
SESSION 8

Objectives:

- To differentiate between needs and wants.
- To begin to identify emotional and intellectual traps and develop strategies for more positive patterns.
- To recognize and have some strategies for coping with depression.
- To begin to develop skill in saying no to unwanted touch.
- To learn and recognize the importance of the No More Secrets Rule.
- To identify feelings and thoughts associated with saying no.

Objectives for Prevention of Interpersonal Violence Option:

- To recognize interpersonal violence in everyday situations.
- To understand what dating and domestic violence are.
- To recognize and discuss examples of physical, sexual, and emotional abuse.

Session Outline:

- **Updating**
- **Needs vs. Wants**
 - Exercise: Needs vs. Wants
- **Identity Traps**
- **Fear**
 - Exercise: Fear
- **Loss**
- **Depression**
- **Break Or Split Session Option**
 - Relaxation for Split Session
 - Selfwork for Split Session
 - Reentry for Split Session
- **Prevention of Sexual Abuse and Interpersonal Violence**
 - Notes for Presenter: Prevention of Sexual Abuse
 - Notes for Presenter: Interpersonal Violence Option
- **Prevention of Sexual Abuse
(for Elementary Age Participants)**
- **No More Secrets Rule**
- **Option: Interpersonal Violence
(for Adolescent and Adult Participants)**
- **Defining Dating and Domestic Violence**
 - Exercise: Identification of Types of Abuse
- **Relaxation**
- **Selfwork**

- **Handouts:**

- Letter to Parents
- Preventing Depression
- Discovering Insights
- Violence Among U.S. Families: Some Facts
- Dating Violence: Some Facts
- You Are Being Sexually Abused If . . .

- **Materials:**

- Flip chart or chalk board
- Paper scraps with needs and wants written on them
- Container

Updating

How many of you are remembering to work with thought-switching, positive over-ride, word-switching?

Have you begun to feel any differently about yourselves or what is happening in your lives?

Are you remembering to note changes in your journal?

Today we're going to talk about the difference between what we need and what we want.

Needs Vs. Wants

An important part of becoming a responsible person is knowing the difference between needs and wants.

Who can tell me what a need is?

Flip Chart 29

Basic Needs:

- | | |
|-------------------|-----------------------|
| ✓ food | ✓ water |
| ✓ shelter | ✓ medical care |
| ✓ education | ✓ protection |
| ✓ love | ✓ security |
| ✓ self-esteem | ✓ recognition |
| ✓ new experiences | ✓ creative expression |
-

If basic needs go unmet, what happens?

Our survival and security are threatened.

Who can give me an example of a want?

What is the difference between something you need and something you want?

Wants are things that we would like to have, but can survive without.

Knowing the difference between what we need and what we want is the first step in learning to be effective in really getting what you want out of life.

Can anyone tell me where you need to look to discover what you want or need?

Discuss. Encourage them to see that they are the only source.

Feelings are one way we know what we want. For example, if you really want to get a high mark on your next spelling test, it is not enough just to want it, you have to do the work.

Exercise: Needs vs. Wants

Fill a container with scraps of paper listing needs and wants. Be sure to include the latest rage items that kids think they must have in order to survive (toys, brand name sneakers, particular foods, etc.) Have members take turns picking one and identifying it as a want or need. Items which generate disagreement or discussion are fine.

We need to learn to identify what we need and what we want, then to work toward making choices.

But there are some traps along the way that we can learn to avoid.

Identity Traps

When you feel angry and have hurtful thoughts, does that make you a bad person?

Are you your feelings, or are your feelings a part of you?

When you think thoughts like "I can't do anything right," does that make it true about you?

Are you your thoughts, or are your thoughts just a part of you?

We all have endless feelings and thoughts. Some are more pleasant and feel better than others, but none of them are you; they are a part of you.

Believing that our feelings or thoughts are good or bad, or that we are good or bad because we have them is a trap because it makes us afraid to be who we are.

Flip Chart 30**Identity Traps:**

What I feel = Who I am

What I do = Who I am

What I think = Who I am

IT IS NOT TRUE!!!!

