, B, A Paige, Kingdome County Productions, 2005

Abstract: This video is an original musical based on the lives of teens in Vermont -- a raw, vibrant, funny and moving script w/powerful music.

Groupwork with Children of Battered Women.

Peled, E, D Davis, SAGE Publications, 1995

Abstract: This manual is designed specifically for practitioners/advocates who facilitate a group program for 4-12-year-old children of battered women. Provides detailed description & discussion of the group program units, as well as with the knowledge base required for successful operation of such a program.

Healthy vs. Unhealthy Relationships: What You Need To Know.

Vermont Network Programs, Vermont Network Against Domestic and Sexual Violence. 2007.

Abstract: This 27-page booklet for teens includes the following: what do you want in a relationship?; early warning signs of an unhealthy relationship; what if your friend is being abused?; what if your friend is abusing someone?; power & control wheel and equality wheel; safety plan; what is sexual violence?; what is consent?; drug facilitated sexual assault; read between the lines & no means no; teen resources.

Notes: boxes//guidebooks: for teens & young adults

Hitting Home: Teens /Dating /and Violence

Women's Crisis Center of Newburyport, BGM Films

Abstract: The handouts are: violent & controlling behaviors checklists for young women & young men; 4 building blocks in understanding teen dating violence; warning signs; myths & facts; why do women stay?; why do women go back?; myths about domestic violence in LGBTQQ communities; quotes from students; what to do if you are sexually violated; suggestions if you are sexually harassed; teen safety plan; protective order school checklist; dating bill of rights; relationship contract.

I Can Make My World A Safer Place

Kivel, P., 2001, Hunter House

Abstract: This book (90-pages) is about the many ways a person might try to hurt people around them or themselves, such as fights, family violence, gangs, bullies, and suicide. Each section has questions you can ask yourself, games, and suggestions for things you can do to make yourself and your world safer. Sections include: it's ok to be angry; leaders and bullies; fights; TV, movies, games, and play; cycle of violence; 3 kinds of violence; private danger; public danger; getting help, fighting back, and running away; and let's make peace.

In Love and In Danger: A Teen's Guide to Breaking Free of Abusive Relationships

Levy, B., Seal Press, 2006

Abstract: This new edition book (123-pages) has the following chapters: speaking out; facts about dating violence; what is dating violence; how can you tell if your relationship is abusive; patterns of love, violence, and fear; why do guys abuse their girlfriends; romantic, nurturing, and addictive love; the scars caused by dating violence; healing from abuse; break up or stay; what can you do if your are being abused / being abusive; what can you do if your friend is in an abusive relationship; you can have a healthy relationship; safety planning & safety plan worksheet; and resources.

It's Not OK: Let's Talk About Domestic Violence

American Bar Association

Abstract: This 15-page study guide is a simple curriculum for ages 7-11 years -- for supporting professionals working with children who experience domestic violence. Contents include: basic information; guidelines for showing the video; questions to ask yourself before showing the video.

It's Not OK: Let's Talk About Domestic Violence

American Bar Association.

Abstract: This video is for children ages 7-11 years, and presented by children & young adults --- talks about the importance of expressing the trauma of witnessing domestic violence in your home, and gives clear information on how domestic violence is not the child's fault.

It Happened to Me: A Teen's Guide to Overcoming Sexual Abuse

Carter, Wm. L., New Harbinger Publications, 2000

Abstract: This book provides simple and effective exercises for recovery from sexual abuse. Teens who survive sexual abuse do so because they find ways to talk and think about their experience - this book is a road map for healing. The chapters are: let's get started; your experience; who are you?; managing your feelings; relating to others; and getting better.

Kids Helping Kids: A Guide for Children Exposed to Domestic Violence.

Hudson, K. Mental Health Programs, British Columbia's Children's Hospital.

Abstract: This guide (33-pages) is for children aged 5-12 years and developed using children's ideas, artwork, and play as they have tried to understand and cope with their problems -- adult participation is very important as the stories may stir up distressing feelings.

Linking Bullyproof: Teaching About Bullying & Harassment Using National Standards for School Counseling & Health Education.

Coe-Sullivan, E, N D Stein. Wellesley Centers for Women.

Abstract: This manual is designed to integrate the topics of bullying & harassment for 4th and 5th graders -- it is a supplement to *Bullyproof: A Teacher's Guide on Teasing and Bullying for 4th and 5th Grade Students* (1996). The main substance is found in Section 2: School Counseling (w/11 lesson-plans) and Section 3: Health Education (also w/11 lesson-plans).

Websites

<http://www.scenariosusa.org/>

Scenarios USA is a 501(c)3 nonprofit organization that uses writing and filmmaking to foster youth leadership, advocacy and self-expression in under-served teens. Scenarios USA asks teens to write about the issues that shape their lives for the annual "What's the REAL DEAL?" writing contest, and thousands have responded with their raw and revealing insights.

The winning writers are partnered with some of Hollywood's finest filmmakers to transform their stories into award-winning short films. 15 million people a year watch the Scenarios USA films at film festivals, on television and in high schools nationwide. Scenarios USA believes that by valuing youth and listening to their opinions we can have an impact on promoting healthy relationships and lowering the rate of HIV, STDs and pregnancy among teens.

