

Introduction to Relationship Traffic

Data indicates that adolescents are more likely to experience intimate partner abuse than adults. Homeless youth are known to be particularly likely to have been victimized and to be victimizers. In a survey of homeless youth in Los Angeles, over one-third of youth reported intimate partner abuse. However, existing curricula on dating violence are largely designed to be delivered in schools and do not address the special context of homeless youth. In addition, almost all of the curricula focused on males as the only perpetrators. Our own data and experience demonstrates that there is a lot of two-way partner violence and abuse that occurs on the street and we were concerned about alienating our target audience if we had a “male-blaming” approach. Further, most curricula were not sensitive to the needs of gay and lesbian youth. A substantial number of youth on the street are gay or lesbian and any curriculum needs to be inclusive. Finally, many of the curricula were designed for youth with good literacy skills. Unfortunately, many street youth do not have good reading skills and need interactive, multi-sensory teaching strategies.

Relationship Traffic was created as an intimate partner abuse prevention curriculum specifically for runaway and homeless youth. We did not create it from scratch: we adapted some of the topics and activities from existing curriculum that are referenced at the end; we pilot tested each session and integrated feedback from the co-facilitators and youth; and, after over two years of implementing the curriculum, we gathered more feedback from the co-facilitators and incorporated their comments and suggestions. Later, we took our curriculum and made adaptations for a younger audience (the minor version) and an older audience (the young adult version) to reflect the developmental differences between these two groups. Thus, this curriculum is the fruit of over two years of research, exploration and experience in the area of intimate partner abuse and runaway and homeless youth.

How to use this curriculum

This curriculum was designed as a guideline for group facilitators; agencies should feel free to adapt it to the needs of specific populations of homeless youth and the size and dynamics of individual groups. This curriculum has been implemented in drop-in centers and shelters, with minor youth and older youth, and with youth new to the street and with chronically homeless youth. It has been implemented with youth who have personal experience with intimate partner abuse and with youth that have no personal experience with IPA. Not surprisingly, we have found that some activities work better with older homeless youth or younger homeless youth; on Wednesdays better than Thursdays; and in the winter but not in the spring. We hope that the facilitators will use their own experiences in the field and adapt what they find to be useful. In order to meet the needs of runaway and homeless youth, each session was designed to stand-alone and should make sense to a youth that had never attended the group before. In the drop-in centers, membership in the groups has been open and new participants entered freely during the series.

There are now two versions of Relationship Traffic, one designed for minors (youth ages 17 and under) and the other for young adults (youth ages 18 and above). While we recognize that many programs serve these groups of youth together, we did notice significant differences in the way these groups responded to the material and tried to make modifications in the curriculum to reflect these differences. In general, the older youth were much more interested in sustaining

discussions around the specific topic areas. They were more likely to have personal experiences with relationship abuse and more opinions to offer. The youth ages 17 and under were generally less able to engage in unstructured discussions and needed more activities in each session. Depending on the setting, some of these youth had limited personal relationship experiences and were thinking about these issues for the first time.

Youth Engagement: As experienced group facilitators know, youth are more likely to engage enthusiastically in a program when they are given the chance to share their ideas. During the development of this curriculum, we have not only asked for youth to share their thoughts and feelings about each topic, but we have regularly asked for their feedback on specific activities and the terminology that we used. Their investment in this curriculum grew as they saw the group facilitators listen and incorporate their suggestions. If at all possible, we hope that group facilitators retain this openness to hearing what worked and didn't work about each session.

Another way to engage youth in the group is to give choices whenever possible. These choices may include the type of snack that is provided during the group, the type of incentives that are passed out at the end of the group, the opportunity to add or modify ground rules, and the ability to pass if they don't want to contribute to the group discussion.

Icebreakers: Initially, we included time for an icebreaker activity at the beginning of each session. Ultimately, these were rarely used. While it is probably wise for group facilitators to always come to a session prepared for a simple icebreaker (two truths and a lie was a favorite), youth were usually anxious to focus quickly on the subject and found the icebreakers an unwelcome diversion. We did find groups of minor youth or youth with less personal experience with intimate partner abuse to appreciate the icebreakers more. Ideas for icebreakers are still listed at the back of the curriculum.

Group Rules: We have suggested some basic ground rules in the curriculum. These may need to be adapted to the rules of a particular agency or to fit the group's need for safety.

Repeat Participants: After implementing the curriculum in at multiple sites for over 2 years, we have found many youth attending sessions multiple times. In order to reward these youth for their continued participation, we recommend that facilitators find ways to give youth responsibility for standard parts of the curriculum. For example, youth can read the definition of intimate partner abuse, help the facilitator write down ground rules, or run the tape recorder or VCR. While these seem like insignificant tasks, we have found that these youth crave the opportunity to be recognized and praised. If the facilitator knows that specific youth have participated in the same exercise before, we recommend that the facilitator ask them if anything has changed since they did the exercise before.

Unique Group Issues for Runaway and Homeless Youth: Runaway and Homeless youth present unique challenges for group work. Depending on the group environment, group facilitators will need to recognize that some youth stay up all night in order to be safe on the streets. These youth may look tired, uninterested, or may even fall asleep during the group. While they certainly won't get the full benefit of participating in the group, it may be more

important to provide a safe, non-judgmental environment than to make them feel bad about being tired.

When to Ask a Youth to Leave: Although facilitators may tolerate some behavior that they would not tolerate in other settings, there are certainly conditions when it is most appropriate to ask a youth to leave the group. When deciding to whether or not to ask a youth to leave the group keep the following questions in mind: 1) Is this youth's behavior making any group members feel unsafe? 2) Is this youth repeatedly violating the group and/or agency rules? 3) Is this youth's behavior so distracting that it is preventing the group from obtaining its goals? A yes answer to one or any of these questions would be an appropriate condition to ask the youth to leave the group.

Youth Looking for Individual Attention: In any group, there are often individuals that try to morph the group session into an individual therapy meeting. While individual sharing can deepen the group conversation, there is a point where a young person's sharing and desire for individual feedback can interfere with the group process. Group facilitators need to be prepared to redirect a youth and offer to talk to them individually after the meeting to regarding their personal issues. If the group has two facilitators, it is often useful for one of the facilitators to take the youth out of the room for a short time to ensure that the young person feels heard and then to return to the group after they understand that these issues weren't appropriate for the group environment.

Child abuse reporting: In group discussions about partner violence and abuse, it is not uncommon for youth to disclose potentially reportable events or intentions. For this reason, the limits of confidentiality are reviewed at the beginning of each session. Certainly, group facilitators need to be well versed regarding the laws in their state and, depending on the nature of the disclosure, the facilitator can gather the information needed to assess the situation immediately after the group or can take a break from the group and ask for help from someone else within the agency. Some individuals are hesitant to run groups that may elicit these types of disclosure. However inconvenient to the group process and to the workday, disclosure of abuse is an important part of learning and healing.

Modeling Respectful Communication: We have found that Relationship Traffic groups have provided an important opportunity to model respectful communication and for youth to practice this skill with their peers. Many runaway and homeless youth have little experience on how to disagree with someone without using their fists. By enforcing the group rules, reminding youth that it is OK to disagree, and acknowledging and affirming different opinions, the group facilitator can create an environment that helps youth learn how to communicate more effectively with their peers.

Acknowledgements

This curriculum, Relationship Traffic, is the result of work done over 4 years by the Hollywood Homeless Youth Partnership under the auspices of two grants, with the Division of Adolescent Medicine at Childrens Hospital Los Angeles as the lead agency. Most recently, this work has also included significant contributions from two agencies with expertise in intimate partner abuse in adolescents. The core agencies that participated in developing this curriculum included Angel's Flight, Break the Cycle, Childrens Hospital Los Angeles, Covenant House California, the Los Angeles Free Clinic, the LA Gay and Lesbian Center, Los Angeles Youth Network, My Friend's Place, and Peace Over Violence. Additional agencies included Teen Canteen and The Way In. We are indebted to the dedication of these agencies and the hard work of their staff for the creation of the curriculum. We are also deeply appreciative of the input we received from hundreds of homeless youth who have participated in this curriculum. A special thanks to the following individuals who made a significant contribution to this effort.

Golnaz Agahi, Childrens Hospital Los Angeles
Daniel Ballin, Covenant House California
Diana Barragan, Angel's Flight
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Barbara Estrada, Teen Canteen
Shannon Flannery, The Way In
Cathy Friedman, Peace Over Violence
Lisa de Gyarfas, Childrens Hospital Los Angeles
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Gary Glickman, LA Gay and Lesbian Center
Jack Gonzales, Los Angeles Youth Network
Paul Gore, Los Angeles Free Clinic
Kelly Hicks, Covenant House California
Javis Huggins, My Friend's Place
Joe Icamen, Teen Canteen
Ellen Iverson, Childrens Hospital Los Angeles
Jim McGaffey, Los Angeles Youth Network
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Joe Icamen, Teen Canteen
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Session I: Relationships

- Objectives:**
1. Describe the purpose of this group and the number of sessions in the series
 2. Identify 3 key qualities of a healthy relationship and 3 key qualities of an unhealthy relationship.
 3. Identify 3 myths about intimate partner violence

Activities

1. Introduction
2. Ground Rules
3. Myths and Facts
4. Defining Healthy and Unhealthy Relationships
5. Summary
6. Evaluation (optional)

Supplies

- Flip Chart and Markers
- Poster/Flip chart with IPA definition
- Myth and Fact Questions cut up
- Container (hat, jar, etc) to put myth and fact questions in

Optional:

- Materials for making a Tic Tac Toe board on the floor or on a flip chart (rope, “Xs”, and “Os”).

Introduction: 10 minutes

Overview

Each session, co-facilitators outline the purpose of the program and review the 4 points below.

Please note that reviewing the definition and facts of IPA is an important learning opportunity. Ask youth for examples of different types of abuse mentioned. Engage youth in critical thinking about the definition and facts. If they have other ideas or disagree with the definition, that is OK.

Repeat Participants

If you have youth who have attended this session before, please invite them to help you review the definition of IPA.

Content

1. This is session one of a 6 session series on intimate partner abuse. The purpose of this program is to prevent intimate partner abuse among youth. Lots of teens and young adults experience intimate partner abuse and youth on the streets may even be more vulnerable to being involved in IPA.
2. The term Intimate Partner Abuse may be new to you. The definition is up on this flip chart: “Abuse that is committed by a current or past partner,

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usually with the intent to maintain power and control over the partner. This abuse includes actual or threatened physical and/or sexual assault, emotional abuse, mental abuse (mind-tripping), verbal abuse, and/or financial abuse. “

Many of you may be more familiar with the term domestic violence. We have used the IPA instead of DV for several reasons including:

- Women are usually seen as the victims in DV. With IPA, males and females may be the victims.
 - DV is usually used to describe violence among people that are married or living together. With IPA, partners may be living together or living separately.
3. While we hope that you will attend all of the sessions, you can attend any of them that they want and in any order.
 4. This is not counseling or group therapy: this is an educational program. We value your input about what works or doesn't work about this program so we can make it better.

Developing Ground Rules: 10 minutes

Overview

Ground rules, limits of confidentiality, and some anticipatory guidance are reviewed at the beginning of each session. Add any additional and reasonable ground rules that emerge from the group onto the poster with a dry erase marker. If the host agency has its own ground rules, ask youth to connect the group rules to the ground rules of the agency.

Content - Key Ground Rules

Although this is an educational group, some people may choose to share personal things. We want to establish group rules to make it a safe place for people to talk and share their ideas and to ensure that everyone is treated with respect. Here are some ground rules that we like. Does anyone have any that they would like to add to the list? Does anyone have any that they would like to change?

- Respect others
- One person speaks at a time
- Personal information does not leave the room
- Everyone has the right to their own opinion
- No put-downs, judgments

Content-Limits of Confidentiality

Although we have agreed to keep information that is shared in this group private, there are legal limits of confidentiality that we want you to be aware of. If you share something that leads me to believe that

- 1) You are a threat to yourself or others

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- 2) You have knowledge of or have been involved in physical or sexual abuse, or neglect of a child, dependent adult or senior,

we will need to take further action and share this information with others. In addition, there is a co-facilitator (say name) from this agency in the group. If you want or need more information after this group is over, he or she can help you.

Content -Anticipatory Guidance

Before we begin, we wanted to prepare you for the possibility that participating in these sessions may cause you to reflect on things that you have experienced or seen in your past or that you are experiencing right now. These thoughts, feelings, and memories may be painful or uncomfortable. If you want someone to talk about these feelings, we can help you figure out the best person to talk to. Please come talk to us after the session is over.

Activity I: Myths and Facts: 20 minutes

Introduction

Sometimes (but not always), unhealthy relationships include abuse. There is a lot of information around about intimate partner abuse. In order to clarify what is true and what is not true, we want to play a game that will help us identify the myths and facts.

Facilitator Instructions

Attached is a list of questions (and an answer sheet) pertaining to partner abuse and youth. In advance of the meeting, select the questions that you think are most pertinent to the group and cut them out and put them in a bowl, hat, or jar. (Do not feel obligated to use all of the questions.) One at a time, pick out a question and read it out loud or ask youth to pick out the questions. Youth should raise their hands if they think that they know the correct answer. Provide the correct answer, if necessary, and use the questions and answers as a launch pad for discussion. It is important not to argue with youth over the correct answer. Always allow youth to “save face” while providing them with accurate information.

Variations

Depending on the size and dynamics of the group, you can make this a more involved game and divide the group into teams.

Tic Tac Toe: Divide the group into two teams and make one the “X” team and one the “O” team. Create a tic tac toe board using rope in the middle of the room. (If space does not allow, use butcher paper to create a tic tac toe board.) Read a question to a team. If they get the answer correct, they get to put their mark in a square. If not, the next team has a try.

Teams: Divide the group into teams (2 or 3). Pick a question and ask it to one group at a time. If they get the answer correct, they get a point. The

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team with the most points wins.

Activity II: Defining Healthy Relationships: 20 min

(Adapted from Wolfe)

Facilitator Instructions Ask youth to brainstorm what they think they deserve in a relationship and why these qualities are important. If they do not come up with the ideas contained in the following list, suggest one or more of these qualities and ask for their opinions:

- Trust
- Sharing of thoughts, ideas, feelings
- Respect for each other
- Encouraging and supporting each other
- Each person feels loved and valued
- Each person feels safe to express disagreement and negative feelings including anger, disappointment, frustration, etc
- Each person feels safe when the other person expresses disagreement and negative feelings.

Defining Unhealthy Relationships: Once the list has been completed, ask youth to make a list of what they won't stand for in a relationship (which may or may not be opposites of the list above). Flip chart their responses. Ask why these qualities are unhealthy.

Preparation for Session II If possible, transfer the list of healthy and unhealthy relationships to a sheet of paper or index card (laminated if possible) for distribution and discussion at the second session.

Summary: 5 Minutes

Facilitators Instructions Recap what was discussed in today's session and announce the date and time of the next session. Make sure to praise youth for following the ground rules, for participating, and for their behavior during group.

Evaluation: 5 Minutes

Facilitator's Instructions If you plan to ask for feedback using the evaluation tool attached or another tool, there are several things that the facilitator can do to make this activity more productive and useful. First, let the participants know that you really do read and think about the feedback that they give. If you can, give

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examples of changes you have made in the past based on feedback you received (either for this group or another example). Second, give youth the option to complete the form as a group and read the questions out loud. This will allow youth with limited literacy skills to participate without having to call attention to their lack of skills. In the future, if you do incorporate feedback into the content or process of the group, let youth know that they made a difference. These changes can be small (e.g. the snack you offered, the time of the day of the group) or big (e.g, new discussion questions, changing activities).

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MYTH AND FACT EXERCISE

- 1) Which age group of women is most likely to be sexually assaulted?
 - a) Young women 16-24 years of age
 - b) Adult women 25- 44 years of age
 - c) Adult women older than 44

- 2) How many high school girls think that forced sex is acceptable under some circumstances?
 - a) Less than half
 - b) About half
 - c) More than three-quarters.