Other Identity Traps:

If I make a mistake, I am a mistake.

If I have bad thoughts, I am a bad person.

If I fail at something, I am a failure.

If I do something mean, I am a mean person.

IT IS NOT TRUE!!!

We've talked about ways to change what you say to yourself in order to avoid these traps.

Thought-switching, positive self-talk, etc.

When you can recognize these traps and have a way to work with them, you don't have to be trapped by them.

What are some other thoughts you have that trap you, and how could you answer yourself back so you won't be trapped?

For example: "I can't do anything right" versus "I made a mistake. Let me think about what I can learn from my mistake and I'll try again."

"I'm awful" versus "I have bad thoughts when I get angry or upset, but I don't act on those bad thoughts."

"I'm mean" versus "I did something mean and I need to apologize."

Fear

Being afraid is a feeling everyone has sometimes, but it can trap you into doing nothing.

It can keep you from taking risks. It can even keep you from leaving your house.

Fear can also be your friend, just as all your other feelings can be your friends when you understand them and learn to work with them instead of letting them control you.

Whenever you are feeling fear, you can ask yourself:

Flip Chart 31

"What am I afraid of losing?"

- love, acceptance, approval;
 - power and control; and/or
 - looking good.
-

The more accurately you can recognize the source of your fear, the more choices you have.

Exercise: Fear

Write down three fears that you have.

Now write down what you are afraid of losing.

Are you afraid, or are your fears just another part of you?

Are there any actions you could take to change the situation with the three things you have written down?

If so, write down one action for each and when you will take that action.

Remember, doing this is making an agreement with yourself.

Loss

What does it mean to lose something?

Not just to misplace something, but to feel loss?

Can you think of times when you have had a feeling of loss?

Allow discussion. If they need help with examples, follow up with:

We can feel loss when our schedule changes, when a friend isn't around as often, when we have more or less money, when we move, when we feel someone

The confrontation exercise can be utilized very effectively here. It brings into play the feelings of disapproval, powerlessness, and not looking good.

doesn't like us as much as they did before, when we are abused by someone we cared about and trusted.

Loss is often associated with something that doesn't make sense.

For example, if you lose something that you bought when you were with someone special, you might feel loss for the memories of the time you were with that special person.

Another example: It doesn't really make sense to feel loss of the relationship you had with someone who abused you. The fact that it doesn't make sense doesn't negate the feeling.

Can we sometimes feel loss even about happy things?

For example, if you have a new brother or sister, you may be very happy that they are here, that you can play with them, and that you'll be growing up with another person in your family. At the same time, you may feel very sad, may feel loss that your parents don't have as much time for you now, that all the people in your family will be thinking and asking about your new brother or sister instead of just you.

Mixed feelings are part of life and are easier to understand if you acknowledge that they are there.

Who can think of a feeling of loss you have had with your family?

Divorce, move, death, separation.

How did it feel?

What did you do?

Did the feelings change over time? How did you handle the feelings?

Did anyone help you? Did your parents act differently? Do you think they felt the loss too?

Have you ever had something happy cause feelings of loss for you?

New siblings, reporting abuse, moving, good news for a friend that led to separation.

Did you communicate that or did you try to pretend you weren't having those feelings?

Did you feel badly about yourself for having those feelings?

Remember — you are not the same as your feelings.

Depression

Lets talk about one more difficult feeling. What does it mean to be depressed?

Discussion.

Depression is especially difficult because it affects everything you think and say.

It affects how you see and hear everything everyone else says to you. They may be trying to be helpful, and depression can make you think and feel they are trying to hurt you.

This is an especially hard emotion or feeling to deal with because it usually isn't recognizable as depression.

It can feel like sadness or a bad mood, but it usually lasts much longer than most feelings.

Does anyone remember feeling depressed? What did it feel like?

