## SESSION 9

## Objectives:

 To continue development of prevention of sexual abuse skills.

as PV trained bas seves

- To introduce "I'm going to tell" and apply it to a wide range of situations.
- To identify role of ambivalence and language in keeping people stuck and unable to move forward.
- To identify "coulda, woulda, shoulda" patterns and alternatives.
- To identify power of keeping thoughts in the present and introduce skills to let go of past and focus energies on the present and future.

## Objectives for Prevention of Interpersonal Violence Option:

- To introduce the Power and Control Wheel as another descriptor of types of activities which make up dating and interpersonal violence.
- To identify characteristics of abusers.
- To introduce the Cycle of Violence and identify ways in which these patterns are present in most relationships to a lesser degree.
  - To begin to look at feelings of abused persons and the role they play in the Cycle of Violence.

Recovery 273

#### Outline

- Updating: for Elementary School Age Groups
  - I'm Going to Tell
  - How to Tell
- Option: Prevention of Dating and Domestic Violence
  - Updating: for Adolescent and Adult Groups

Papus vierent prochesi

na naverski syli presiden ini opi i k

- Power and Control Wheel
- Characteristics of Abusers
- Cycle of Violence
- How to Tell
- Break Or Split Session Option
  - Selfwork for Split Session
- ware Reentry for Split Session Hamabaci
- Ambivalence: Buts
- Coulda, Woulda, Shoulda
- Letting Go of the Past
  - Exercise: Giving It Up Option 1
  - Giving It Up Option 2
  - Giving It Up Option 3
- Compliments
  - Exercise: Compliments
- Selfwork
- Cre. A Handouts to sheep A he voicing serve to the time
  - Letter to Parents and the contract of the same
    - Prevention of Sexual Abuse Letter to Parents
    - What if . . .
- Find the Personal Safety Words and Phrases
- Power and Control Wheel
  - Cycle of Violence
  - Creating a Personal Vision

• Materials:

- Specially decorated large box or basket for Giving It Up Exercise
- Paper

· Flip chart or chalk board

NEXTE Extended and admit graffy to oring and a selection of the cology and design of the cology and design and design and design and design and the personal and the selection of the color and the selection of the color and the

Secretarizado en de la desta de permenta esperado de la como esperado del como esperado del como esperado de la como esperado

grand, as generally

A CARL STATE AND A SECRETARIOR OF CONTRACT PORTION AND AND AND AND A CARL STATE OF A CARL STAT

Jacks Chillia

And the grant branch progress have also been and a second process for the composition of the company of the composition of the composition of the composition and composition and composition of the compos

I've Coffig to I'vil

## **Updating:** for Elementary School Age Participants

NOTE: For adolescent and adult groups focusing more on dating and interpersonal violence, go to OPTION: PREVENTION OF DATING AND DOMESTIC VIOLENCE.

Since we talked about speaking up when someone touches you in a way that's not okay with you, have any of you had any experiences of speaking up for yourself that you'd like to share?

Sharing as group.

Did you use all the elements: words, body language, eye contact?

Discussion.

As all of you know, people don't always stop because you ask them too, so there are other techniques and suggestions for getting yourself out of a potentially abusive situation.

## I'm Going to Tell

One of the most important things you can do to stop abuse from happening is to let the person know that you will not keep it a secret, that you will tell if they don't stop. Or, if you feel too afraid to say that, you can do what you need to do to get yourself out of the situation and then tell someone who will help you.

9

First let's practice saying "I'm going to tell" as a group. Let's just get more comfortable saying the words clearly.

Repeat several times, not yelling, but speaking firmly and clearly.

B Now let's add some body language to that.

Have the group stand or sit or move to make their body language be consistent with the clear message, "I'm going to tell."

Can anyone tell me what intimidation is?

Intimidation is when someone tries to shape your behavior by fear, coercion, or by an imbalance of power, knowledge, or experience. Intimidation is abusive.

Do any of you know some ways that people who are abusive might try to intimidate you?

The way to take an abusers power to intimidate you away from them is to prepare to stand up to them. That means practice, so you can be comfortable with the words and actions you need to protect yourself.

Role-play each of the following dilemmas being sure they use all the avenues of communication; words, body language, eye contact, etc.

What if an uncle were tickling you all over. You begin to feel uncomfortable and ask him to stop. He doesn't. What would you say and do next?

I'm going to tell if you don't stop.

Again, you want to actually role-play these examples, but don't overdo it. All touches should be light or simulated, pretending to do something without actually doing it.