- 3) How many boys think that forced sex is acceptable under some circumstances?
 - a) Less than half
 - b) About half
 - c) More than three-quarters

- 4) How many Hollywood homeless youth reported being with a partner that made them feel scared?
 - a) Almost a quarter
 - b) One half
 - c) Less than one in ten

- 5) How many Hollywood homeless youth reported being with a partner that physically abused them?
 - a) Less than 1 in 10
 - b) Almost a quarter
 - c) More than half

- 6) How many Hollywood homeless youth reported being with a partner that sexually abused them?
 - a) Less than 1 in 10
 - b) Almost a quarter
 - c) More than half

- 7) Myth or Fact: Intimate Partner Abuse only happens between people who are poor or members of a minority.

- 8) Myth or Fact: Intimate partner abuse is rare in youth.

- 9) Myth or Fact: The most common reason people stay in abusive relationships is because of fear

- 10) Myth or Fact: Many teenagers think that jealousy, possessiveness, and violence are signs that their partner loves them?

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- 11) How many teenagers have a friend who has been physically hurt by a dating partner?
 - a) About one quarter
 - b) About one third
 - c) About three-quarters
- 12) Myth or Fact: Gay and lesbian youth do not experience partner abuse
- 13) Myth or Fact: People yell and hit to show how much they care about their partners
- 14) Myth or Fact: Alcohol and/or drugs are what cause people to become violent or abusive.
- 15) Myth or Fact: Batterers are always mean and vicious people.
- 16) Myth or Fact: Intimate Partner Abuse is usually a one time only occurrence.
- 17) Myth or Fact About one in three high school students have been or will be involved in an abusive relationships (True acadv.org/dating.html)
- 18) Myth or Fact Intimate partner violence against women is decreasing. (False Source Bureau of Justice Special Report, Intimate Partner Violence, May 2000)
- 19) Myth or Fact Intimate partner violence against men is more or less staying the same (True
(1) Source Bureau of Justice Special Report, Intimate Partner Violence, May 2000)
- 20) Myth or Fact About half of victims report intimate partner abuse to the police (True Source Bureau of Justice Special Report, Intimate Partner Violence, May 2000)
- 21) Myth or Fact In the US, over 500,000 women are stalked by an intimate partner each year.
- 22) Myth or Fact Nearly 1 in 5 teenage girls who have been in a relationship said a boyfriend had threatened violence or self-harm if presented with a break-up.
- 23) Myth or Fact Young women are more likely to yell, threaten to hurt themselves, pinch, slap, scratch or kick.
- 24) Myth or Fact Lesbian, gay, and bisexual adolescents are less likely to experience partner violence
- 25) Myth or Fact Most victims and abusers blame dating violence on the victims

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MTH AND FACT EXERCISE ANSWER SHEET

1. Which age group of women is most likely to be sexually assaulted?
 - a. Young women 16-24 years of age (**Correct Answer**)
 - b. Adult women 25- 44 years of age
 - c. Adult women older than 44

(Source Bureau of Justice Special Report, Intimate Partner Violence, May 2000)

2. How many high school girls think that forced sex is acceptable under some circumstances?
 - a. Less than half
 - b. About half (**Correct Answer**)
 - c. More than three-quarters.

(Source: M. Jackson, F. Cram, and F.W. Seymour, Journal of Family Violence 2000)

3. How many boys think that forced sex is acceptable under some circumstances?
 - a. Less than half
 - b. About half
 - c. More than three-quarters (**Correct Answer**)

(Source: M. Jackson, F. Cram, and F.W. Seymour, Journal of Family Violence 2000)

4. How many Hollywood homeless youth reported being with a partner that made them feel scared?
 - a. Almost 25% (**Correct Answer**)
 - b. 50%
 - c. Less than 10%

(Source: Needs assessment conducted by Childrens Hospital Los Angeles with 106 homeless youth in 2004)

5. How many Hollywood homeless youth reported being with a partner that physically abused them?
 - a. Less than 10%
 - b. Almost 25% (**Correct Answer**)
 - c. More than 50%

(Source: Needs assessment conducted by Childrens Hospital Los Angeles with 106 homeless youth in 2004)

6. How many Hollywood homeless youth reported being with a partner that sexually abused them?
 - a. Less than 10%
 - b. Almost 25% (**Correct Answer**)
 - c. More than 50%

(Source: Needs assessment conducted by Childrens Hospital Los Angeles with 106 homeless youth in 2004)

7. Myth or Fact: Intimate Partner Violence only happens between people who are poor or members of a minority. **Myth**

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(Source: <http://www.janedoe.org/know.htm>)

8. Myth or Fact: Intimate partner violence is rare in youth. **Myth**

(Accurate Information: Half of the women in the US have experienced violence in an intimate relationship and over half of youth know someone who has been physically, sexually or verbally abusive in a dating relationship. Source: Liz Claiborne Inc. study on teen dating abuse conducted by Teenage Research Unlimited, February 2005)

9. Myth or Fact: The most common reason people stay in abusive relationships is because of fear **Fact**

(Source: <http://www.uvm.edu/~police/publicDownloads/Dating.Violence.pdf>)

10. Myth or Fact: Many teenagers think that jealousy, possessiveness, and violence are signs that their partner loves them? **Fact**

(Source: http://www.msu.edu/~cdaadmin/myths_&_facts_dating_violence.htm)

11. How many teenagers have a friend who has been physically hurt by a dating partner?

- a. About 1/4 (25%) (**Correct Answer**)
- b. About 1/3 (33%)
- c. About 3/4 (75%)

(Source: (Source: Liz Claiborne Inc. study on teen dating abuse conducted by Teenage Research Unlimited, February 2005.)

12. Myth or Fact: Gay and lesbian youth do not experience partner violence **Myth**

(Accurate Information: in a study of gay, lesbian, and bisexual adolescents, these youth were just as likely to experience dating violence as their straight peers. Halpern CT, Young ML, Waller MW, Martin SL, Kupper LL. Prevalence of partner violence in same-sex romantic and sexual relationships in a national sample of adolescents. Journal of Adolescent Health. 2004 Aug;35(2):124-31.)

13. Myth or Fact: People yell and hit to show how much they care about their partners **Myth**

(Accurate information: People yell and hit because they are using violence to try and control another person and/or are unable to control their own behavior)

14. Myth or Fact: Alcohol and/or drugs are what cause people to become violent or abusive. **Myth**

(Accurate Information: substances are not the cause of violence but may act as enablers to violence by lowering inhibitions)

15. Myth or Fact: Batterers are always mean and vicious people. **Myth**

(Accurate information: People who abuse their partners can be "normal" people that we encounter in everyday life. They can be the smartest, quietest, or coolest. What they have in common is their inability to control their anger and aggressive impulses.)

16. Myth or Fact: Intimate Partner Violence is usually a one time only occurrence. **Myth**

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(Accurate information: Once violence begins in a dating relationship, it usually gets worse. Source National Clearinghouse on Family Violence http://www.phac-aspc.gc.ca/ncfv-cnivf/familyviolence/html/femdatfreq_e.html)

17. Myth or Fact About one in three high school students have been or will be involved in an abusive relationship **Fact**

(Source: acadv.org/dating.html)

18. Myth or Fact Intimate partner violence against women is decreasing. **Myth**

(Source Bureau of Justice Special Report, Intimate Partner Violence, May 2000)

19. Myth or Fact Intimate partner violence against men is more or less staying the same **Fact**

(Source Bureau of Justice Special Report, Intimate Partner Violence, May 2000)

20. Myth or Fact About half of victims report intimate partner abuse to the police **Fact**

(Source Bureau of Justice Special Report, Intimate Partner Violence, May 2000)

21. Myth or Fact In the US, over 500,000 women are stalked by an intimate partner each year. **Fact**

(Source: <http://www.endabuse.org/resources/facts/>)

22. Nearly 1 in 5 teenage girls who have been in a relationship said a boyfriend had threatened violence or self-harm if presented with a break-up. **Fact**

(Source: Liz Claiborne Inc. study on teen dating abuse conducted by Teenage Research Unlimited, February 2005.)

23. Young women are more likely to yell, threaten to hurt themselves, pinch, slap, scratch or kick. **Fact**

(Source: <http://www.abanet.org/unmet/teendating/facts.pdf>)

24. Lesbian, gay, and bisexual adolescents are less likely to experience partner violence **Myth**

(Source: <http://www.abanet.org/unmet/teendating/facts.pdf>)

25. Most victims and abusers blame dating violence on the victims **Fact**

(Source: <http://www.abanet.org/unmet/teendating/facts.pdf>)

Relationship Traffic-Minors

Session I: Relationships

INTIMATE PARTNER ABUSE

Definition

Abuse that is committed by a current or past partner, usually with the intent to maintain power and control over the partner.

Examples

This abuse includes actual or threatened physical and/or sexual assault, emotional abuse, mental abuse (mind-tripping), verbal abuse, and or financial abuse.

Facts

- Intimate partner abuse is something that we learn
- Intimate partner abuse can occur in both heterosexual (straight) and same-sex (gay or lesbian) relationships
- Intimate partner abuse is not caused by stress
- Anyone is capable of violence or abuse in an intimate partner relationship

Relationship Traffic-Minors

Session I: Relationships

Evaluation Session 1

Today's Date: _____

Today's Group was.....
(circle one)

Great

Good

OK

Poor

Fill in the blanks for each question.

1. Name 3 qualities of a healthy relationship.

1. _____

2. _____

3. _____

2. Name 3 qualities of an unhealthy relationship.

1. _____

2. _____

3. _____

Please circle T if the statement is True or F if the statement is false.

3. Intimate partner abuse is caused by stress. T F

4. Females can be perpetrators of intimate partner abuse. T F

Please circle the answer to each statement

5. I plan to attend more sessions of this group. Yes No Don't Know

6. I would tell other youth to come to this group. Yes No Don't Know

7. How many IPA Group sessions have you attended? (circle the correct number below)

1 2 3 4 5 5+

9. One thing that could make this session better is

10. My favorite part of today's session was

Relationship Traffic - Minors

Session 2: Personal Boundaries

- Objectives:**
1. Review list of “what they deserve/don’t deserve in a relationship” from previous session
 2. Define intimate partner violence and the types of behaviors that are included in IPA
 3. Identify how boundaries can be used to protect themselves
 4. Identify how they make decisions about their personal boundaries

Activities

1. Introduction
2. Ground Rules
3. Review of Healthy and Unhealthy Relationships
4. Personal Boundaries
 - Personal Space Exercise
 - Boundaries Exercise
 - Setting Limits Exercise
5. Summary
6. Evaluation (optional)

Supplies

- Flip Chart and Markers
- Poster/Flip chart with IPA definition
- String/ribbon for measuring personal space
- Boundary hand out
- Limit Setting hand out
- Pencils or pens

Introduction: 5 minutes

Overview

Each session, co-facilitators outline the purpose of the program and review the 4 points below.

Please note that reviewing the definition and facts of IPA is an important learning opportunity. Ask youth for examples of different types of abuse mentioned. Engage youth in critical thinking about the definition. If they have other ideas or disagree with the definition or facts, that is OK.

Repeat Participants

If you have youth who have attended this session before, please invite them to help you review the definition of IPA.

Content

1. This is session two of a 6 session series on intimate partner abuse. The purpose of this program is to prevent intimate partner abuse among youth. Lots of teens and young adults experience intimate partner abuse and youth on the streets may even be more vulnerable to being involved in IPA.
2. The term Intimate Partner Abuse may be new to you. The definition is up on this flip chart: “Abuse that is committed by a current or past partner, usually with the intent to maintain power and control over the partner. This abuse

Relationship Traffic - Minors

Session 2: Personal Boundaries

includes actual or threatened physical and/or sexual assault, emotional abuse, mental abuse (mind-tripping), verbal abuse, and/or financial abuse.“

Many of you may be more familiar with the term domestic violence. We have used the IPA instead of DV for several reasons including:

- Women are usually seen as the victims in DV. With IPA, males and females may be the victims.
 - DV is usually used to describe violence among people that are married or living together. With IPA, partners may be living together or living separately.
3. While we hope that you will attend all of the sessions, you are free to attend any of them that you want and in any order that works for you.
 4. This is not counseling or group therapy: this is an educational program. We value your input about what works or doesn't work about this program so we can make it better.

Developing Ground Rules: 10 minutes

Overview

Ground rules, limits of confidentiality, and anticipatory guidance are reviewed at the beginning of each session. Add any additional and reasonable ground rules that emerge from the group onto the poster with a dry erase marker

Content -Key Ground Rules

Although this is an educational group, some people may choose to share personal things. We want to establish group rules to make it a safe place for people to talk and share their ideas and to ensure that everyone is treated with respect. Here are some ground rules that we like. Does anyone have any that they would like to add to the list? Does anyone have any that they would like to change?

- Respect others
- One person speaks at a time
- Personal information does not leave the room
- Everyone has the right to their own opinion
- No put-downs, judgments

Content -Limits of Confidentiality

Although we have agreed to keep information that is shared in this group, there are legal limits of confidentiality that we want you to be aware of. If you share something that leads us to believe that

1. You are a threat to yourself or others
2. You have knowledge of or have been involved in physical or sexual abuse, or neglect of a child, dependent adult or senior,

we will need to take further action and share this information with others. In addition, there is a co-facilitator (say name) from this agency in the group. If you

Relationship Traffic - Minors

Session 2: Personal Boundaries

want or need more information after this group is over, he or she can help you.

Content - Anticipatory Guidance

Before we begin, we wanted to prepare you for the possibility that participating in these sessions may cause you to reflect on things that you have experienced or seen in your past or that you are experiencing right now. These thoughts, feelings, and memories may be painful or uncomfortable. If you want someone to talk about these feelings, we can help you figure out the best person to talk to. Please come talk to us after the session is over.

Activity 1: Healthy and Unhealthy Relationships – Part II

Facilitator's Instructions

We begin the discussion of personal boundaries by reviewing the information that we discussed regarding healthy and unhealthy relationships in Session I. Even if the group is entirely different (no youth that had attended the previous session), hand out the paper or index cards with the list of healthy and unhealthy relationship characteristics. Pass out pens so that they can add or scratch out items from the list.

If you did not get to the unhealthy relationship list at the last session, consider doing that now.

Use the question about what they deserve from a relationship to transition to the next activity.

Content-Discussion Questions

How many of you attended our last session when we created this list about healthy and unhealthy relationships?

Has anyone had any thoughts about the list since then? Is there anything that you would want to add or change?

For those of you who weren't here during the last session, what do you think about the list? What would you want to add or change?

What can you do to get what you deserve from a relationship?

Activity 2: Personal Boundaries: 35 Minutes

(Adapted from McGee)

Overview

This activity provides youth with some basic information about personal boundaries and three exercises to help youth identify their boundaries and to explore what happens when someone crosses these boundaries.

- Introduction
- Personal Space Exercise

Relationship Traffic - Minors

Session 2: Personal Boundaries

- Boundary Exercise
- Setting Limits Exercise

Additional instructions are provided for each exercise. The introduction below provides an example of the words or analogies you can use. Of course, you can add or modify as needed.

Content-Introduction

“What is the purpose of a fence?” (Keep things in, keep things out, tells you where your property begins and ends, safety, protection, privacy, etc.) A fence is an example of a boundary. I used the example of a fence to get you to think about your personal boundaries)— why you have them and what purpose they serve in order to help you. During the rest of this session, we are going to focus on learning about boundaries, examining our own boundaries, and learning how boundaries help us establish healthy relationships.

Everyone has some sort of boundaries. (Some youth say personal bubble—you can ask youth if they have other names for boundaries.) Even though we can't really see them, our boundaries are there to protect us and keep us safe from emotional or physical harm. We first learn about boundaries from our parents or other adults. We often learn about them without even knowing it. Tell me about a memory of an adult telling you what to do or not do with strangers. Why do you think these adults told you that? Can you think of any other types of boundaries that you were taught by adults in your life?