Discussion including:

- feeling tired all the time and never having any energy;
- deep sadness that is with you all the time;
- guilt that never goes away or comes back very often;
- feeling incapable of making any decisions;
- not being able to think clearly and maybe not even caring that you can't decide or think;
- feeling dull about everything;
- not having a good time, even when you're doing something that should be fun;
- feeling like you don't love or care about people anymore;
- irritable and jumpy and unable to stop feeling that way and/or;
- thinking about death a lot.

All of these things are very real in the mind of a depressed person. They make sense and are very powerful.

At the same time, the depressed person may realize that s/he didn't used to think and feel that way.

This is a really important time to ask for help.

Depression is self-sustaining and sometimes only someone from the outside, such as a counselor or doctor, can help you to regain your balance, to get back to what is more normal for you.

Break Or Split Session Option

Relaxation for Split Session

Let's close our eyes, get comfortable in your chairs, take a deep breath and let it out slowly and quietly.

Do this three or four times.

Keep breathing now and think of a time when you did something that made you really happy.

Pause about 15 seconds between each of these suggestions.

Now think of a time when you got something you really wanted.

Now think of another time when you gave someone else something they really wanted.

Notice the feelings and thoughts that went with getting and giving.

Now think of a time when you didn't get something you wanted.

Notice the feelings and thoughts that went with that.

Now think of a time someone did something special for you and you felt really loved.

Now think of a time when you did something nice for someone else and felt really special.

Now think of a time when you worked hard for something and were really proud of yourself.

Pay attention now to the way it feels to know you are loved and that you love others.

Notice how your body feels.

Notice if you are smiling.

You can take a minute or two to feel this way whenever you need to.

Now, keeping that feeling and those good thoughts, begin to stretch and move about in your chair, and when you are ready, open your eyes.

Selfwork for Split Session

Select from Numbers 1, 2, 3 and 4 found at the end of Session 8.

Reentry for split session

Does anyone have something to share since last time?

Did any of you notice that some of the things you used to think you need are really wants instead?

Did any of you notice that you were trapped in one of the traps we discussed last time?

Prevention of Sexual Abuse and Interpersonal Violence

Notes for Presenter: Elementary Age Participants

The prevention of sexual abuse approach of this Program is built around conveying the following ideas:

- your body belongs to you;
- you have a right to say who touches you and how;
- if someone touches you in a way you don't like, in a way that makes you feel funny or uncomfortable inside, or in a way that you think is wrong, it's okay to say "no";
- if the person doesn't stop, say "I'm going to tell" and then tell;
- keep telling until someone helps you.

People already know what kinds of touch they like and what touch they don't like. They know what touch seems wrong or makes them uneasy.

Prevention of sexual abuse training builds upon these feelings and gives the individual permission to communicate their feelings appropriately and effectively. For this reason, it is important to keep judgments of good and bad out of the role-playing. A hug may be wonderful or awful depending on the relationship and the intentions of the person involved.

None of the examples in the Program actually constitute abuse. Prevention occurs before abuse begins, in the first moments of uncomfortableness, when the perpetrator is testing to see if the person will go along. This is equally true in many cases of dating violence, family, and domestic violence.

Because many of the participants will already have experience with sexual abuse, your work with them should center around two major areas:

1. thinking through how they would respond to a sexual abuse attempt similar to the one they experienced already; and
2. recognizing the initial feelings and stages of sexual abuse in order to effectively prevent any future efforts at the earliest stages.

The importance of role-play in turning these techniques from concepts into skills cannot be overestimated. Without role-play, enabling them to

actually experience their own ability to use the techniques, they will remain tentative and uncertain.

For participants who have been sexually abused, these role-plays may be difficult at first. They may feel they can't do it. Encourage those who are more comfortable to participate first. Allow those who feel uneasy to get into the stories easily and to stop when they feel they need to.

If you should have a participant who cannot handle any of this discussion, it is a sign that they need additional counseling to deal with their abuse.

If the participant is in therapy and you see reactions that concern you, you should discuss them with the parent and/or therapist as appropriate.

The prevention material that follows should be used as it is for participants up to the age of about 12.

Above that age, you should use your discretion.