Evaluation/Assessment Tool

Web Links and Downloads

Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools - Second Edition

This compendium provides researchers and prevention specialists with a set of tools to assess violence-related beliefs, behaviors, and influences, as well as to evaluate programs to prevent youth violence. If you are new to the field of youth violence prevention and unfamiliar with available measures, you may find this compendium to be particularly useful. Most of the measures in this compendium are intended for use with youths between the ages of 11 and 24 years, to assess such factors as serious violent and delinquent behavior, conflict resolution strategies, social and emotional competencies, peer influences, parental monitoring and supervision, family relationships, exposure to violence, collective efficacy, and neighborhood characteristics. The compendium also contains a number of scales and assessments developed for use with children between the ages of 5 and 10 years, to measure factors such as aggressive fantasies, beliefs supportive of aggression, attributional biases, pro-social behavior, and aggressive behavior.

http://www.cdc.gov/ViolencePrevention/pub/measuring_violence.html

VERMONT NETWORK MEMBER PROGRAMS

STATEWIDE HOTLINES: Sexual Violence:
1.800.489.7273 Domestic Violence 1.800.228.7395

ADDISON COUNTY AND THE TOWN OF ROCHESTER

WomenSafe

P.O. Box 67, Middlebury, VT 05753
Hotline: 802/ 388.4205 or toll-free
1.800.388.4205
Office: 802/388.9180 FAX: 802/388.3438
TTY: 802/388.4305
Email: info@womensafe.net
Web: www.womensafe.net

BENNINGTON COUNTY

PAVE *

P.O. Box 227, Bennington, VT 05201
Hotline: 802/442.2111
Office: 802/442.2370 FAX: 802/442.6162
Email: pave@pavebennington.org

CALEDONIA AND SOUTHERN ESSEX COUNTIES

The Advocacy Program at Umbrella*

1222 Main Street #301, St. Johnsbury, VT
05819
Hotline: 802/748.8645
Office: 802/748.8645 FAX: 802/748.1405
Email: zoe@umbrellanek.org /
michelle@umbrellanek.org
Web: www.umbrellanek.org

CALEDONIA COUNTY (HARDWICK AREA)

AWARE

P.O. Box 307; Hardwick, VT 05843
Hotline & Office: 802/472.6463
FAX: 802/472.3504
Email: aware@vtlink.net

CHITTENDEN COUNTY

Women's Rape Crisis Center

P.O. Box 92, Burlington, VT 05402
Hotline: 802/863.1236
Office: 802/ 864.0555 FAX: 802/863.8449
TTY: 802/ 846.2544
Email: stoprape@sover.net
Web: www.stoprapevermont.org

Women Helping Battered Women*

P.O. Box 1535, Burlington, VT 05402
Hotline: 802/658.1996 (also the TTY#)
Office: 802/658.3131 FAX: 802/658.383
Email: whbw@whbw.org Web: www.whbw.org

FRANKLIN AND GRAND ISLE COUNTIES

Voices Against Violence*

P.O. Box 72, St. Albans, VT 05478
Hotline: 802/524.6575
Office: 802/524.8538 FAX: 802/524.8539
Email: voices@cvoeo.org

LAMOILLE COUNTY

Clarina Howard Nichols Center*

P.O. Box 517, Morrisville, VT 05661
Hotline: 802/888.5256
Office: 802/888.2584 FAX: 802/888.2570
Email: chnc@clarina.org Web: www.clarina.org

ORANGE AND NORTHEASTERN WINDSOR COUNTIES

Safeline

P.O. Box 368, Chelsea, VT 05038
Hotline: 1.800.639.7233
Office: 802/685.7900 FAX: 802/685.7902
Email: safelineinfo@safelinevt.org
Web: www.orgsites.com/vt/safeline1

ORLEANS AND NORTHERN ESSEX COUNTIES

The Advocacy Program at Umbrella

(satellite office)

93 East Main Street, Suite #1, Newport, VT
05855

Office & Hotline: 802/ 334.0148

FAX: 802/334.0148

Email: michelle@umbrellanek.org or
zoe@umbrellanek.org

RUTLAND COUNTY

**Rutland County Women's Network and
Shelter***

P.O. Box 313, Rutland, VT 05701

Hotline: 802/775.3232

Office: 802/775.6788 FAX: 802/747.0470

Email: rcwnsmiche@yahoo.com

Web: www.angelfire.com/vt/rcwn

WASHINGTON COUNTY

Circle*

P.O. Box 652, Barre, VT 05641

Hotline: 1.877.543.9498

Office: 802/ 476.6010

FAX: 802/479.9310

Shelter FAX: 802/476.4746

Email: bwss@sover.net

Sexual Assault Crisis Team*

4 Cottage Street, Barre, VT 05641

Hotline: 802/479.5577

Office: 802/476.1388

FAX: 802/476.1381

Email: sactwc@aol.com

WINDHAM COUNTY

Women's Crisis Center*

P.O. Box 933, Brattleboro, VT 05302

Hotline: 802/254.6954 or 1.800.773.0689

Office: 802/257.7364

FAX: 802/257.1683

Email: wmnsc@myfairpoint.net

WINDSOR COUNTY (NORTHEAST)

WISE*

38 Bank Street, Lebanon, NH 03766

Hotline: 603/448.5525 or toll-free

1.866.348.WISE

Office: 603/448.5922 FAX: 603/448.2799

Email: peggy.oneil@wiseoftheuppervalley.org

Web: www.wiseoftheuppervalley.org

WINDSOR COUNTY (SOUTHERN PARTS)

New Beginnings

23 Pleasant St., Springfield, VT 05156

Hotline: 802/885.2050 or 802/674.6700

Office: 802/885.2368 FAX: 802/885.2363

Email: newbeg@vermontel.net

****Program with shelter***

Statewide Coalition Office:

Vermont Network Against Domestic and
Sexual Violence

P.O. Box 405, Montpelier VT 05601

Phone: 802/223.1302 FAX: 802/223.6943

TTY: 802/223.1115

Web: www.vtnetwork.org

1/25/2011