Boundaries work in two ways:

1. They allow things and people in (give examples)
2. They also keep things and people out (give examples)

Some people's boundaries are too closed and some are too open (give examples). Appropriate boundaries help us have good and healthy relationships. Paying attention to boundaries can help us not get hurt or used by others and to not hurt or use others.

Personal Space Exercise

Content-Introduction

When we talk about boundaries, we usually mean emotional boundaries but we have boundaries for our personal space too. Who knows what personal space is? (wait for response). What happens when someone invades your personal space? (wait for response)

Facilitator Instructions

Have the group break into teams of two and give each team a piece of string or colored ribbon that is approximately 6' long. Tell them that they are going to conduct their own experiment on personal space to find out how close they can get together while talking and still feel comfortable? **This activity works best if**

Relationship Traffic - Minors

Session 2: Personal Boundaries

the facilitators demonstrate it first. Since everyone's personal space requirements are different, you may want to take turns. Start talking and slowly move toward your partner until they say stop. Use the string to measure how much space you need. Now it is your partner's turn. Compare this with how much space your partner needs.

Invite the youth to find a new partner and explore how their personal space needs may change based on whether or not they know the person, the gender of the person, or other factors. Discuss.

Invite youth to keep their string with them (in their back pack, in their pocket) so that they can check in to see how they are feeling.

Repeat Participants

If you have participants you have attended this session before, ask one of them to demonstrate this activity with a co-facilitator.

You can also ask repeat participants whether or not the length of their ribbon or string has changed since the first time they did it. If yes, ask them why. This is a time that some youth talk about changes that they have made in their personal boundaries and changes in their personal relationships.

Boundaries for Healthy Relationships

Instructions

Pass out Boundary Diagram and describe as below.

Repeat Participants

If you have repeat participants, ask them to help you pass out the diagrams

Content-Introduction

These circles represent all of the different kinds of relationships and boundaries we have in our life, from strangers at the outermost circle to the most intimate of relationships in the inner circle. Put yourself in the center of all of the circles. The people in the circles closest to the center (you) represent the people that you trust, love, and care about the most. Only certain people should be this close to you, both physically and emotionally. Your emotional boundaries protect you and help you keep an abusive person from getting too close.

If the wrong sort of person does get too close, your boundaries can warn you of possible harm or danger. How do your boundaries warn you? (wait for response)

Usually you will feel uncomfortable, scared, nervous, or uncertain. You may also regret sharing personal information with someone. You should trust these feelings. They are trying to warn you and protect you. Your friends or your family may also try to warn you.

Relationship Traffic - Minors

Session 2: Personal Boundaries

Take the circle and either think about or write the names of people in your life. This can include people you see everyday, people you know well, or people that you see at the bus stop. Look at the circles and think about or write where these people belong in this diagram. Who is close to you? Who belongs farther away? Where do people fit in your boundaries?

Facilitator Instructions

Many younger youth have been forced to rely on older street youth for safety and survival, even when these relationships have big power differentials and can be seen as exploitative. Participants may or may not be willing to talk about how a relationship between a 15 year old and a 30 year old may be inappropriate. Be prepared to talk about the legal boundaries between minors and adults. Even if youth don't believe that these relationships are necessarily exploitative, it is good to raise their awareness.

As in every activity, if there is a youth that does not feel comfortable participating, allow him or her to observe.

Content - Discussion Questions

Now I want to ask you some questions and have you look at your circle.

Surviving on the street may have changed the way you look at your boundaries. Everyone wants to belong, wants to be loved, and needs to feel safe. How has being on the street (or in a shelter) changed your boundaries? Do you let more people in or keep more people out? (Allow time for discussion)

Can anyone think of someone that they let in too close and then regretted? (ask for raised hands). I think everyone has had that experience. What are the feelings that you experience warning you that your boundaries have been violated? (allow time for discussion)

What are the things that you should keep in mind for having good boundaries? How do you know when to let people close to you? (Brainstorm and supplement with some of the ideas on the list below).

(This is the type of information we are trying to get at during the sharing of personal boundaries) How long have you known this person? How long do you need to know someone before you let him or her get close to you?

Knowledge about this person – are they trust worthy? How do they handle disagreements with you? How does he or she express anger? How does this person treat their other friends or lovers?

Shared interests and activities- do you enjoy doing things together?

Amount of self disclosure- Have you shared personal information with this person? Have they shared personal information too? Are you comfortable sharing with this person? Do they keep private information private?

Trust- Can you trust this person? How do you know? Can they trust you?

Relationship Traffic - Minors

Session 2: Personal Boundaries

Are you being taken advantage of? Why is this person a friend? Are they trying to get something from you (money, food, sex, etc.)? Are you trying to get something from them? How old is this person? What does it mean if they are a lot older or a lot younger than you are?

What kind of rules do you use to figure out who to let in and who to keep out?

Think about the boundaries that you have now and who you have let into your closest inner circle. Is there anyone that is close to you that you wish wasn't?

1. Which of the rules about boundaries do you think that you should think about more? (Ask for responses from the group.) How does violating another person's boundaries hurt that person? Discuss (Breaking someone's boundary shows disrespect and can harm him or her emotionally and physically)
2. How does violating someone else's boundaries affect you? Discuss (May make me less sensitive and caring toward others. Makes it difficult to learn good boundaries for myself. Also may make me feel guilty and ashamed)
3. If someone is constantly violating your boundaries, what could you do? (Talk to a trusted adult, tell them)

(NOTE: Some youth have put friends or family in their own personal circle at the center. Invite them to share how that is possible, what that means to them, and what it feels like to have someone so close. Encourage other youth to ask questions. Do not tell them this is wrong or impossible.)

Setting Limits: 25 minutes

Facilitator Instructions

This activity asks youth to identify people who have crossed their own personal boundaries and to write out limits. It also asks them to think about how they have crossed the boundaries of other people in their lives and to make a personal commitment to change their behavior. Allow youth 5-7 minutes to complete each side of these sheets and provide time for those who wish to share their contracts with the group. If youth find the wording complicated, let them know that they can rewrite the sentences if they want to.

If someone decides to share the limits they want to set, ask the group if anyone can help them follow through with their plan.

Repeat Participants

Repeat participants can pass out pens and sheets.

Content- Limit Setting

The next activity is about setting limits. We'd like you to take a moment to think about people in your life, who may have crossed your boundaries in the past. Now is the time for you to think about the limits you would like to set. We have

Relationship Traffic - Minors

Session 2: Personal Boundaries

sheets of paper for you to write these limits. You don't have to share this information, if you don't want to. Please take a moment to complete these sheets for yourself. If it helps, you can consider them a contract. You may make as many contracts as you wish. This can be with the same person or with others in your life.

Now is the time for us to take responsibility for our own actions and set a similar contract with ourselves regarding how we treat others in our lives. Just as before, you may keep these contracts to yourself and we'll respect your privacy or you may share them with the group. Please take a moment to complete as many 'self' contracts as you need

Note to Facilitators

Frequently, youth will say that they will "kill someone" if he/she crosses the boundary. Facilitators need to acknowledge the fantasy to end abusive relationships or behavior forever. Invite the young person to think about another strategy – other choices they have to respond. Usually, if we can acknowledge the fantasy and the feeling behind it (to end abusive behavior) most youth will identify other choices and/or acknowledge that this is not a real plan.

Summary 5 Minutes

Recap what was discussed in today's session and announce the date and time of the next session. Make sure to praise youth for following the ground rules, for participating, and for their conduct in group.

Evaluation: 5 Minutes

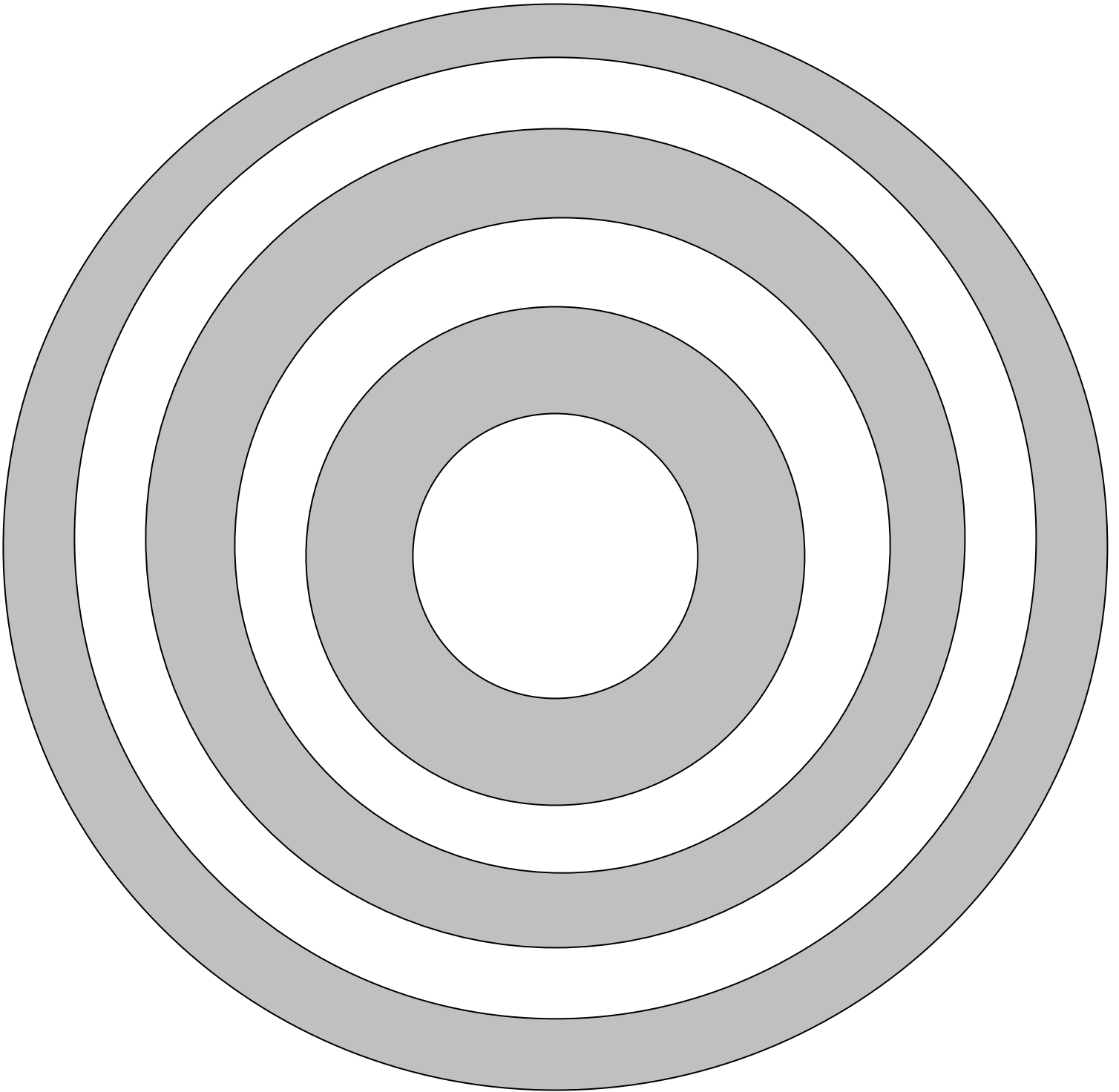
Facilitator's Instructions

If you plan to ask for feedback using the tool attached or another tool, there are several things that the facilitator can do to make this activity more productive and useful. First, let the participants know that you really do read and think about the feedback that they give. If you can, give examples of changes you have made in the past based on feedback you received (either for this group or another example). Second, give youth the option to complete the form as a group and read the questions out loud. This will allow youth with limited literacy skills to participate without having to call attention to their lack of skills. In the future, if you do incorporate feedback into the content or process of the group, let youth know that they made a difference. These changes can be small (e.g. the snack you offered, the time of the day of the group) or big (e.g. new discussion questions, changing activities).

Relationship Traffic - Minors

Session 2: Personal Boundaries

Date _____



Relationship Traffic - Minors

Session 2: Personal Boundaries

Limit Setting Activity Handout

If _____ does _____ then he/she has gone
too far and I will _____.

If _____ does _____ then he/she has gone
too far and I will _____.

If _____ does _____ then he/she has gone
too far and I will _____.

If _____ does _____ then he/she has gone
too far and I will _____.

If _____ does _____ then he/she has gone
too far and I will _____.

If _____ does _____ then he/she has gone
too far and I will _____.

If _____ does _____ then he/she has gone
too far and I will _____.

If _____ does _____ then he/she has gone
too far and I will _____.

Relationship Traffic - Minors

Session 2: Personal Boundaries

If I _____ to _____ then I have gone
too far and I will _____.

If I _____ to _____ then I have gone
too far and I will _____.

If I _____ to _____ then I have gone
too far and I will _____.

If I _____ to _____ then I have gone
too far and I will _____.

If I _____ to _____ then I have gone
too far and I will _____.

If I _____ to _____ then I have gone
too far and I will _____.

If I _____ to _____ then I have gone
too far and I will _____.

If I _____ to _____ then I have gone
too far and I will _____.

If I _____ to _____ then I have gone
too far and I will _____.

Relationship Traffic - Minors

Session 2: Personal Boundaries

Evaluation Session 2

Today's Date: _____

Today's Group was.....

(circle one)

Great

Good

OK

Poor

Please circle what your answer is to each of the questions below.

1. Circle all of the behaviors that you think can be considered intimate partner abuse if a girlfriend or boyfriend did them to their partner or ex-partner (you can circle as many as you want to).

- a. Hitting their partner
- b. Threatening to kill their partner
- c. Stalking their partner (following them all the time)
- d. Making their partner feel worthless and like no one would want to be with them
- e. Controlling who their partner talks to or hangs out with.

2. My boundaries change depending on who I am with. True False

3. I plan to attend more sessions of this group. Yes No Don't Know

4. I would tell other youth to come to this group. Yes No Don't Know

5. How many IPA Group sessions have you attended? (circle the correct number below):

1 2 3 4 5 5+

6. One thing that could make this session better is

7. My favorite part of this session was

Relationship Traffic-Minors

Session 3: Cultural Influences

- Objectives:**
1. *Identify 3 factors that can place homeless and runaway youth at higher risk for IPA*
 2. *Identify the role the stories and media plays in perpetuating gender stereotypes and partner violence*

Activities

1. *Introduction*
2. *Ground Rules*
3. *Where does Violent Behavior Come From?*
4. *Focus on the Music*
5. *Summary*
6. *Evaluation (optional)*

Supplies

- *Flip Chart and Markers*
- *Poster/Flip chart with IPA definition*
- *Pictures from fairy tales, cartoons, music albums, magazines advertisements, and soap operas presenting male and female roles*
- *CD or videos of music with relationship violence with lyrics (usually available online) and CD or video player*
- *CD Player*

Introduction: 5 minutes

Overview

Each session, co-facilitators outline the purpose of the program and review the 4 points below.

Please note that reviewing the definition and facts of IPA is an important learning opportunity. Ask youth for examples of different types of abuse mentioned. Engage youth in critical thinking about the definition. If they have other ideas or disagree with the definition or facts, that is OK.

Repeat Participants

If you have youth who have attended this session before, please invite them to help you review the definition of IPA.

Content

1. This is session three of a 6 session series on intimate partner abuse. The purpose of this program is to prevent intimate partner abuse among youth. Lots of teens and young adults

Relationship Traffic-Minors

Session 3: Cultural Influences

- experience intimate partner abuse and youth on the streets may even be more vulnerable to being involved in IPA.
2. The term Intimate Partner Abuse may be new to you. The definition is up on this flip chart: “Abuse that is committed by a current or past partner, usually with the intent to maintain power and control over the partner. This abuse includes actual or threatened physical and/or sexual assault, emotional abuse, mental abuse (mind-tripping), verbal abuse, and/or financial abuse.”
Many of you may be more familiar with the term domestic violence. We have used the IPA instead of DV for several reasons including:
 - Women are usually seen as the victims in DV. With IPA, males and females may be the victims.
 - DV is usually used to describe violence among people that are married or living together. With IPA, partners may be living together or living separately.
 3. We hope that you will attend all of the sessions, but you are free to attend any of them and in any order.
 4. This is not counseling or group therapy: this is an educational program. We value your input about what works or doesn't work about this program so we can make it better.