Notes for Presenter: Interpersonal Violence Option

As an option for older participants, material may be found following this section on Interpersonal Violence. This is so often a secondary effect following child abuse that it may be more relevant than direct prevention of sexual abuse for your group.



Prevention of Sexual Abuse: for Elementary Age Participants

If they respond God or Jesus, talk about God and Jesus being their partners and that they have to take care of their bodies such as brushing their teeth, crossing the street, etc. God and Jesus don't speak up for you. You have to speak up for yourself.

The best way to do these role-plays is with the child sitting next to you. A piano bench is ideal. Two chairs of the same height pushed together will also work. Remember, you're acting out these situations, not just talking them through.

Let's talk about being responsible for our bodies and our safety by making choices and using some of the things we've begun to talk about.

Who does your body belong to?

If your bodies belong to you, do you have the right to say who touches you and how?

What do you do if someone touches you in a way that you don't like.

Let's try some simple ways people touch us and see what you could say.

➤ Do you like to have people pinch your cheek?

Actually role-play this allowing them to act out a response.

➤ What about someone who hugs you too hard?

➤ What if someone puts a hand on your leg and it makes you feel uncomfortable?

Those of you who have experienced this type of touch can remember all the feelings you had. What were some of those?

Discuss anger, confusion, embarrassment, shame, worry, etc.

What could you say to someone in this type of situation to get the person to stop?

Role-play each of the following dilemmas being sure they use all the avenues of communication:

- words: "I don't like that," "Please stop that," "That's not fun anymore, I don't want you to do that;"
 - body language: move hands away, physically get up and move away; and
 - eye contact: look at the person when you speak.
- What if someone teases you and pinches you lightly on the arm, then on your back, then on your stomach and you feel uncomfortable or just don't like what they're doing? What do you say and do?
- What if someone were rubbing the back of your neck. It felt good at first and then you begin to feel strange about it? What do you say and do?
- What if the father of a friend is giving you a bear hug and you feel like something is wrong? What do you say and do?
- What if the brother of a friend is putting suntan lotion on your back and you begin to feel uncomfortable with his touching? What do you say and do?
- What if someone is tickling you. Your shirt comes untucked and they start tickling you under your shirt. You feel embarrassed. What do you say and do?

Remember in the role-play our goal is to create a situation which gives the child a chance to practice the skill. Do not really pinch or squeeze too hard. Simulate the touch rather than being too intrusive or literal.

Again, with role-plays such as this one which are somewhat more intrusive in their description, your participation in the role-play should be an approximation of tickling outside the clothing. With examples such as kissing, you should tell the story and then allow the participant to act out their response. The objective is to simulate the situation, not to actually act it out in real detail.

- What if I'm a friend of your mother's. I always want to kiss you on the lips. You don't like it. What do you say and do?

What are the concerns you have when you speak up for yourself?

Usually being rude, being good or obedient, embarrassment, not knowing what to say, afraid of offending or hurting feelings, and/or feeling the person won't like you or want to be with you.

Each of you has a right to speak up if someone touches you in a way you don't like or feel comfortable with. But you need to be very clear.

- What if I'm a friend of your dad's and I'm hugging you too hard?

You can say "Don't." But I can then say, "Don't what?"

But if you say, "Please don't hug me so hard, I don't like it," that leaves very little room for question.

- What if I'm your Uncle and I want you to sit real close to me and you feel uncomfortable?

When you start to get up, I ask you to stay because you're my favorite niece.

- What if I'm the older brother of a friend? I start to rub your back when we're playing video games together. You feel uncomfortable. What do you do?

What if I said, 'You're my favorite buddy! I came all the way over here just to be with you. You like me, don't you?'

How does it feel to learn to speak up for yourself in these kinds of situations?

No More Secrets Rule

One of the most important rules you can have to help keep yourself safe is the No More Secrets Rule.

There is a difference between a secret and a surprise.

Secrets are between people and they never get told.

Surprises are usually things that make people happy and that do get told pretty soon.

For example, birthdays, holidays, treats.