- What if you're at a friend's house and your friend's sister wants to sit really close to you while you're watching television. You move away and she moves next to you again. What do you say and do?
- What if a friend of your mom or dad's is taking you to a game. He suggests you stop by his house for awhile since the game won't get going for another hour or so. You don't want to. What do you say and do?

If he insists, what do you say and do?

iyayana za isiyan indi Afrika ta Milama kalingga yaki yil

What if he says he won't be your friend anymore if you're going to be that way?

What if a substitute teacher in your school touches your leg whenever she comes by to help you with something? You feel uncomfortable about it. What do you say and do?

What if it continues?

What if she says your being uncooperative will affect your grade? What do you say and do?

are stablished of an intelligence colored

inavag toutado co o isi to para cili

Petrone del Esper vicio escor del pero en confér

bolik litrak samar M. Marcer berde grad

What if you are at the doctor. As a part of the examination he begins to do things that don't seem quite right. What do you say and do?

What if he says to you, "No one will believe you and leaves." What do you do next?

was with Awale and Awar server V

, kolografia i povojeka 20. dogovalja je okologica Napodenje odganovijske

Abortany go of actors

ui gareis y taabaa

3.5 B 6.6 D 4.

9

What if you're taking gymnastics and the coach slaps you on the bottom after every turn? You don't like it. What do you say and do?

When it continues to happen, what do you say and do?

What if his response is, "If you can't be cooperative, get off the team."

What would you do and say?

Who would you tell?

What if the person you tell says, "I'm sure the coach doesn't mean anything by it. Just try to get along." What would you do next?

1960年,1967年,1967年,1967年,1967年,1967年,1967年

n ewellandig diggar weadh eigil e

Tell someone else carterega la taracció cum magistic la

This role-play closely simulates the actual experience of an abusive situation including the conflicting emotions that often accompany it. Spend as much time as you need to working with the group to successfully resolve this situation.

Read play received and place of security to Height and adversarial second section of the grant and second s

संदर्भारकार केर्युक्त एक्टर का महरूकों का देखका कर्ज कर्ज

## How to Tell a school age and a school and the schoo

Why is it important to tell? This is the only way that you can get help. It is also the only way for you to help assure that what has happened to you does not happen to others.

i ski prib im propinci

#### Flip Chart 32

#### Steps for telling someone something important: 10-13-2-2

- get the person's attention; request that they stop what they are doing and look at you;
- tell the person clearly what you need to say; tell the whole story so they understand why what you are saying is important;
- if the person doesn't understand, or listen, or help, decide who you should tell next and then do so.

Role-play several examples of actually telling someone about something important:

reading a book;
watching television;
taking care of a new baby;
getting ready for work;
have a headache;

be too tired to listen to any more problems.

A CANADA BOLLAR PARAMANA DA VARAGO

Harrist Hilliams

and some first pro-

mint of fire to peak water

Discuss the importance of telling at a time when the person you are going to be talking to is able to listen. For example, telling your mother something important as she is carrying the groceries in during a pouring rainstorm is not likely to be successful.

Part of what you'll be taking home today are some What If . . . Cards. Use these to discuss what we've learned today with your family.

NOTE: Go to Break OR Split Session Option

## Option: Prevention of Dating and Domestic Violence

(for Adolescent and Adult groups)

## Updating: for Adolescent and Adult Groups

How many of you have become more aware of old or new patterns in your relationships as a result of our discussion last time?

Would any of you like to share something about that?

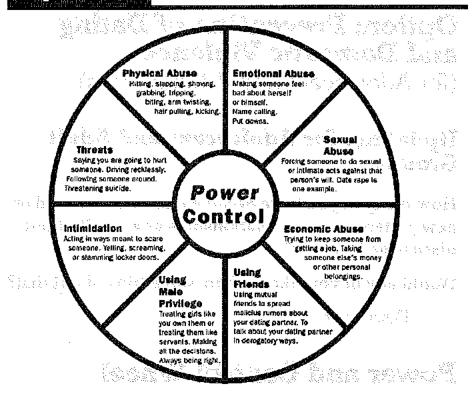
Discussion.

## Power and Control Wheel

Let's look at the Power and Control Wheel and some of the characteristics of abusers and then we can begin to look at how the cycle of abuse actually seems to keep people in abusive situations.

Many of the examples we saw earlier of physical, emotional, and sexual abuse are reflected on the Power and Control Wheel. In this chart we're able to see more clearly what kind of power the abuser is trying to exercise and the wide variety of ways in which control and power can be used to attempt to keep someone trapped in a relationship.

#### Flip Chart 33



Discuss each of the sections of the Power and Control Wheel. Identify how power and control are exerted in the various descriptions.