Developing Ground Rules: 10 minutes

Facilitator Instructions

Ground rules, limits of confidentiality, and some anticipatory guidance are reviewed at the beginning of each session. Add any additional and reasonable ground rules that emerge from the group onto the poster with a dry erase marker. If the host agency has its own ground rules, ask youth to connect the group rules to the ground rules of the agency.

Key Ground Rules

Although this is an educational group, some people may choose to share personal things. We want to establish group rules to make it a safe place for people to talk and share their ideas and to ensure that everyone is treated with respect. Here are some ground rules that we like. Does anyone have any that they would like to add to the list? Does anyone have any that they would like to change?

- Respect others
- One person speaks at a time
- Personal information does not leave the room
- Everyone has the right to their own opinion

Relationship Traffic-Minors

Session 3: Cultural Influences

- No put-downs, judgments

Limits of Confidentiality

Although we have agreed to keep information that is shared in this group, there are legal limits of confidentiality that we want you to be aware of. If you share something that leads us to believe that

- 1) You are a threat to yourself or others
- 2) You have knowledge of or have been involved in physical or sexual abuse, or neglect of a child, dependent adult or senior,

we will need to take further action and share this information with others. In addition, there is a co-facilitator (say name) from this agency in the group. If you want or need more information after this group is over, he or she can help you.

Anticipatory Guidance

Before we begin, we wanted to prepare you for the possibility that participating in these sessions may cause you to reflect on things that you have experienced or seen in your past or that you are experiencing right now. These thoughts, feelings, and memories may be painful or uncomfortable. If you want someone to talk about these feelings, we can help you figure out the best person to talk to. Please come talk to us after the session is over.

Activity I: Where does Violent Behavior Come From? **35 minutes**

Overview

This activity asks youth to think about how we learn about families, violence, etc. For the most part, young adults are eager to talk about this subject and the session is rich with their ideas and experiences. However, if you know that the group is not talkative, you may want to consider preparing other activities.

Facilitator's Instructions

Lay out pictures from fairy tales, cartoons, music albums, magazines advertisements, and soap operas. Be sure to include multicultural materials (Latina, Ebony, etc). If youth don't know about fairy tales, ask them about favorite Disney movies. Invite one youth to give a synopsis of the movie or fairy tale. Feel free to ask youth to share stories from their ethnic/cultural group.

Content- Introduction

We know that people aren't born violent. Nor are people born passive. Where do we learn about violence? Where do we learn how men and women are supposed to behave in relationships? Where do we learn about love? Brainstorm a list and write on a

Relationship Traffic-Minors

Session 3: Cultural Influences

flipchart. Sources may include:

- Family (immediate or extended family)
- Media (TV, music, cartoons, videos, magazines, etc)
- Fairy tales and stories
- Friends

A lot can be learned about a culture from the different kinds of media that we are exposed to and the messages that they send about love and marriage. Let's think about the fairy tales, cartoons, soap operas and music that you listened to or watched.

Discussion

What do these stories, movies, advertisements tell us about families? About mothers and fathers? About relationships?

What happens to the stars of the stories?

What are the lessons that these stories tell?

What do they say about love and marriage?

What really happens to women who wait to be rescued?

Do you think that people really live happily ever after when they get married? What happens when you have unrealistic expectations for marriage?

How do you think these stories affect people of color? Gay, lesbian, transgender people? Are there any black or brown princes or princesses?

Focus on the Music 30 minutes

Facilitator's Instructions

Have music and written lyrics that portray both healthy and unhealthy relationships. A list of lyrics are attached and a CD is included in this packet. However, this music will need to be updated periodically. After the introduction, pass out the lyrics and play the music. (Sometimes the written lyrics become a distraction. If the group is large or depending on your assessment of the group, you may want to do this exercise without the written lyrics.) Provide time between each song for youth to comment about their thoughts and feelings about both types of music. Expect youth to debate their interpretations. Allow youth to play their own music if they have it with them and it is relevant to the discussion. If possible, do not censor the music even if it has disturbing language. This is a critical opportunity to give youth a chance to think about how this language impacts on their feelings and process it in a safe environment.

Repeat Participants

If you have a regular group of participants, ask for their help with the CD or tape player.

Content-Introduction

What types of media have the biggest impact on what people

Relationship Traffic-Minors

Session 3: Cultural Influences

believe is normal in relationships? (wait for response including Movies, TV, music, the media).

Let's talk about music. What does the music that you listen to say about relationships, and partner violence (wait for response)? Can you give me the name of an artist or some lyrics that give some examples (wait for response- if no examples, use examples of lyrics at the end of this session? If you have CDs or clips of music videos that is even better.) Invite youth to share music they may have with them that relates.

Discussion Questions

What are the messages in these lyrics?

How do these messages affect you?

What do you like/dislike about this music?

How do you identify with these songs? (Is it the beat, the artist, the content?)

Why do you think that the artist wrote this song? (May comment that writing, singing, etc. could be a non-violent way to work out strong feelings.)

How do you decide if the music is abusive or degrading? Does that make a difference to you?

Studies show that people that listen to violent music feel more aggressive. What do you think about that?

Summary: 5 minutes

Recap what was discussed in today's session and announce the date and time of the next session.

Relationship Traffic-Minors

Session 3: Cultural Influences

Evaluation: 5 Minutes

Facilitator's Instructions If you plan to ask for feedback using the tool attached or another tool, there are several things that the facilitator can do to make this activity more productive and useful. First, let the participants know that you really do read and think about the feedback that they give. If you can, give examples of changes you have made in the past based on feedback you received (either for this group or another example). Second, give youth the option to complete the form as a group and read the questions out loud. This will allow youth with limited literacy skills to participate without having to call attention to their lack of skills. In the future, if you do incorporate feedback into the content or process of the group, let youth know that they made a difference. These changes can be small (e.g. the snack you offered, the time of the day of the group) or big (e.g, new discussion questions, changing activities).

Relationship Traffic-Minors

Session 3: Cultural Influences

Evaluation Session 3

Today's Date Is _____

Today's Group was.....
(circle one)

Great

Good

OK

Poor

Please circle your answer to each of the questions below.

1. I will listen to music lyrics differently now that I participated
in this session. Yes No Don't
Know

2. I plan to attend more sessions of this IPA Group. Yes No Don't
Know

3. I would tell other youth to come to this IPA Group. Yes No Don't
Know

4. How many IPA Group sessions have you attended? (circle the correct number below):

1 2 3 4 5 5+

5. What things do you think promote partner violence?

6. One thing that could make this session better is

7. My favorite part of this session was

Relationship Traffic-Minors

Session 4: Cycle of Violence

- Objectives:**
1. *Identify the three stages in the Cycle of Violence.*
 2. *Identify a minimum of 3 reasons why people stay in violent relationships*
 3. *Identify the traits in a partner that they value the most*
-

Activities

1. *Introduction*
2. *Ground Rules*
3. *Life and IPA on the Streets*
4. *The Cycle of Violence*
5. *Relationship Violence Check List*
6. *Summary*
7. *Evaluation (optional)*

Supplies

- *Flip Chart and Markers*
- *Poster/Flip chart with IPA definition*
- *Graphic about the Cycle of Violence*
- *Risk For Intimate Partner Abuse (hand out)*
- *Red Flag Behaviors (hand out)*

Introduction: 5 minutes

Overview

Each session, co-facilitators outline the purpose of the program and review the 4 points below.

Please note that reviewing the definition and facts of IPA is an important learning opportunity. Ask youth for examples of different types of abuse mentioned. Engage youth in critical thinking about the definition. If they have other ideas or disagree with the definition or facts, that is OK.

Repeat Participants

If you have youth who have attended this session before, please invite them to help you review the definition of IPA.

Content-Introduction

1. This is session four of a 6 session series on intimate partner abuse. The purpose of this program is to prevent intimate partner abuse among youth. Lots of teens and young adults experience intimate partner abuse and youth on the streets may even be more vulnerable to being involved in IPA.
2. The term Intimate Partner Abuse may be new to you. The definition is up on this flip chart: “Abuse that is committed by a current or past partner, usually with the intent to maintain power and control over the partner. This abuse includes actual or threatened physical and/or sexual assault, emotional abuse, mental abuse (mind-tripping), verbal abuse, and/or financial

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abuse.”

Many of you may be more familiar with the term domestic violence. We have used the IPA instead of DV for several reasons including:

- Women are usually seen as the victims in DV. With IPA, males and females may be the victims.
 - DV is usually used to describe violence among people that are married or living together. With IPA, partners may be living together or living separately.
3. While we hope that you will attend all of the sessions, you can attend any sessions that you want and in any order.
 4. This is not counseling or group therapy: this is an educational program. We value your input about what works or doesn't work about this program so we can make it better.

Developing Ground Rules: 10 minutes

Overview

Ground rules, limits of confidentiality, and some anticipatory guidance are reviewed at the beginning of each session. Add any additional and reasonable ground rules that emerge from the group onto the poster with a dry erase marker. If the host agency has its own ground rules, ask youth to connect the group rules to the ground rules of the agency.

Content - Key Ground Rules

Although this is an educational group, some people may choose to share personal things. We want to establish group rules to make it a safe place for people to talk and share their ideas and to ensure that everyone is treated with respect. Here are some ground rules that we like. Does anyone have any that they would like to add to the list? Does anyone have any that they would like to change?

- Respect others
- One person speaks at a time
- Personal information does not leave the room
- Everyone has the right to their own opinion
- No put-downs, judgments

Content- Limits of Confidentiality

Although we have agreed to keep information that is shared in this group, there are legal limits of confidentiality that we want you to be aware of. If you share something that leads us to believe that

- 1) You are a threat to yourself or others
- 2) You have knowledge of or have been involved in physical or

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sexual abuse, or neglect of a child, dependent adult or senior,

we will need to take further action and share this information with others. In addition, there is a co-facilitator (say name) from this agency in the group. If you want or need more information after this group is over, he or she can help you.

Content - Anticipatory Guidance

Before we begin, we wanted to prepare you for the possibility that participating in these sessions may cause you to reflect on things that you have experienced or seen in your past or that you are experiencing right now. These thoughts, feelings, and memories may be painful or uncomfortable. If you want someone to talk about these feelings, we can help you figure out the best person to talk to. Please come talk to us after the session is over.

Activity I: Life and IPA on the Streets: 20 minutes

Facilitator's Instructions

Depending on the number of youth and the dynamics of the group, youth can do this activity individually, in small groups, or all together. You may want to give the group a choice. If the group is done individually, you can use the handouts provided.

Some youth have difficulty identifying protective factors so the facilitator may want to complete this section as a group. Be prepared to provide the youth with suggestions about protective factors.

Content-Introduction

Part of learning how to keep yourself safe in relationships and on the street is to think about what factors puts you at greater risk for IPA and what factors help protect you from IPA. For example, do you think that being high puts someone at greater risk for IPA or protects him or her from IPA?

Facilitator's Instructions

Working Individually: Past out the worksheet and ask youth to create four lists as indicated

Small or Large Groups: On a flip chart, make a list of factors that put young people on the street at greater risk of IPA or protects them from IPA. If the group doesn't agree, you may put factors in both spots but we will want you to explain that to the group. You may ask the groups to report back and share with others.

If youth need help thinking of factors, here are examples.

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If you are dependent on a partner for shelter, food, or money
If you have no contact with your family
If you feel good about yourself
If you finished high school
If you feel lonely
If you are under the influence of alcohol
If you have a close friend
If your partner is under the influence of alcohol
If you are using drugs
If your partner is using drugs
If you don't use drugs or alcohol
If you are part of a gang
If your partner is part of a gang
If you are gay or lesbian
If you are getting counseling
If you are transgender
If your partner is transgender
If you have a good case manager
If you know a safe place to sleep
If you engage in prostitution/survival sex
If your partner engages in prostitution/survival sex
If you didn't finish high school
If you have a job
If you are living in a shelter
If you are living in a squat
If you saw violence in your own home
If you were abused as a child
If your mom or dad loved you
If you have a hard time talking about feelings
If your partner has a hard time talking about feelings
If you can't control anger
If you know about resources for IPA
If you have someone that you can trust and talk to
If you are under a lot of stress
If your partner is cheating on you

Discussion Questions:

Which of your lists is longer?
If you were in groups, was their general agreement about what put youth at greater risk? Where did people agree? Where were there disagreements?
Based on what everyone thought, what would be the best way for youth on the streets to avoid IPA?
Is that realistic? Why or why not?
If youth stay on the street (for whatever reason) what can they do

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to try to minimize their risk?

Activity 2: The Cycle of Violence: 30 minutes

Introduction

The Cycle of Violence is a pattern of behavior that keeps victims and batterers locked in an abusive relationship. It is really important for teens to understand this cycle in order to prevent or intervene in an unhealthy, abusive relationship.

Facilitator's Instructions

Referring to the diagram, the facilitator describes the cycle of violence and the different stages in some detail. Point out that over a period of time, victims begin to believe that if they only changed some part of their own behavior, that the violence would stop. The victim believes that he or she is responsible for the violence. Unless something changes, the battering usually gets worse and the honeymoon phase begins to disappear.

Allow enough time to really talk about the cycle of violence and talk about specific behavior in each phase. This is generally the first time that youth have heard about the cycle of violence and it may take a while for them to understand it. The pattern of violence for youth on the street may or may not match the traditional cycle of violence. Use some of these questions to help youth talk about their responses.

Content- Cycle of Violence

Violence in battering relationships follows a fairly predictable cycle that consists of three phases. The first phase is tension building. The abusive partner becomes increasingly irritable and frustrated in this phase. The victim is trying to avoid their partner or avoid any conflict by being particularly nice and obedient. The second phase is the actual abuse. The abusive partner's intent is generally to teach the victim a lesson but they often lose control of their rage and cause more injury than they meant to. It is important for the victim to have a place to hide during this phase. This is usually the phase (or immediately after this phase) when someone calls the police, gets a restraining order, goes to a shelter, etc. Once the incident is over, the victim will often deny that it was "any big deal" and deny the possibility that it could happen again. The third phase is the honeymoon. The abusive partner acts particularly kind and loving because they feel bad about the abuse and the partner is very concerned that the victim will leave him/her. The victim wants to believe that it will never happen again. He/she remembers what they love about their abusive partner. Unless something changes, couples will move through the cycle more quickly with less time between

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Session 4: Cycle of Violence

violent episodes and the abuse will become more violent. For example name calling will become slapping; slapping will become punching, etc.

As noted above, many street youth report that the cycle of violence is very different for them without such distinct stages. The cycle of violence also is more pertinent to physical abuse and may not apply as much to emotional abuse or other types of IPA. If youth make this comment, ask them to describe the pattern that they notice, even if it they are different from the pattern that is described here. Acknowledge that this diagram may not at all match their experience but it does give us a way to think about patterns in abuse.

Discussion Questions

1. Does the cycle of violence match your experience or observation of partner violence on the street? How is it the same or different?
2. What behaviors and body language do you think are part of the cycle of violence?

Activity 3: Relationship Violence Check List: 15 minutes

Facilitator's Instructions

Pass out the list of Red Flag Behaviors. Depending on the group, you may want to ask participants to read the behaviors to themselves and think about whether they are behaviors to be concerned about or behaviors that they wouldn't tolerate OR you can read each red flag behavior out loud and facilitate a group discussion about the same questions.

Please note that you may need to move this activity to session 5, if the other activities seem too paperwork heavy.