The No More Secrets Rule says that you and your family agree not to keep secrets anymore. If someone asks you to keep a secret, you'll say, "We don't keep secrets in my family."

Was keeping a secret part of what you were asked to do when you were abused?

Discussion.

Is secrecy an important part of how people hide abuse?

Discussion.

Should touch ever have to be a secret?

What about friends? Do you need to keep secrets with friends?

For children above the age of seven or so, they will not give this up. For them, the rule should be that they don't keep secrets with people older than them (2 or 3 years older).

What about things that are private in your family?

The explanation is that things may be private to the family but not among family members. What is "private between dad and child," for example, is still a secret.

Even if something is private, if you're getting hurt or someone else in your family is getting hurt, is it all right to tell someone outside the family in order to get help?

What if the person threatens you if you refuse to keep the secret?

Discussion.

Would it be all right to agree and then tell anyway?

Absolutely. A promise made under threat is not a promise made freely. They can tell without feeling they have broken a promise or broken an agreement. Threats take away the element of choice.

Child abuse continues in large part because of secrecy. If you stop keeping secrets and your family stops keeping secrets and you share the No More Secrets Rule with other people you know, it will be harder for people to abuse kids in the future.

Be aware this week of how you feel about everyday kinds of touch, how comfortable or uncomfortable you feel about speaking up about touch, and what choices you are making.

Next time, we're going to talk about what to do if the person doesn't stop when you ask them to. For this week, practice speaking up appropriately about touch that is not okay with you. Remember to:

- look at the person and make eye contact;
- use a strong convincing voice;
- say what you mean; and
- make your body language say the same thing.

Note: Skip the Interpersonal Violence Option and go to Relaxation

Option: Interpersonal Violence (for Adolescent and Adult Participants)

Who wants to share the number of examples of interpersonal violence you kept track of since we discussed this last?

Discussion.

Did you keep track of how many were against children, women, or men?

Discussion.

Handouts are provided giving facts on Violence Among US Families and Dating Violence.

I'm going to describe some situations for you. I'd like you to think about whether or not they involve interpersonal violence, and what your reaction would be.

Following each example, allow the group to identify whether they think this scenario involves interpersonal violence, whether or not they think it is acceptable, and whether or not they think any action on their part would be appropriate.

- You are walking down the street when you see a child being physically forced into a car. The child is screaming.
- You are in a grocery store and see a mother hitting her child saying, "If you don't stop crying I'm going to spank you again."
- You walk out of the school and see two boys involved in a physical fight.
- You walk out of the school and see two girls involved in a physical fight.
- You are at the movies and see a boy pulling his girlfriend toward the car. He is clearly angry.
- You walk out of this room and see a girl pinned against her locker by her boyfriend. The boy is talking softly, but his body language is clearly threatening.

Defining Dating and Domestic Violence

What do you think dating violence actually is?

Discussion.

Dating or interpersonal violence is the physical, sexual, or emotional maltreatment of a dating or other life partner for the purpose of gaining control and power over that person.

What do you think domestic violence is?

Based on our previous discussions of interpersonal violence, what kinds of things do you think might be considered dating or domestic violence?

Rape is an obvious one.

Handouts are provided for sexual abuse only and for sexual, physical and emotional abuse.

Who remembers some of the examples of emotional abuse?

You are being emotionally abused if someone:

- constantly criticizes you, calls you names or yells at you;
- insists on making all of your decisions for you;
- ridicules your beliefs, appearance, or heritage;
- wants to control all your actions;
- manipulates you;
- subjects you to hazardous situations;
- withholds approval or affection as punishment;
- ignores you or your feelings; and/or
- humiliates you in public or private.

Who remembers some of the examples of physical abuse?

You are being physically abused if someone:

- pushes or shoves you;
- slaps or hits you;
- kicks or punches you;
- restrains you with force;
- chokes you;
- pulls your hair;
- throws things at you; or
- abandons you in a dangerous place.

What are some examples of sexual abuse?