## Characteristics of Abusers



Based on our discussion, what are some of the characteristics you think abusers might have in common?

Get their ideas and write them down.

Some descriptors for dating and domestic violence perpetrators include:

#### Flip Chart 34

#### Characteristics of Abusers:

- low self-worth;
- · out of touch with feelings other than anger;
- explosive anger;
- · controlling and dictatorial;
- · appear to have dual personality;
- often extremely jealous;
- blame others and are not able to take responsibility for actions;
- · unable to handle stress in constructive ways;
- · come from families where one or both parents are alcoholics;
- have witnessed or experienced physical abuse while growing up;
- have unrealistic expectations of close relationships and believe they will provide permanence and security; and
- abuse of alcohol or other substances.

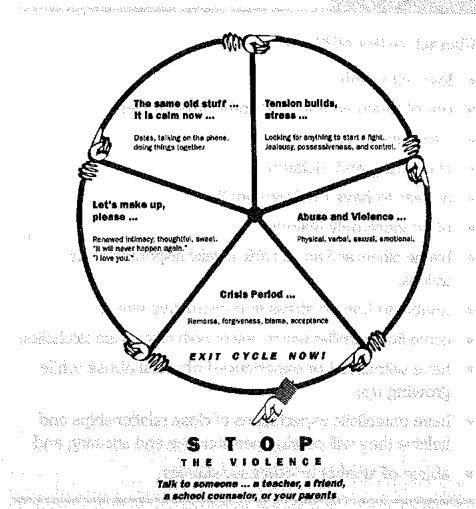
## Cycle of Violence

The Cycle of Violence Handout begins to identify the recurrent use of power and control in dating relationships.

ments to the control of the second of presence of the second

eafonally of our makes pegatoky

Flip Chart 35



Beginning with the left hand side, everything is going along normally, then tension begins to build, fighting may start, possessiveness, jealousy, attempts to control the behavior of the other person in the relationship.

This continues until there is a blowup which may involve any of the forms of abuse we have discussed.

This is followed by a crisis state including feeling sorry, taking all the blame, asking for forgiveness, etc.

This is followed by a period of making up, when everything seems like it will work out. The two may be particularly affectionate and loving at this point.

A period of calm then follows until tension once again begins to build.

In abusive relationships, the severity of the blowup and the abuse may be greater each time, making the period of remorse and making up even more dramatic.

Can any of you relate to this cycle in your own relationships or even with your parents?

Discussion.

Many people in abusive relationships report that their relationship actually got better after the abuse began.

As many as half of dating violence victims equate the violence with love and victims of dating violence report that they feel angry, confused, sad, and feel sorry for the abuser. The abusers report feeling a great deal of sorrow.

Do these facts make sense after looking at the Cycle of Violence?

Discussion.

What part do you think these feelings have in the perpetuation of the cycle of violence?

Discussion. Sparse to Newton Sparse of the sun quality and

Would the last two statements have anything to do with the myth that the person being abused really "enjoyed it" or "deserved it?"

Discussion. Could be a state of the could be a could be a lab

What value judgments do we make about people who stay in abusive situations?

a animal new engality is vinc

Translation rates and in security

Lardenia (Ad

Discussion.

How do you feel about that now?

Discussion.

Does the responsibility for what is happening lie with the perpetrator, the victim, or both?

Discussion. And the article producting distance in the contraction

## How to Get Help

Telling someone about what is happening to you is an important skill.

Who would you tell if you found yourself in an abusive relationship?

Shares The above toget fading a great feet of wreake

ito atopi) agii sa galigaoj collego are oglasa ecal gadi esi

#### Flip Chart 36

#### Steps for telling someone something important:

- get the person's attention; request that they stop what they are doing and look at you;
- tell the person clearly what you need to say; tell the whole story so they understand why what you are saying is important;
- if the person doesn't understand, or listen, or help, decide who you should tell next and then do so.

Role-play the entire process of telling, including getting someone's attention who isn't listening. For example:

Develop a list

reading a book;

watching television;

taking care of a new baby;

getting ready for work; when how hat the work was not

have a headache;

be too tired to listen to any more problems.

Discuss the importance of telling at a time when the person you are going to be talking to is able to listen. For example, telling your best friend something important, something you need help with, when she's just gotten home from an upsetting school conference about her own child is not likely to be successful.

Recovery 287

diamentalia kingga dagayayak dag

# Break Or Split Session Option Selfwork for Split Session

Selfwork numbers 1 and 2 found at the end of Session 9.

reacta dend him boile bare visib

#### Reentry for split session

Does anyone have something to share since last time?

We're going to look at some more traps, some more ways that we get stuck and have a hard time moving forward toward our goals.