Summary

Recap what was discussed in today's session and announce the date and time of the next session.

Evaluation: 5 Minutes

Facilitator's Instructions

If you plan to ask for feedback using the tool attached or another tool, there are several things that the facilitator can do to make this activity more productive and useful. First, let the participants know that you really do read and think about the feedback that they give. If you can, give examples of changes you have made in the past based on feedback you received (either for this group or another example). Second, give youth the option to complete the form as a

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Session 4: Cycle of Violence

group and read the questions out loud. This will allow youth with limited literacy skills to participate without having to call attention to their lack of skills. In the future, if you do incorporate feedback into the content or process of the group, let youth know that they made a difference. These changes can be small (e.g. the snack you offered, the time of the day of the group) or big (e.g, new discussion questions, changing activities).

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Session 4: Cycle of Violence

Risk For Intimate Partner Violence

Factors that may increase my risk for abusing my partner...	Factors that may protect me from abusing my partner...
●	●
●	●
●	●
●	●
●	●
●	●
●	●
●	●
●	●
●	●
●	●
●	●
●	●
●	●
●	●
●	●
●	●
●	●
●	●
●	●
●	●
●	●
●	●

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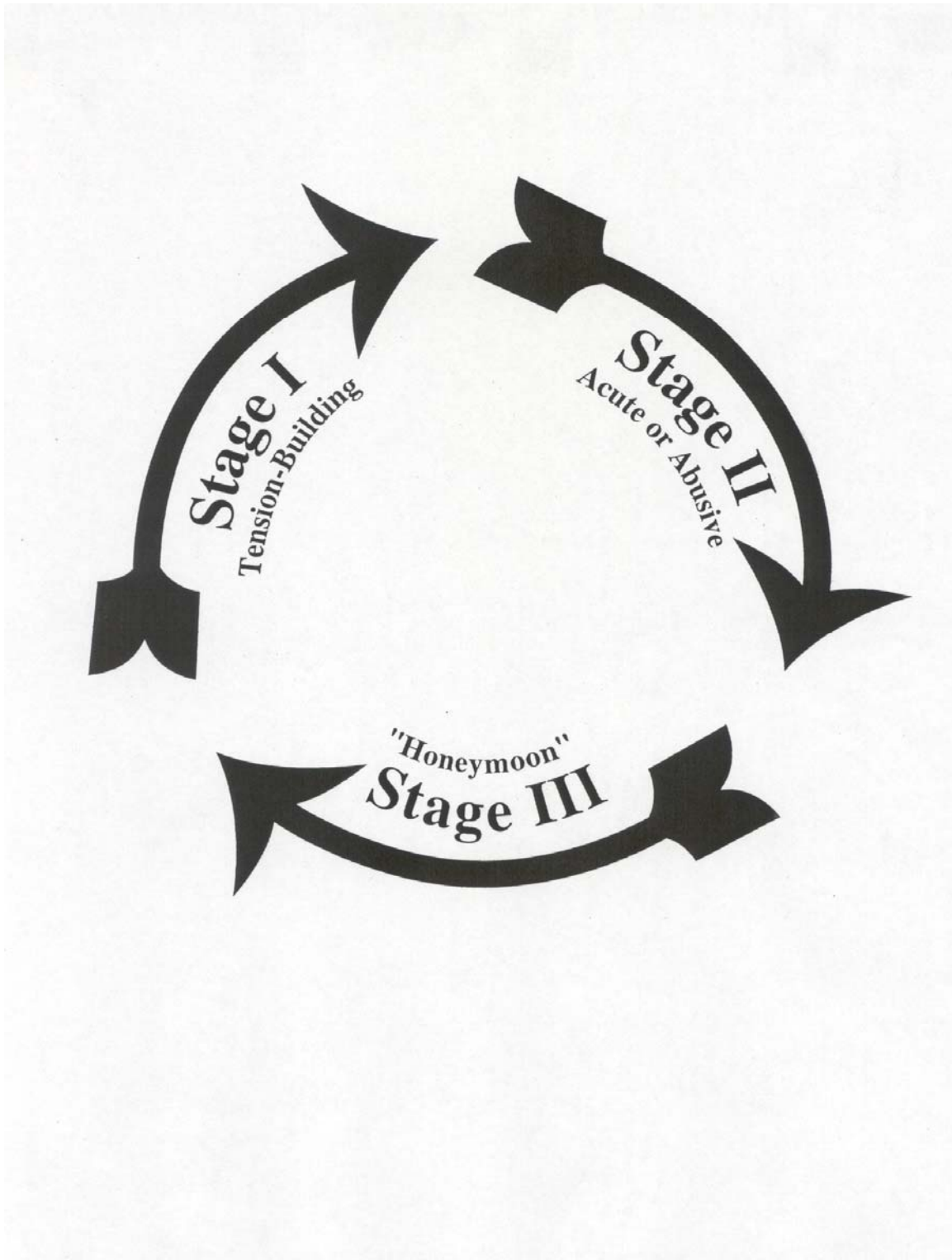
Session 4: Cycle of Violence

Risk For Intimate Partner Violence

Factors that may increase my risk for being abused by my partner...	Factors that may protect me from being abused by my partner...
●	●
●	●
●	●
●	●
●	●
●	●
●	●
●	●
●	●
●	●
●	●
●	●
●	●
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●	●
●	●
●	●
●	●
●	●
●	●

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Session 4: Cycle of Violence



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Session 4: Cycle of Violence

Identifying Red Flag Behaviors for Intimate Partner Abuse

Red Flag Behaviors
I am constantly checking up on my partner and/or my partner does this to me.
My partner insults, humiliates, embarrasses, and calls me names and/or I do this to my partner.
I control my partner's plans and friends and/or my partner does this to me.
My partner threatens me in order to get his/her way and/or I do this to my partner.
I often accuse my partner of flirting and/or my partner does this to me.
My partner tells me that no one else would ever want to be with me and/or I tell my partner this.
I destroy gifts, pictures, clothing, or other things that are important to my partner and/or my partner does this to me.
My partner blames me for his/her problems and/or I do this to my partner.
I use my partners past mistakes against him/her and/or my partner does this to me.
My partner expresses jealousy without reason and/or I do this to my partner.
I withhold affection as a way to punish my partner and/or my partner does this to me.
My partner hurts or threatens to hurt my friends, family members, or pet and/or I threaten to do this to my partner.
I have abused my previous partners and/or my partner has abused their previous partners.

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Session 4: Cycle of Violence

Evaluation Session 4

Today's Date: _____

Today's Group was.....
(circle one)

Great

Good

OK

Poor

1. What are the three stages of the cycle of violence? (Circle the correct answer)
 - a. Tension, abuse, honeymoon
 - b. Stress, release, calm
 - c. Dating, breaking up, dating again

3. I plan to attend more sessions of this IPA Group Yes No Don't Know

4. I would tell other youth to come to this IPA Group Yes No Don't Know

5. How many IPA Group sessions have you attended? (Circle the correct number below):
 1 2 3 4 5 5+

6. One thing that could make this session better is

7. My favorite part of this session was

Relationship Traffic – Minors

Session 5: Stopping the Violence

- Objectives:**
1. *Explore biases genders and sexual orientation regarding intimate partner abuse*
 2. *Provide youth with an opportunity to practice applying the information they have learned about IPA onto different scenarios.*
 3. *Assess youth's ability to identify an IPA relationship.*

Activities

1. *Introduction*
2. *Ground Rules*
3. *Dear Abby*
4. *Summary*
5. *Evaluation (optional)*

Supplies

- *Flip Chart and Markers*
- *Poster/Flip chart with IPA definition*
- *Dear Abby Letters (hand outs)*

Introduction: 5 minutes

Facilitators Instructions Each session, co-facilitators outline the purpose of the program and review the 4 points below.

Please note that reviewing the definition of IPA is an important learning moment. Ask youth for examples of different types of abuse mentioned. Engage youth in critical thinking about the definition. If they have other ideas or disagree with the definition, that is OK.

Repeat Participants If you have youth who have attended this session before, please invite them to help you review the definition of IPA.

Content

1. This is session five of a 6 session series on intimate partner abuse. The purpose of this program is to prevent intimate partner abuse among youth. Lots of teens and young adults experience intimate partner abuse and youth on the streets may even be more vulnerable to being involved in IPA.
2. The term Intimate Partner Abuse may be new to you. The definition is up on this flip chart: "Abuse that is committed by a current or past partner, usually with the intent to maintain power and control over the partner. This abuse includes actual or threatened physical and/or sexual assault, emotional abuse, mental abuse (mind-tripping), verbal abuse,

Relationship Traffic – Minors

Session 5: Stopping the Violence

and/or financial abuse.”

Many of you may be more familiar with the term domestic violence. We have used the IPA instead of DV for several reasons including:

- Women are usually seen as the victims in DV. With IPA, males and females may be the victims.
 - DV is usually used to describe violence among people that are married or living together. With IPA, partners may be living together or living separately.
3. While we hope that you will attend all of the sessions, you are free to attend any of them that you want and in any order.
 4. This is not counseling or group therapy: this is an educational program. We value your input about what works or doesn't work about this program so we can make it better.

Developing Ground Rules: 10 minutes

Overview

Ground rules, limits of confidentiality, and some anticipatory guidance are reviewed at the beginning of each session. Add any additional and reasonable ground rules that emerge from the group onto the poster with a dry erase marker. If the host agency has its own ground rules, ask youth to connect the group rules to the ground rules of the agency.

Content -Key Ground Rules

Although this is an educational group, some people may choose to share personal things. We want to establish group rules to make it a safe place for people to talk and share their ideas and to ensure that everyone is treated with respect. Here are some ground rules that we like. Does anyone have any that they would like to add to the list? Does anyone have any that they would like to change?

- Respect others
- One person speaks at a time
- Personal information does not leave the room
- Everyone has the right to their own opinion
- No put-downs, judgments

Content- Limits of Confidentiality

Although we have agreed to keep information that is shared in this group, there are legal limits of confidentiality that we want you to be aware of. If you share something that leads us to believe that

- 1) You are a threat to yourself or others

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- 2) You have knowledge of or have been involved in physical or sexual abuse, or neglect of a child, dependent adult or senior,

we will need to take further action and share this information with others. In addition, there is a co-facilitator (say name) from this agency in the group. If you want or need more information after this group is over, he or she can help you.

Content- Anticipatory Guidance

Before we begin, we wanted to prepare you for the possibility that participating in these sessions may cause you to reflect on things that you have experienced or seen in your past or that you are experiencing right now. These thoughts, feelings, and memories may be painful or uncomfortable. If you want someone to talk about these feelings, we can help you figure out the best person to talk to. Please come talk to us after the session is over.

Activity 1- Dear Abby: 45 minutes

Facilitator's Instructions

This activity is designed to explore gender biases, test assumptions about sexual orientation, and assess youth's ability to identify an IPA relationship. Ask for volunteers to share the advice they would give if they were Abby. Ask other youth to add to the advice or if they have different advice to share and why.

If there are major gaps in the advice youth offer, use this opportunity as a teachable moment to provide additional information and education.

See the Dear Abby Letters attached. Make sure that you have enough copies of the letters for everyone. Invite one participant to read a letter.

Content-Introduction

Since IPA is most common among adolescents and young adults, it is very likely that at some point in your lives you will know someone in a violent or abusive relationship or be in one yourself. In order to help think about what you would do to help someone else or help yourself, we are going to be reading three Dear Abby Letters made up for this exercise. After we read the letters, we are going to brainstorm the steps that individuals can take to protect themselves.

Repeat Participants

If you have youth who regularly attend IPA groups, this is an opportunity to support their leadership skills. The peer can read the letter and ask the initial discussion questions below.

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Session 5: Stopping the Violence

Discussion Questions

- Do they think that the writer is a man or woman?
Gay, Lesbian, or straight?
- Does this letter describe an IPA relationship?
If so, why? Or why not?
- What is the biggest problem described in the letter (even if it wasn't what they asked for help about)?
- What are the best options for the person writing the letter?

Alternate Instructions

Depending on the size of the group, it may work better to divide the group into smaller groups and assign each group with the task of developing a response to one letter. They can write the response or just take notes. Each group should pick one or two people to share their response with the larger group. They should answer the same questions as above.

After each group presents their advice, ask the group if they have anything to add or if they would change anything.

Summary: 5 minutes

Recap what was discussed in today's session and announce the date and time of the next session.

Evaluation: 5 Minutes

Facilitator's Instructions

If you plan to ask for feedback using the tool attached or another tool, there are several things that the facilitator can do to make this activity more productive and useful. First, let the participants know that you really do read and think about the feedback that they give. If you can, give examples of changes you have made in the past based on feedback you received (either for this group or another example). Second, give youth the option to complete the form as a group and read the questions out loud. This will allow youth with limited literacy skills to participate without having to call attention to their lack of skills. In the future, if you do incorporate feedback into the content or process of the group, let youth know that they made a difference. These changes can be small (e.g. the snack you offered, the time of the day of the group) or big (e.g. new discussion questions, changing activities).

Relationship Traffic – Minors

Session 5: Stopping the Violence

Dear Abby Handout

Letter 1: Dear Abby:

My boyfriend and I love each other. But I don't like it when we get in fights. When he gets angry, he hits me really hard and once I even needed stitches. But it was not his fault because we were both using drugs. I know that I sometimes deserve to get hit cause I piss him off and call him horrible names. But he is everything to me and I love him and he is the only one that cares for me in this world. Can you help us? Thanks.

Desperately in Love

Letter 2: Dear Abby,

I am 17 and I have been involved with "Joe" for about 3 months. I love him so much and he says that he loves me but I have a feeling that he is cheating on me. Joe is really good looking and at least two girls I know told me to my face that they would steal him if they could. I was feeling so jealous that I started following Joe around to see where he was going and who he was hanging out with. He keeps seeing me follow him and then he gets mad. Last week, I saw him talking to this girl and I got so mad that I threw my backpack at him as hard as I could. The zipper cut him on the face. I felt really bad but he knew he shouldn't make me jealous. Later he told me that the girl came up to him to talk to him and he didn't even know her but I don't know if I should believe him or not. He told me that he would break up with me if I keep acting like this but I feel so crazy with jealousy that I don't know what to do. How can I keep Joe and make sure that he is not cheating on me?

About to Explode

Letter 3: Dear Abby,

I finally found someone to love, really love but we fight. We fight like crazy. I mean wild crazy. My friend tells me we act like boxers, not lovers. But we do love just not as much as we fight. Could it be that we love each other so much we fight? I think so cuz after the fights we love sooo much. You know what I mean! See, the other day we were hanging with some friends and my partner told me I was flirting with someone else. I was shocked because I'm not 'the flirt' in our relationship. So I said that and then we started yelling and screaming and we couldn't stop. Sometimes it feels like something else takes over my body because before I knew it were on the sidewalk kicking and punching each other. If our friend hadn't noticed the police car I don't know if we would've stopped. So it's like that. We fight like crazy but we love each other. We spend every minute together and both like it that way. Okay, maybe there are times when I want some time alone but I'm afraid to ask because I would hate for my partner to ask for time alone. And another thing... I just got a job but my boss keeps complaining about my partner hanging around. I mean, what is the big deal? So what if my love comes to work with me. I still do my job. In fact, I probably do a better job just because my love is watching me. You know... we have to look out for each other. If we were ever apart anything crazy could happen. Right? But then I think about how I miss some of the things I did before we were together. Don't get me wrong, I don't want to be alone again. That sucked. But I do wish I could... I don't know... maybe not have to fight all the time. Sometimes the fighting really hurts. Sometimes things are

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Session 5: Stopping the Violence

said that I can't forget and that bug me for a long time. I guess I wish we could fight less. Is that possible?