You are being sexually abused if someone:

- touches you in ways that make you feel uncomfortable;
- calls you sexual names or demeans your gender;
- forces you to take off your clothing;
- forces or intimidates you into having sex;
- insists you dress in a certain sexual or asexual way; and/or
- treats you as a sexual object.

Do you feel these are all examples of sexual abuse?

Discussion.

Have any of these happened to you at one level or another?

Discussion.

Have any of you ever done any of these things to someone else?

Discussion.

Did you think it was a form of sexual abuse?

Discussion.

What messages do the non-touching forms of abuse give you about your value as individuals?

Discussion.

If you treat someone in this way, what messages do you think you are giving about that person's value as an individual?

Discussion.

Does the way men and women are treated as a group in this society affect the way they get treated as individuals?

Discussion.

What relationship do you think the messages in the media and society give us about these forms of abuse?

Discussion.

Are there messages throughout our society that seem to give permission for abusive behavior?

Does that make it okay?

Exercise: Identification of Types of Abuse

In the following stories, I'd like you to identify the types of abuse that are occurring:

1. Donna and Joe are at a meeting. A young man that Joe doesn't know says hello to Donna. Joe demands to know who he is and what Donna's relationship with him is. Donna explains that he is a new employee and she has just met him. Joe threatens to leave her if she ever speaks to him again. He later apologizes for his behavior.
2. Max and Sue have been going out for about three months. He drinks after he gets off work and likes to drive fast. Sue asks him not to and he responds by driving faster. One night he stops the car, forces her out on a country road and drives off.
3. Susan and Gary are planning to be married. Susan wants Gary to get a job rather than go to college. She threatens to leave him. When he says he still plans to go to college, she threatens to kill herself.
4. Racine and Michael have just started seeing each other. Michael doesn't like anything about Racine's dress, her hair style or the way she walks. He tells her that if she really cares about him, she will try to please him and make him feel proud to be seen with her.

5. Luke and Diane are at her house. They are on the couch kissing and fooling around. Luke wants to have sex. Diane doesn't. Luke starts teasing and pushing her to have sex with him anyway. Diane continues to resist, to ask him to stop. Luke says the relationship is over if she's going to behave this way. They have sex. Later he apologizes and tells her she shouldn't be so resistant.

Discuss these scenarios as time allows.

Next time we'll look at some of the dynamics of abuse, how you can recognize patterns, and what to do.

Relaxation

Now get comfortable, close your eyes, begin counting your breathing.

Presenter count aloud 4 counts inhale, 8 counts exhale.

Allow yourself to relax, and go into your own thoughts.

Now, think of some touch that you don't like. Picture yourself looking at the person, moving their hand away and saying, "Please don't do that; I don't like it."

Pause for about 10 seconds between each instruction.

Now think of another kind of touch that you don't like. Again picture yourself looking at the person, telling them to stop and see them stopping.

Now think of a time when someone asked you to do something that made you uncomfortable. Picture yourself looking right at them and saying "No."

Now think of a time when you were asked to do something that you really wanted to do. Picture yourself looking right at the person and saying "Yes."

Now think of another time when someone asked you to do something that made you uncomfortable. Picture yourself standing up and saying, "No, that makes me feel uncomfortable. Leave me alone."

Now think of yourself as someone who is willing to speak up to take care of yourself no matter how hard it might be.

Now see yourself as being able always to stand up straight and say what you want to say to anyone. All this week you will carry with you that picture of yourself speaking up.

Now, pay attention to your breathing again for a moment, move about in your chair, bring your attention back into the room, and when you are ready, open your eyes.

Session 8 — Selfwork Activities

1. Wishing is a real part of life. Write down for yourself three things that you wish for. Look at whether they are things that you really want. Ask yourself if there is anything you could do to move toward getting your wishes. Use your goal setting list to set steps to move toward those goals.

Look at the other types of things you wish for, like wishing you were someone else, wishing you could relive something that happened. Look at how many of your wishes make your life better and how many seem to diminish the quality of your life or just plain make you miserable.