Fighting Lover

Letter #4: Dear Abby,

My boyfriend always goes shopping with me and picks out everything I wear. It first started because he says he has better taste but it seems different now. If I wear something that makes me look like a hoochie mama, he throws it away. Sometimes I don't even think those clothes make me look like a hoochie mama but he does. Just last week he made me take my skirt off, right in front of our friends. He called me a "slut" and told me if I didn't take that "f---ing skirt off right then and there" he'd leave me. I was so embarrassed but I didn't want him to leave me so I took it off. I had to sit there in front of everyone, without a skirt. Later, when we were alone, my boyfriend made fun of me for not having a skirt. Everyone around just laughs when he tells me what to do but it isn't funny. What should I do?

Not Laughing

Letter #5: Dear Abby,

My girlfriend is the smartest person I know. I mean really, she could be the president or someone famous. She's in all the AP classes and will get a scholarship to a cool school soon. Everyone is always praising her for being so smart. Sometimes, when she isn't busy studying, she helps me with my homework. I used to like those times but lately, she has been really mean. She calls me names and makes fun of my grades. I know she is joking, and I know I'm not that smart but it still hurts. Can a dummy ask his girlfriend not to call him a dummy, even if he is?

Thanks,
The Dummy

Letter #6: Dear Abby,

I have this boyfriend who loves me more than anything. He buys me presents, takes me out to dinner and gives me my own money. He never, or usually never, asks how I spend the money. Okay, if he's been drinking then he asks, we fight and then make-up so it's pretty cool. Lately, though, he's been too rough during sex. I don't think it's his fault because he doesn't really know. I never tell him because I don't want to embarrass him or make him feel bad. Is there a way that I can get him to not be so rough during sex, without telling him? I really don't want to complain or bother him. He's a real busy man.

Thank you,
Confused

Relationship Traffic – Minors

Session 5: Stopping the Violence

Evaluation Session 5

Today's Date: _____

Today's Group was.....
(circle one)

Great

Good

OK

Poor

1. If I had a friend that was being hit by their partner, I would: (Circle the answer the best matches what you think you would do)

1. Ignore it
2. Tell them to leave their partner
3. Confront the partner
4. Break off the friendship
5. Talk to them about it

2. I plan to attend more sessions of this IPA Group Yes No Don't Know

3. I would tell other youth to come to this IPA Group Yes No Don't Know

4. How many IPA Group sessions have you attended? (Circle the correct number below):

1 2 3 4 5 5+

5. One thing that could make this session better is

6. My favorite part of this session was

Relationship Traffic - Minors

Session 6: See It and Stop It

- Objectives:**
1. Identify 3 things to do as part of a safety plan/avoiding danger.
 2. Know that restraining orders are free and available to youth over 12
 3. Identify 2 pros and 2 cons to getting a restraining order

Activities

1. Introduction
2. Ground Rules
3. See it and Stop It
4. Safety Planning
5. Restraining Orders
6. Summary
7. Evaluation (optional)

Supplies

- Flip Chart and Markers
- Poster/Flip chart with IPA definition
- See It and Stop It PSA Video
- VCR/TV
- Safety Planning/Avoiding Danger hand out
- Safety Worksheet

Introduction: 5 minutes

Facilitators Instructions Each session, co-facilitators outline the purpose of the program and review the 4 points below.

Please note that reviewing the definition of IPA is an important learning moment. Ask youth for examples of different types of abuse mentioned. Engage youth in critical thinking about the definition. If they have other ideas or disagree with the definition, that is OK.

Repeat Participants If you have youth who have attended this session before, please invite them to help you review the definition of IPA.

Content

1. This is session six of a 7 session series on intimate partner abuse. The purpose of this program is to prevent intimate partner abuse among youth. Lots of teens and young adults experience intimate partner abuse and youth on the streets may even be more vulnerable to being involved in IPA.
2. The term Intimate Partner Abuse may be new to you. The definition is up on this flip chart: "Abuse that is committed

Relationship Traffic - Minors

Session 6: See It and Stop It

by a current or past partner, usually with the intent to maintain power and control over the partner. This abuse includes actual or threatened physical and/or sexual assault, emotional abuse, mental abuse (mind-tripping), verbal abuse, and/or financial abuse.”

Many of you may be more familiar with the term domestic violence. We have used the IPA instead of DV for several reasons including:

- Women are usually seen as the victims in DV. With IPA, males and females may be the victims.
 - DV is usually used to describe violence among people that are married or living together. With IPA, partners may be living together or living separately.
3. While we hope that you will attend all of the sessions, you are free to attend any of them that you want and in any order.
 4. This is not counseling or group therapy: this is an educational program. We value your input about what works or doesn't work about this program so we can make it better.

Developing Ground Rules: 10 minutes

Facilitator Instructions

Ground rules, limits of confidentiality, and some anticipatory guidance are reviewed at the beginning of each session. Add any additional and reasonable ground rules that emerge from the group onto the poster with a dry erase marker. If the host agency has its own ground rules, ask youth to connect the group rules to the ground rules of the agency.

Content - Key Ground Rules

Although this is an educational group, some people may choose to share personal things. We want to establish group rules to make it a safe place for people to talk and share their ideas and to ensure that everyone is treated with respect. Here are some ground rules that we like. Does anyone have any that they would like to add to the list? Does anyone have any that they would like to change?

- Respect others
- One person speaks at a time
- Personal information does not leave the room
- Everyone has the right to their own opinion
- No put-downs, judgments

Content - Limits of Confidentiality

Although we have agreed to keep information that is shared in this group, there are legal limits of confidentiality that we want

Relationship Traffic - Minors

Session 6: See It and Stop It

you to be aware of. If you share something that leads us to believe that

- 1) You are a threat to yourself or others
- 2) You have knowledge of or have been involved in physical or sexual abuse, or neglect of a child, dependent adult or senior,

we will need to take further action and share this information with others. In addition, there is a co-facilitator (say name) from this agency in the group. If you want or need more information after this group is over, he or she can help you.

Content - Anticipatory Guidance

Before we begin, we wanted to prepare you for the possibility that participating in these sessions may cause you to reflect on things that you have experienced or seen in your past or that you are experiencing right now. These thoughts, feelings, and memories may be painful or uncomfortable. If you want someone to talk about these feelings, we can help you figure out the best person to talk to. Please come talk to us after the session is over.

Activity 1: See It and Stop It: 20 minutes

Facilitator's Instructions

This videotape includes two short (one minute long) PSAs where a youth confronts his/her friend about their behavior (either the way that they treat their girlfriend or the way that their boyfriend treats them). Show the first part of the video (with the young men) and ask the youth to share what they saw and thought about the scenario. Rewind the clip and show the same one again and ask what they saw the second time. Do the same with the second part of the video.

Repeat Participants

If you have youth who attend the IPA group regularly, ask them to be the VJ (video jockey) and help you set up the video, find the right spot on the tape, rewind it, etc.

Content-Introduction

This video has a PSA (explain what a PSA is – Public Service Announcement) from a campaign called See it and Stop It that is designed to encourage youth to take action about intimate partner violence. There are two short videos. I would like you to watch the first one and tell me what you think. Then we will watch the second one.

Discussion Questions

1. What was the body language of the young man that showed

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Session 6: See It and Stop It

- you that he was angry?
2. What was the body language of the young women that showed that she was scared or concerned?
 3. Do you think that it was appropriate for their friends to speak up? Why or why not?
 4. If it were you, what would you have said?
 5. What makes people afraid/reluctant to speak up when they think their friends aren't being treated right?
 6. Why do you think it is important for friends to speak up?

Activity II: Safety Planning/Avoiding Danger: 20 minutes

Facilitator Instructions This exercise explores the modified safety planning and avoiding danger lists that have been developed for homeless youth. Review the steps on the handout. Ask youth if there are steps that they would add, change, or remove. If there is time, ask youth to write notes on these plans to make them meaningful.

Follow the review of safety planning and avoiding danger with a worksheet that is designed to raise their awareness that tension is building in their relationship. You can read the questions aloud in the group or ask youth to complete the worksheet individually. Ask anyone if they would like to share any of their answers.

Content-Safety Planning and Avoiding Danger There are steps that people can take to try to stay safe if they think that their partner will be violent or abusive. There are also steps that people can take if you are worried that you might become violent or abusive yourself.

Discussion Questions Does this list make sense for youth in your situation? Why or why not?
Should anything be added or removed from the list?
Whose phone number should you carry around?
Who are the people that you can talk to?
Where would your safe place be?

Repeat Participants Ask youth to help distribute the pens and paper.

Content-Safety Worksheet In order for someone to take action on a safety plan or on a plan for avoiding danger, they need to pay attention to the signs that tension is building in their relationship. Let's look at the safety worksheet together. I will read the questions and you can write down the answer on your worksheet.

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Session 6: See It and Stop It

Activity III: Restraining Orders

Facilitator Instructions While many youth have very negative feelings about the police and concern about involving police voluntarily in their affairs, it is still important for them to understand what a restraining order is and how it can be used. You can let them know that even if they will never get one, they may know someone in the future who could use one and would need their help.

Please note: It is important for the facilitator to have accurate information about restraining orders in their community and the laws in their state as they may differ from the information provided here.

Content-Restraining Orders

A restraining order is an order from the court for a person to stay away from another person. Violating a restraining order is a criminal offense. In California, anyone 12 and over can get a restraining order. You don't have to have visible bruises or to have been physically hurt by someone. While there are fees for restraining orders, these fees can be waived so that it is free. Generally, there are people available to help you with the legal process.

In every situation, there may be pros and cons about getting a restraining order. What do you know about the pros and cons of getting a restraining order against someone?

(Sample answers include: The pros are that you can call the police if the person is bothering you or getting too close to you. The pros are also that it shows the other person that you are serious about protecting yourself. The cons may include having your own warrants come up and the fact that it starts the legal wheel turning, a process that you may not be able to stop even if you wanted to.)

In most cities there are legal counselors who can help you figure out the pros and cons in your situation so that you can make an informed choice.

Summary: 5 minutes

Recap what was discussed in today's session and announce the date and time of the next session.

Evaluation: 5 Minutes

Facilitator's Instructions If you plan to ask for feedback using the tool attached or another

Relationship Traffic - Minors

Session 6: See It and Stop It

tool, there are several things that the facilitator can do to make this activity more productive and useful. First, let the participants know that you really do read and think about the feedback that they give. If you can, give examples of changes you have made in the past based on feedback you received (either for this group or another example). Second, give youth the option to complete the form as a group and read the questions out loud. This will allow youth with limited literacy skills to participate without having to call attention to their lack of skills. In the future, if you do incorporate feedback into the content or process of the group, let youth know that they made a difference. These changes can be small (e.g. the snack you offered, the time of the day of the group) or big (e.g, new discussion questions, changing activities).

Relationship Traffic - Minors

Session 6: See It and Stop It

Safety Planning for Youth

1. Keep important phone numbers with you at all times.
2. Carry your own documents such as your birth certificate, ID, social security card, or ask a service center to hold these documents for you. Also keep your medicines with you.
3. Tell people you trust about the violence and ask them to call the police if they ever think you are in danger.
4. Make an escape plan that includes 4 places you could go to be safe
5. Develop code words to use with friends when you are in immediate danger.
6. Try not to be alone in isolated areas.
7. Find someone you feel comfortable with to talk to.
8. Recognize the signs when your partner or ex-partner is escalating and try to remove yourself from the situation.
9. Get a restraining order if you are in danger.
10. Give copies of the restraining order to the police, your housing program, drop in centers you frequent, etc. Keep a copy with you at all times.

Avoiding Danger Times

1. Recognize the feelings in your body when you are about to explode.
2. Remember the behaviors in other people that trigger your anger
3. When you are feeling hurt, lonely, powerless, sad, powerful, ashamed, think of someone who is safe for you to talk to. Keep their phone number with you.
4. Tell people you trust about your desire to control your temper better and ask them to support you when you are feeling vulnerable.
5. When you are feeling hurt, lonely, powerless, sad, powerful, ashamed, think of 4 safe places where you can go to calm down.
6. Try not to be alone with your partner when you feel the warning signs to your aggression.
7. Learn to listen to your own warning signs.
8. Stop, think, then act.

Relationship Traffic - Minors

Session 6: See It and Stop It

Safety Worksheet

Just before I loose my temper, I feel it in my _____
_____(e.g. stomach, head, fists, jaw, shoulders)

Just before my partner looses his/her temper, I notice a change in his or her -
_____(fists, jaw, shoulders, face, skin)

Each time my partner _____, I become so angry I explode.

My triggers to becoming aggressive are _____.

I _____ when my partner becomes aggressive.

_____ is a warning sign for my aggression.

The people that I trust to help me are _____.

If I feel like I am in danger of hurting my partner or being hurt, I could
_____.

The places where I feel most safe are _____.

Relationship Traffic - Minors

Session 6: See It and Stop It

Evaluation Session 6

Today's Date: _____

Today's Group was.....
(circle one)

Great

Good

OK

Poor

Circle the "T" if the statement is true. Circle the "F" if the statement is False.

1. How confident are you that you could recognize an IPA relationship? (Circle your answer)

1. Very confident
2. Somewhat confident
3. Somewhat not confident
4. Not confident at all

2. Safety planning includes which of the following (circle all that apply)

1. Keeping important phone numbers with you.
2. Keeping important documents (like ID, birth certificate) with you or someplace you can get to it easily
3. Telling someone you trust about the violence and asking for their help if you need it.
4. None of the above

3. I plan to attend more sessions of this IPA group Yes No Don't Know

4. I would tell other youth to come to this IPA group. Yes No Don't Know

5. How many IPA Group sessions have you attended? (Circle the correct number below):

1 2 3 4 5 5+

6. One thing that could make this session better is

7. My favorite part about this session was

Relationship Traffic

MYTH AND FACT EXERCISE

- 1) Which age group of women is most likely to be sexually assaulted?
 - a) Young women 16-24 years of age
 - b) Adult women 25- 44 years of age
 - c) Adult women older than 44

- 2) How many high school girls think that forced sex is acceptable under some circumstances?
 - a) Less than half
 - b) About half
 - c) More than three-quarters.

- 3) How many boys think that forced sex is acceptable under some circumstances?
 - a) Less than half
 - b) About half
 - c) More than three-quarters

- 4) How many Hollywood homeless youth reported being with a partner that made them feel scared?
 - a) Almost a quarter
 - b) One half
 - c) Less than one in ten

- 5) How many Hollywood homeless youth reported being with a partner that physically abused them?
 - a) Less than 1 in 10
 - b) Almost a quarter
 - c) More than half

- 6) How many Hollywood homeless youth reported being with a partner that sexually abused them?
 - a) Less than 1 in 10
 - b) Almost a quarter
 - c) More than half

- 7) Myth or Fact: Intimate Partner Abuse only happens between people who are poor or members of a minority.

- 8) Myth or Fact: Intimate partner abuse is rare in youth.

- 9) Myth or Fact: The most common reason people stay in abusive relationships is because of fear

- 10) Myth or Fact: Many teenagers think that jealousy, possessiveness, and violence are signs that their partner loves them?

- 11) How many teenagers have a friend who has been physically hurt by a dating partner?
 - a) About one quarter

Relationship Traffic

- b) About one third
- c) About three-quarters

- 12) Myth or Fact: Gay and lesbian youth do not experience partner abuse
- 13) Myth or Fact: People yell and hit to show how much they care about their partners
- 14) Myth or Fact: Alcohol and/or drugs are what cause people to become violent or abusive.
- 15) Myth or Fact: Batterers are always mean and vicious people.
- 16) Myth or Fact: Intimate Partner Abuse is usually a one time only occurrence.
- 17) Myth or Fact About one in three high school students have been or will be involved in an abusive relationships (True acadv.org/dating.html)
- 18) Myth or Fact Intimate partner violence against women is decreasing. (False Source Bureau of Justice Special Report, Intimate Partner Violence, May 2000)
- 19) Myth or Fact Intimate partner violence against men is more or less staying the same (True
(1) Source Bureau of Justice Special Report, Intimate Partner Violence, May 2000)
- 20) Myth or Fact About half of victims report intimate partner abuse to the police (True Source Bureau of Justice Special Report, Intimate Partner Violence, May 2000)
- 21) Myth or Fact In the US, over 500,000 women are stalked by an intimate partner each year.
- 22) Myth or Fact Nearly 1 in 5 teenage girls who have been in a relationship said a boyfriend had threatened violence or self-harm if presented with a break-up.
- 23) Myth or Fact Young women are more likely to yell, threaten to hurt themselves, pinch, slap, scratch or kick.
- 24) Myth or Fact Lesbian, gay, and bisexual adolescents are less likely to experience partner violence
- 25) Myth or Fact Most victims and abusers blame dating violence on the victims

Relationship Traffic

MTH AND FACT EXERCISE ANSWER SHEET

1. Which age group of women is most likely to be sexually assaulted?
 - a. Young women 16-24 years of age (**Correct Answer**)
 - b. Adult women 25- 44 years of age
 - c. Adult women older than 44

(Source Bureau of Justice Special Report, Intimate Partner Violence, May 2000)

2. How many high school girls think that forced sex is acceptable under some circumstances?
 - a. Less than half
 - b. About half (**Correct Answer**)
 - c. More than three-quarters.

(Source: M. Jackson, F. Cram, and F.W. Seymour, Journal of Family Violence 2000)

3. How many boys think that forced sex is acceptable under some circumstances?
 - a. Less than half
 - b. About half
 - c. More than three-quarters (**Correct Answer**)

(Source: M. Jackson, F. Cram, and F.W. Seymour, Journal of Family Violence 2000)

4. How many Hollywood homeless youth reported being with a partner that made them feel scared?
 - a. Almost 25% (**Correct Answer**)
 - b. 50%
 - c. Less than 10%

(Source: Needs assessment conducted by Childrens Hospital Los Angeles with 106 homeless youth in 2004)

5. How many Hollywood homeless youth reported being with a partner that physically abused them?
 - a. Less than 10%
 - b. Almost 25% (**Correct Answer**)
 - c. More than 50%

(Source: Needs assessment conducted by Childrens Hospital Los Angeles with 106 homeless youth in 2004)

6. How many Hollywood homeless youth reported being with a partner that sexually abused them?
 - a. Less than 10%
 - b. Almost 25% (**Correct Answer**)
 - c. More than 50%

(Source: Needs assessment conducted by Childrens Hospital Los Angeles with 106 homeless youth in 2004)

Relationship Traffic

7. Myth or Fact: Intimate Partner Violence only happens between people who are poor or members of a minority. **Myth**

(Source: <http://www.janedoe.org/know.htm>)

8. Myth or Fact: Intimate partner violence is rare in youth. **Myth**

(Accurate Information: Half of the women in the US have experienced violence in an intimate relationship and over half of youth know someone who has been physically, sexually or verbally abusive in a dating relationship. Source: Liz Claiborne Inc. study on teen dating abuse conducted by Teenage Research Unlimited, February 2005)

9. Myth or Fact: The most common reason people stay in abusive relationships is because of fear **Fact**

(Source: <http://www.uvm.edu/~police/publicDownloads/Dating.Violence.pdf>)

10. Myth or Fact: Many teenagers think that jealousy, possessiveness, and violence are signs that their partner loves them? **Fact**

(Source: http://www.msu.edu/~cdaadmin/myths_&_facts_dating_violence.htm)

11. How many teenagers have a friend who has been physically hurt by a dating partner?

a. About ¼ (25%) (**Correct Answer**)

b. About 1/3 (33%)

c. About ¾ (75%)

(Source: (Source: Liz Claiborne Inc. study on teen dating abuse conducted by Teenage Research Unlimited, February 2005.)

12. Myth or Fact: Gay and lesbian youth do not experience partner violence **Myth**

(Accurate Information: in a study of gay, lesbian, and bisexual adolescents, these youth were just as likely to experience dating violence as their straight peers. Halpern CT, Young ML, Waller MW, Martin SL, Kupper LL. Prevalence of partner violence in same-sex romantic and sexual relationships in a national sample of adolescents. Journal of Adolescent Health. 2004 Aug;35(2):124-31.)

13. Myth or Fact: People yell and hit to show how much they care about their partners **Myth**

(Accurate information: People yell and hit because they are using violence to try and control another person and/or are unable to control their own behavior)

14. Myth or Fact: Alcohol and/or drugs are what cause people to become violent or abusive. **Myth**

(Accurate Information: substances are not the cause of violence but may act as enablers to violence by lowering inhibitions)

15. Myth or Fact: Batterers are always mean and vicious people. **Myth**

(Accurate information: People who abuse their partners can be "normal" people that we encounter in everyday life. They can be the smartest, quietest, or coolest. What they have in common is their inability to control their anger and aggressive impulses.)

16. Myth or Fact: Intimate Partner Violence is usually a one time only occurrence. **Myth**

Relationship Traffic

(Accurate information: Once violence begins in a dating relationship, it usually gets worse. Source National Clearinghouse on Family Violence http://www.phac-aspc.gc.ca/ncfv-cnivf/familyviolence/html/femdatfreq_e.html)

17. Myth or Fact About one in three high school students have been or will be involved in an abusive relationship **Fact**
(Source: acadv.org/dating.html)

18. Myth or Fact Intimate partner violence against women is decreasing. **Myth**
(Source Bureau of Justice Special Report, Intimate Partner Violence, May 2000)

19. Myth or Fact Intimate partner violence against men is more or less staying the same **Fact**
(Source Bureau of Justice Special Report, Intimate Partner Violence, May 2000)

20. Myth or Fact About half of victims report intimate partner abuse to the police **Fact**
(Source Bureau of Justice Special Report, Intimate Partner Violence, May 2000)

21. Myth or Fact In the US, over 500,000 women are stalked by an intimate partner each year. **Fact**
(Source: <http://www.endabuse.org/resources/facts/>)

22. Nearly 1 in 5 teenage girls who have been in a relationship said a boyfriend had threatened violence or self-harm if presented with a break-up. **Fact**
(Source: Liz Claiborne Inc. study on teen dating abuse conducted by Teenage Research Unlimited, February 2005.)

23. Young women are more likely to yell, threaten to hurt themselves, pinch, slap, scratch or kick. **Fact**
(Source: <http://www.abanet.org/unmet/teendating/facts.pdf>)

24. Lesbian, gay, and bisexual adolescents are less likely to experience partner violence **Myth**
(Source: <http://www.abanet.org/unmet/teendating/facts.pdf>)

25. Most victims and abusers blame dating violence on the victims **Fact**
(Source: <http://www.abanet.org/unmet/teendating/facts.pdf>)

INTIMATE PARTNER ABUSE

Definition

Abuse that is committed by a current or past partner, usually with the intent to maintain power and control over the partner.

Examples

This abuse includes actual or threatened physical and/or sexual assault, emotional abuse, mental abuse (mind-tripping), verbal abuse, and or financial abuse.

Facts

- Intimate partner abuse is something that we learn
- Intimate partner abuse can occur in both heterosexual (straight) and same-sex (gay or lesbian) relationships
- Intimate partner abuse is not caused by stress
- Anyone is capable of violence or abuse in an intimate partner relationship

Relationship Traffic

Evaluation Session 1

Today's Date: _____

Today's Group was.....
(circle one)

Great

Good

OK

Poor

Fill in the blanks for each question.

1. Name 3 qualities of a healthy relationship.

1. _____

2. _____

3. _____

2. Name 3 qualities of an unhealthy relationship.

1. _____

2. _____

3. _____

Please circle T if the statement is True or F if the statement is false.

3. Intimate partner abuse is caused by stress. T F

4. Females can be perpetrators of intimate partner abuse. T F

Please circle the answer to each statement

5. I plan to attend more sessions of this group. Yes No Don't Know

6. I would tell other youth to come to this group. Yes No Don't Know

7. How many IPA Group sessions have you attended? (circle the correct number below)

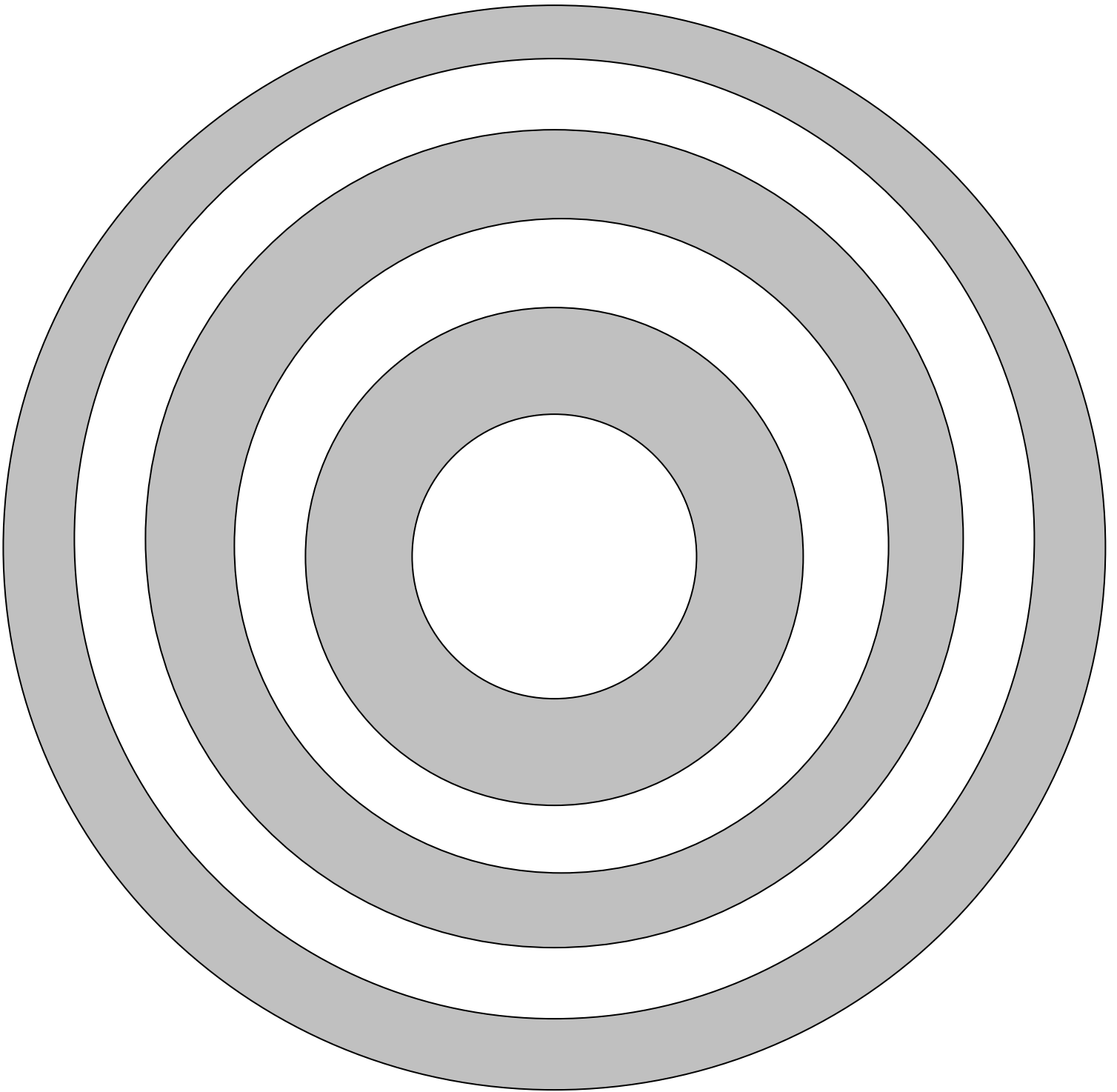
1 2 3 4 5 5+

9. One thing that could make this session better is

10. My favorite part of today's session was

Relationship Traffic

Date _____



Relationship Traffic

Limit Setting Activity Handout

If _____ does _____ then he/she has gone
too far and I will _____.

If _____ does _____ then he/she has gone
too far and I will _____.

If _____ does _____ then he/she has gone
too far and I will _____.

If _____ does _____ then he/she has gone
too far and I will _____.

If _____ does _____ then he/she has gone
too far and I will _____.

If _____ does _____ then he/she has gone
too far and I will _____.

If _____ does _____ then he/she has gone
too far and I will _____.

If _____ does _____ then he/she has gone
too far and I will _____.

If I _____ to _____ then I have gone

Relationship Traffic

too far and I will _____.

If I _____ to _____ then I have gone

too far and I will _____.

If I _____ to _____ then I have gone

too far and I will _____.

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too far and I will _____.

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If I _____ to _____ then I have gone

too far and I will _____.

If I _____ to _____ then I have gone

too far and I will _____.

If I _____ to _____ then I have gone

too far and I will _____.

Relationship Traffic

Evaluation Session 2

Today's Date: _____

Today's Group was.....

(circle one)

Great

Good

OK

Poor

Please circle what your answer is to each of the questions below.

1. Circle all of the behaviors that you think can be considered intimate partner abuse if a girlfriend or boyfriend did them to their partner or ex-partner (you can circle as many as you want to).

- a. Hitting their partner
- b. Threatening to kill their partner
- c. Stalking their partner (following them all the time)
- d. Making their partner feel worthless and like no one would want to be with them
- e. Controlling who their partner talks to or hangs out with.

2. My boundaries change depending on who I am with. True False

3. I plan to attend more sessions of this group. Yes No Don't Know

4. I would tell other youth to come to this group. Yes No Don't Know

5. How many IPA Group sessions have you attended? (circle the correct number below):

1 2 3 4 5 5+

6. One thing that could make this session better is

7. My favorite part of this session was

Relationship Traffic

Evaluation Session 3

Today's Date Is _____

Today's Group was.....

(circle one)

Great

Good

OK

Poor

Please circle your answer to each of the questions below.