2. If possible, watch the movie *Alice in Wonderland* or read the book by Lewis Carroll.

The following quote is from the book:

"There's no use trying," she said, "one can't believe impossible things."

"I dare say you haven't had much practice," said the Queen. "When I was your age, I always did it for half-an-hour a day. Why, sometimes I've believed as many as six impossible things before breakfast."

3. Practice preventing low days or getting depressed. Be active — for yourself. Read and put into practice some of the things on the "Preventing Depression" handout.

4. Begin a thought reflection diary in your notebook.

For example:

Upsetting Situation	Negative Thought	Thought-Switch
Example: My mother screamed at me for not making the bed again.	I hate my mother I'm never making my bed for her.	Making my bed is my responsibility. I'm going to do it before she asks.

5. Be aware of the various ways in which people touch you, deliberately or accidentally and pay attention to how you feel about different types of touch.
6. Be aware of specific instances of interpersonal violence and various levels of abuse around you. Jot down examples in your notebook.
7. Complete Discovering Insights Worksheet for next session. Notice how your answers are different than they might have been a few weeks ago.

Dear Parents,

We've been discussing the difference between "needs" and "wants." An important part of becoming a responsible person is figuring out the difference. Wants are things we would like to have, but can survive without. That doesn't mean they are unimportant. At the same time, we sometimes forget to work toward the things we really need in life because they can be more subtle and hard to identify.

Making choices is an important part of taking responsibility for and exercising control in our lives. We have been exploring the nature of choices; when we do or do not have a choice or choices, and anticipated consequences of the choices we make.

In addition to exploring a wide range of feelings, anxiety is one that we focused on as a group, discussing how it feels, what it is telling us, and understanding what can be done about it.

We also began discussing interpersonal violence and prevention of sexual abuse. Among the basic principles are:

- your body belongs to you;
- you have a right to say who touches you and how;
- if someone touches you in a way you don't like, in a way that makes you feel funny or uncomfortable inside, or in a way that you think is wrong, it's okay to say "no;"
- if the person doesn't stop, say "I'm going to tell" and then tell;
- keep telling until someone helps you.

Sincerely,

Preventing Depression

Begin to notice the feelings that you have at the very beginning of feeling bad or depressed. Look at how you feel and what you do. Begin to try things that will shake your feeling low and get your day or your life going again. Keep track of what works for you. Some suggestions might be:

1. Do something nice for yourself.
2. Get with a friend or family member who makes you feel good, who makes you laugh.
3. Take a few minutes to acknowledge to yourself how bad you really feel, cry if you want to, feel as bad as you feel, and then do something else.
4. Tell yourself, "I feel depressed and I'm going to do something for myself." Then do something for yourself. That something may be directly related to your feeling bad or not.
5. Keep moving. Chunk down. Make yourself be engaged in something for ten minutes. Often that is enough to break the cycle and get you going again.
6. Exercise.
7. Do a relaxation exercise and then do something active.
8. Communicate what you need to communicate to complete an upset and then move on. (Sometimes you don't need to communicate to anyone but yourself.)
9. Stop telling yourself you're awful for feeling the way you do. The truth is you feel the way you do, so feel that way and then do something else.
10. Keep a journal. Write down all of your thoughts or feelings as quickly as they come into your head. Write them any way you want to — no one is going to grade you. Keep writing until you don't have anything more to say. Then go on to something enjoyable. Later you can reread what you've written or just throw the thoughts away in the same way you let go of your depressed feelings.

FINALLY, have fun, do something silly, force yourself if you have to in order to get into it.

Discovering Insights Sentence Completion

1. I am _____
2. I have problems with _____
3. My family thinks I am _____
4. My life would be different if _____
5. I worry about _____
6. What I love to do most is _____
7. My dream is to _____
8. My life _____
9. My mood is usually _____
10. What I really think about myself is _____

Violence Among U.S. Families Some Facts

- Every 15 seconds a woman is physically assaulted within her home.
- An estimated 3 to 4 million women are battered each year by their husbands or partners.
- Twenty percent of women seeking emergency surgical procedures are victims of domestic violence.
- More than fifty percent of U.S. women are battered at some time in their lives.
- Between 2 and 4 thousand women are beaten to death each year.
- Ninety-five percent of all batterers are men.
- Sixty percent of U.S. men will batter at some time in their lives.
- More than 2.6 million cases of child abuse were reported in 1991.
- Over one thousand children die each year because of child abuse and neglect.
- Parents who were abused as children are six times more likely to abuse their own children.
- At least 40% of all abuse cases involve alcohol or drugs.

Dating Violence: Some Facts

1. On the average, about 1 out of every 3 high school students are, or have been in the past, involved in an abusive dating relationship.
2. Dating violence may include physical, emotional, and sexual abuse.
3. Both males and females are the perpetrators of violent acts in dating relationships. It is the girls, however, who are usually injured during the violence.
4. Dating violence occurs across all socioeconomic, racial, religious, and ethnic groups.
5. Dating violence usually occurs during the weekends.
6. Between 73% and 90% of violent incidents occur in private settings outside the view of others.
7. Dating violence most often takes place in the home of one of the partners or their parents.
8. When dating violence does occur in public, attempts to intervene occur less than half of the time.
9. Jealousy is the leading cause of dating violence.
10. Uncontrollable anger is the second leading cause of dating violence.
11. Only 1 out of every 25 victims of dating violence ever seek the help of a teacher, minister, rabbi, police officer, or counselor.
12. Only about 4 out of 10 relationships end after the onset of violence and abuse.
13. Many teens report that their relationship actually got better after the abuse began. As many as half the the dating violence victims equate the violence with love.

You Are Being Sexually Abused If Someone:

Makes demeaning remarks about your gender.

Calls you sexual names.

Forces you to take off your clothing.

Touches you in ways that make you feel uncomfortable.

Forces you to have sex against your will.

Treats you and members of your gender as objects.

Insists you dress in a more sexual way than you want to dress.

Insists you dress less sexually.

Minimizes the importance of your feelings about sex.

Accuses you of sexual activity with others.

Types of Abuse in Relationships

The three main types of abuse found in relationships are physical, emotional, and sexual abuse. This list offers examples of the kinds of behavior that make up the various types of abuse.

You Are Being PHYSICALLY ABUSED If Someone:

- Pushes or shoves you.
- Slaps or hits you.
- Pulls your hair.
- Kicks or punches you.
- Restrains you with force.
- Chokes you.
- Throws objects at you.
- Abandons you in a dangerous place.

You are Being EMOTIONALLY ABUSED If Someone:

- Ignores your feelings.
- Withholds approval, appreciation, or affection as punishment.
- Continually criticizes you, calls you names, shouts at you.
- Makes all decisions for you.
- Wants to control all your actions.
- Humiliates you in public or private.
- Ridicules your most valued beliefs, your religion, race, or heritage.
- Manipulates you with lies and contradictions.
- Subjects you to reckless driving.

You are Being SEXUALLY ABUSED If Someone:

- Makes demeaning remarks about your gender.
- Calls you sexual names.
- Forces you to take off your clothing.
- Touches you in ways that make you feel uncomfortable.
- Forces you to have sex against your will.
- Treats you and members of your gender as objects.
- Insists you dress in a more sexual way than you want to dress.
- Insists you dress less sexually.
- Minimizes the importance of your feelings about sex.
- Accuses you of sexual activity with others.

Basic Needs:

food	water
shelter	medical care
education	protection
love	security
self-esteem	recognition
new experiences	creative expression

Identity Traps:

What I feel = Who I am

What I do = Who I am

What I think = Who I am

IT IS NOT TRUE!!!!

Other Identity Traps:

If I make a mistake, I am a mistake.

If I have bad thoughts, I am a bad person.

If I fail at something, I am a failure.

If I do something mean, I am a mean person.

IT IS NOT TRUE!!!

“What am I afraid of losing?”

- love, acceptance, approval;
- power and control; and/or
- looking good.