1. I will listen to music lyrics differently now that I participated in this session. Yes No Don't Know
2. I plan to attend more sessions of this IPA Group. Yes No Don't Know
3. I would tell other youth to come to this IPA Group. Yes No Don't Know
4. How many IPA Group sessions have you attended? (circle the correct number below):

1 2 3 4 5 5+

5. What things do you think promote partner violence?

6. One thing that could make this session better is

7. My favorite part of this session was

Relationship Traffic

Risk For Intimate Partner Violence

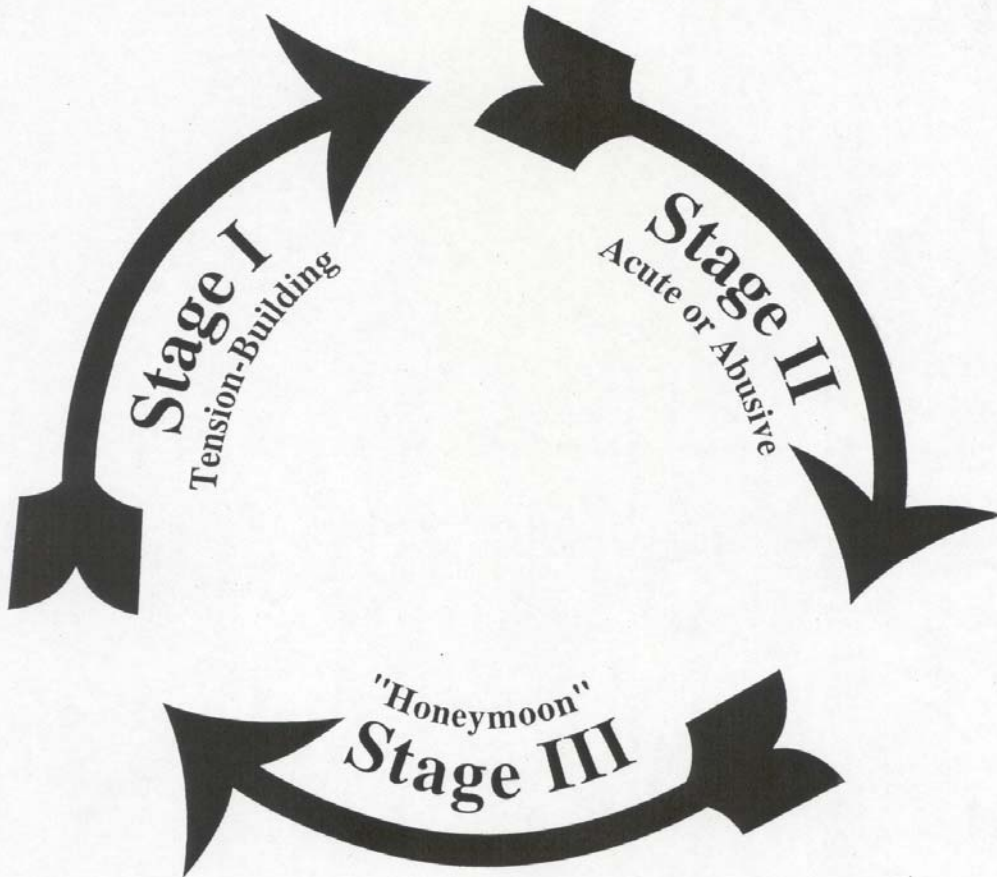
Factors that may increase my risk for abusing my partner...	Factors that may protect me from abusing my partner...
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Relationship Traffic

Risk For Intimate Partner Violence

Factors that may increase my risk for being abused by my partner...	Factors that may protect me from being abused by my partner...
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Relationship Traffic



Relationship Traffic

Relationship Violence: Identifying Red Flag Behaviors for Intimate Partner Abuse

Red Flag Behaviors
I am constantly checking up on my partner and/or my partner does this to me.
My partner insults, humiliates, embarrasses, and calls me names and/or I do this to my partner.
I control my partner's plans and friends and/or my partner does this to me.
My partner threatens me in order to get his/her way and/or I do this to my partner.
I often accuse my partner of flirting and/or my partner does this to me.
My partner tells me that no one else would ever want to be with me and/or I tell my partner this.
I destroy gifts, pictures, clothing, or other things that are important to my partner and/or my partner does this to me.
My partner blames me for his/her problems and/or I do this to my partner.
I use my partners past mistakes against him/her and/or my partner does this to me.
My partner expresses jealousy without reason and/or I do this to my partner.
I withhold affection as a way to punish my partner and/or my partner does this to me.
My partner hurts or threatens to hurt my friends, family members, or pet and/or I threaten to do this to my partner.
I have abused my previous partners and/or my partner has abused their previous partners.

Relationship Traffic

Evaluation Session 4

Today's Date: _____

Today's Group was.....
(circle one)

Great

Good

OK

Poor

1. What are the three stages of the cycle of violence? (Circle the correct answer)

- a. Tension, abuse, honeymoon
- b. Stress, release, calm
- c. Dating, breaking up, dating again

3. I plan to attend more sessions of this IPA Group Yes No Don't Know

4. I would tell other youth to come to this IPA Group Yes No Don't Know

5. How many IPA Group sessions have you attended? (Circle the correct number below):

1 2 3 4 5 5+

6. One thing that could make this session better is

7. My favorite part of this session was

Relationship Traffic

Dear Abby Handout

Letter 1: Dear Abby:

My boyfriend and I love each other. But I don't like it when we get in fights. When he gets angry, he hits me really hard and once I even needed stitches. But it was not his fault because we were both using drugs. I know that I sometimes deserve to get hit cause I piss him off and call him horrible names. But he is everything to me and I love him and he is the only one that cares for me in this world. Can you help us? Thanks.

Desperately in Love

Letter 2: Dear Abby,

I am 17 and I have been involved with "Joe" for about 3 months. I love him so much and he says that he loves me but I have a feeling that he is cheating on me. Joe is really good looking and at least two girls I know told me to my face that they would steal him if they could. I was feeling so jealous that I started following Joe around to see where he was going and who he was hanging out with. He keeps seeing me follow him and then he gets mad. Last week, I saw him talking to this girl and I got so mad that I threw my backpack at him as hard as I could. The zipper cut him on the face. I felt really bad but he knew he shouldn't make me jealous. Later he told me that the girl came up to him to talk to him and he didn't even know her but I don't know if I should believe him or not. He told me that he would break up with me if I keep acting like this but I feel so crazy with jealousy that I don't know what to do. How can I keep Joe and make sure that he is not cheating on me?

About to Explode

Letter 3: Dear Abby,

I finally found someone to love, really love but we fight. We fight like crazy. I mean wild crazy. My friend tells me we act like boxers, not lovers. But we do love just not as much as we fight. Could it be that we love each other so much we fight? I think so cuz after the fights we love sooo much. You know what I mean! See, the other day we were hanging with some friends and my partner told me I was flirting with someone else. I was shocked because I'm not 'the flirt' in our relationship. So I said that and then we started yelling and screaming and we couldn't stop. Sometimes it feels like something else takes over my body because before I knew it were on the sidewalk kicking and punching each other. If our friend hadn't noticed the police car I don't know if we would've stopped. So it's like that. We fight like crazy but we love each other. We spend every minute together and both like it that way. Okay, maybe there are times when I want some time alone but I'm afraid to ask because I would hate for my partner to ask for time alone. And another thing... I just got a job but my boss keeps complaining about my partner hanging around. I mean, what is the big deal? So what if my love comes to work with me. I still do my job. In fact, I probably do a better job just because my love is watching me. You know... we have to look out for each other. If we were ever apart anything crazy could happen. Right? But then I think about how I miss some of the things I did before we were together. Don't get me wrong, I don't want to be alone again. That sucked. But I do wish I could... I don't know... maybe not have to fight all the time. Sometimes the fighting really hurts. Sometimes things are said that I can't forget and that bug me for a long time. I guess I wish we could fight less. Is that possible?

Fighting Lover

Relationship Traffic

Letter #4: Dear Abby,

My boyfriend always goes shopping with me and picks out everything I wear. It first started because he says he has better taste but it seems different now. If I wear something that makes me look like a hoochie mama, he throws it away. Sometimes I don't even think those clothes make me look like a hoochie mama but he does. Just last week he made me take my skirt off, right in front of our friends. He called me a "slut" and told me if I didn't take that "f---ing skirt off right then and there" he'd leave me. I was so embarrassed but I didn't want him to leave me so I took it off. I had to sit there in front of everyone, without a skirt. Later, when we were alone, my boyfriend made fun of me for not having a skirt. Everyone around just laughs when he tells me what to do but it isn't funny. What should I do?

Not Laughing

Letter #5: Dear Abby,

My girlfriend is the smartest person I know. I mean really, she could be the president or someone famous. She's in all the AP classes and will get a scholarship to a cool school soon. Everyone is always praising her for being so smart. Sometimes, when she isn't busy studying, she helps me with my homework. I used to like those times but lately, she has been really mean. She calls me names and makes fun of my grades. I know she is joking, and I know I'm not that smart but it still hurts. Can a dummy ask his girlfriend not to call him a dummy, even if he is?

Thanks,
The Dummy

Letter #6: Dear Abby,

I have this boyfriend who loves me more than anything. He buys me presents, takes me out to dinner and gives me my own money. He never, or usually never, asks how I spend the money. Okay, if he's been drinking then he asks, we fight and then make-up so it's pretty cool. Lately, though, he's been too rough during sex. I don't think it's his fault because he doesn't really know. I never tell him because I don't want to embarrass him or make him feel bad. Is there a way that I can get him to not be so rough during sex, without telling him? I really don't want to complain or bother him. He's a real busy man.

Thank you,
Confused

Relationship Traffic

Evaluation Session 5

Today's Date: _____

Today's Group was.....
(circle one)

Great

Good

OK

Poor

1. If I had a friend that was being hit by their partner, I would: (Circle the answer the best matches what you think you would do)

1. Ignore it
2. Tell them to leave their partner
3. Confront the partner
4. Break off the friendship
5. Talk to them about it

2. I plan to attend more sessions of this IPA Group Yes No Don't Know

3. I would tell other youth to come to this IPA Group Yes No Don't Know

4. How many IPA Group sessions have you attended? (Circle the correct number below):

1 2 3 4 5 5+

5. One thing that could make this session better is

6. My favorite part of this session was

Relationship Traffic

Safety Planning for Youth

1. Keep important phone numbers with you at all times.
2. Carry your own documents such as your birth certificate, ID, social security card, or ask a service center to hold these documents for you. Also keep your medicines with you.
3. Tell people you trust about the violence and ask them to call the police if they ever think you are in danger.
4. Make an escape plan that includes 4 places you could go to be safe
5. Develop code words to use with friends when you are in immediate danger.
6. Try not to be alone in isolated areas.
7. Find someone you feel comfortable with to talk to.
8. Recognize the signs when your partner or ex-partner is escalating and try to remove yourself from the situation.
9. Get a restraining order if you are in danger.
10. Give copies of the restraining order to the police, your housing program, drop in centers you frequent, etc. Keep a copy with you at all times.

Avoiding Danger Times

1. Recognize the feelings in your body when you are about to explode.
2. Remember the behaviors in other people that trigger your anger
3. When you are feeling hurt, lonely, powerless, sad, powerful, ashamed, think of someone who is safe for you to talk to. Keep their phone number with you.
4. Tell people you trust about your desire to control your temper better and ask them to support you when you are feeling vulnerable.
5. When you are feeling hurt, lonely, powerless, sad, powerful, ashamed, think of 4 safe places where you can go to calm down.
6. Try not to be alone with your partner when you feel the warning signs to your aggression.
7. Learn to listen to your own warning signs.
8. Stop, think, then act.

Relationship Traffic

Safety Worksheet

Just before I loose my temper, I feel it in my _____
_____(e.g. stomach, head, fists, jaw, shoulders)

Just before my partner loses his/her temper, I notice a change in his or her _____(fists,
jaw, shoulders, face, skin)

Each time my partner _____, I become so angry I explode.

My triggers to becoming aggressive are _____.

I _____when my partner becomes aggressive.

_____ is a warning sign for my aggression.

The people that I trust to help me are _____.

If I feel like I am in danger of hurting my partner or being hurt, I could
_____.

The places where I feel most safe are _____.

Relationship Traffic

Evaluation Session 6

Today's Date: _____

Today's Group was.....
(circle one)

Great

Good

OK

Poor

Circle the "T" if the statement is true. Circle the "F" if the statement is False.

1. How confident are you that you could recognize an IPA relationship? (Circle your answer)
 1. Very confident
 2. Somewhat confident
 3. Somewhat not confident
 4. Not confident at all

2. Safety planning includes which of the following (circle all that apply)
 1. Keeping important phone numbers with you.
 2. Keeping important documents (like ID, birth certificate) with you or someplace you can get to it easily
 3. Telling someone you trust about the violence and asking for their help if you need it.
 4. None of the above

3. I plan to attend more sessions of this IPA group Yes No Don't Know

4. I would tell other youth to come to this IPA group. Yes No Don't Know

5. How many IPA Group sessions have you attended? (Circle the correct number below):

1 2 3 4 5 5+

6. One thing that could make this session better is

7. My favorite part about this session was

Relationship Traffic

Ice Breaker Exercises

Intersecting Circles: Divide students into groups of three or four. Give each group a large sheet of butcher paper and a different color marker for each person. Have them draw (intersecting circles (a Venn Diagram) with an oval for each student. The students in each group are to discuss what their similarities and differences are. After the discussion, they are to fill in the diagram showing their similarities and differences. If a group has a hard time getting started, give them some guidance by asking questions such as, "What is your favorite music?" "When is your birthday?" "What sports do you like?" "Where were you born?" (Supplies: butcher paper, markers)

Make a Date: Give each participant a paper plate. Have them draw the face of a clock on their plate with a line next to each number (no digitals!). Then have participants walk around and find a "date" for each hour, writing their name by the hour. The catch is, no one can make a "date" with more than one person per hour. After everyone has made their dates, speed up time and allow 1-3 minutes for each hour. The facilitator then asks a question for discussion on each date. (Examples could include: what is your favorite food, what is your favorite/least favorite part of Hollywood, etc.) The pairs will have a chance to get to know one another. (Supplies: paper plates, pens)

Silent Identification: Each participant is asked to write words or draw pictures that describe themselves. This is done silently. They pin the picture on their chests, walk around and have everyone look each other over. Pictures are then shuffled and participants are asked to identify the person to which the picture belongs. (Supplies: paper, pens/markers, safety pins)

Toilet Tissue: tell participants to take a length of tissue. Only after all have taken some, tell them for each panel of tissue they have to say one positive thing about themselves. (you could vary what they have to do or say for each tissue square: tailored to your objective)(variation: use M&M's- for each color they have to say one thing i.e. yellow: something funny about themselves, red: an embarrassing moment, green.....) (Supplies: roll of toilet paper)

Balloon Game - have everyone put one piece of information about them in a balloon, then blow up the balloon and throw the balloon in the middle of the circle of participants. Then one by one, pop the balloons and guess to whom that piece of information belongs. (supplies: balloons, paper, pens)

Two True One False: go around group and everyone has to say two true statements about themselves and one false. The rest of the group has to guess which one is false. You may be surprised. You can learn some crazy things about each other! (Supplies: none)

Paper Bag Skits- first split your group into teams consisting of three to six members. Give each team a paper bag filled with assorted objects. These can be almost anything, i.e. a wooden spoon, a screw, a bar of soap, a computer disk, etc... The object of the game is to present a skit using all of the props provided. The props may be used as they would be in normal life, or they may be imaginatively employed. Give each group a topic to base their skit on. When all the skits have been planned and rehearsed they are performed for the amusement of all. (Supplies: 2-4 paper bags and assortment of odd items in each)

Relationship Traffic

Trading Traits

Create index cards with personality traits of a prospective mate. Give each youth a stack of cards (5 or 6) and allow them to trade with each other. They can make any deal that they want to try to create the best partner.

Tall
Honest
Loving
Drinks too much
Uses some drugs
Passive
Sensitive
Not religious
Hot temper
Has contact with mother
Been in jail
Loner
Loud
Has plans for the future
Fun

Traits

Short
Horny
Unfaithful
Doesn't do drugs
Strong
Inconsiderate
Religious
Passionate
No family
Has kids
Lots of friends
Popular
Quiet
Lives for the moment
Boring

After about 10 minutes of trading, ask the following questions?

Discussion Questions:

Which qualities did they have that they wanted to get rid of?

Which qualities did you want to keep?

Did they make a tradeoff to keep something that was important to them?

Did they learn anything about themselves?

(Supplies: index cards with traits written on them)

Relationship Traffic

National Hotlines for Intimate Partner Abuse

National Domestic Violence Hotline

1-800-799-SAFE (7233)

Stalking Resource Center

1-800-FYI-CALL

Websites with Good Information for Youth

Alabama Coalition Against Domestic Violence

<http://www.acadv.org/dating.html>

Break the Cycle

<http://www.break-the-cycle.org/>

Cool Nurse-Teen Dating Violence

http://www.coolnurse.com/teen_dating_violence.htm

End Domestic Violence – Youth <http://youth.enddomesticviolence.org/healthyrelationships/default.asp>

Family Violence Prevention Fund- See It and Stop It

<http://www.seeitandstopit.org/pages/>

Love is Not Abuse

<http://www.loveisnotabuse.com/>

National Domestic Violence Hotline

<http://www.ndvh.org/help/teen-help.html>

National Youth Violence Prevention Resource Center

<http://www.safeyouth.org/scripts/teens/dating.asp>

Sex Etc.org

<http://www.sexetc.org/index.php?topic=Abuse+and+violence>

Stop Violence

<http://www.stopviolence.com/domviol.htm>

Teen Line

<http://www.teenlineonline.org/>

Teen Victim Project

<http://www.ncvc.org/tvp/Main.aspx>

Women's Law

<http://www.womenslaw.org/teens.htm>

Relationship Traffic

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