#### Ambivalence: "Buts"

What if you're not sure how you feel about something? What is it called when you have mixed feelings about something?

The word for mixed up feelings is ambivalence. Everybody has ambivalent feelings; It's feeling that you want two or more things at once.

One way to take care of mixed up feelings is to change the way you think and talk about them.

For example, "I want to go skating, but I'm scared of falling down and looking stupid." The word "but" keeps people stuck.

By changing the word "but" to "and," you give yourself more choice and take more control of what you would like to do For example:

"I want to go skating, and I'm afraid I'll fall down and look stupid." Now you can choose to go and take the chance of falling down, or not go.

Have each participant think of an ambivalent statement and write it down in his/her notebook.

This week notice each time you use the word "but," and see what happens when you substitute "and" in its place.

## Coulda, Woulda, Shoulda

How many of you spend a lot of time thinking about things you did in the past that didn't really turn out the way you wanted them to?

"Coulda, Woulda, Shoulda" is a negative and destructive thought pattern.

Who can think of some examples of "Coulda, Woulda, Shoulda" statements you make in your own lives?

Discussion.

For example, what if you try out for the gymnastics team and you don't make it, so you start saying to yourself, "I should a known I wasn't good enough to make the team." or "I could done better if I had tried harder," or "It would been better not to try out at all."

How do you feel when you are saying these things to yourself?

Do you think this type of statement makes you feel stronger and more confident or more assertive?

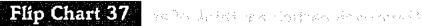
What do you think you could do in the future when you hear yourself saying "coulda, woulda, shoulda"?

Terrera ette ett in errera kommine er klalet ette frammer kommer i komminet frammer. De errera klalet i krista komminet i samt fra frakke skrigten ette frammer.

lishvi wok drini di malom reli elosi secerbana pol

Trekege volimetre instruit pove erit blivb biserde

Recovery 289



## When you hear yourself saying:

"I coulda (said) . . . " "I shoulda (been) ...." "I woulda (done) . . .

#### You should: kiringan di kabilik da akabangan pada 1921 bilih agawa nganggis

1. Stop and ask yourself if you think you made a mistake or if things just didn't turn out the way you wanted.

- 2. Tell yourself what you can learn from this experience.
- 3. Look at what you need to do next time and make a plan for how to accomplish that.
- 4. Forgive yourself for whatever you did that didn't turn out the way you wanted it to.
- 5. Acknowledge yourself for getting out of "coulda, woulda, shoulda" and moving forward.

For example, many people keep thinking about when they were abused. They keep playing over and over in their minds what they "coulda, woulda or shoulda" done differently. But that experience is in the past and can't be changed. To a serious interpretation to a reputation to the pay of a

What you can do is stop those thoughts the next time you have them and say to yourself, "What's past is past; I did what I knew to do at the time, and nothing that happened is my fault. I'm going to think about what I should do if I'm ever in that situation again."

There are many, many skills we have learned in the past sessions that you can use to help protect yourself. You

need to interrupt "coulda, woulda, shoulda" and focus on what you can and will do in the present and future.

## Letting Go of the Past

The time you spend letting memories keep you feeling one way or the other is time lost during which you are not free to be who you want to be today!

Things happen in life that you can't change.

For example, you might not live with one or both of your parents. Some people have physical differences like muscle problems so they can't walk, or diet problems so they can't eat certain foods.

You all know that abuse is never the child's fault. It should never have happened to you, and it did. You can't change that. What you can change is what you are going to do for the rest of your life.

One way you gain some real control is by working with yourself, by deciding how you feel about what has happened and will happen in your life.

#### Exercise: Giving It Up — Option 1

I'd like each of you to think about one (or more) things in your life that has made you unhappy, that you've been carrying around for a long time, that you've been thinking about and would like to let go of.

Write it (them) down.

For younger children, the group leader can write them down one child at a time privately, or allow the children to draw a picture.

Acordal and the color

Now look at what you have written and ask yourself, "Am'I willing to let go of this now?"

If the answer is no, hold onto that part of the paper.

If the answer is yes, get ready to put the paper in our GIVING IT UP BOX.

You may tear it up, crumple it, let it float in, anything you want to do to let go of it.

Remember this doesn't mean it didn't happen or that it didn't make you sad or that you won't think of it again. You're just choosing to let go of some of the power it has over you.

When the group is ready, each can dispose of his/her paper in whatever way they have chosen.

Acknowledge the group and be sure they acknowledge themselves with clapping and smiles and "Thank you's" to themselves.

## Exercise: Giving It Up — Option 2

Have the group create a pet monster using whatever materials they like. This pet monster eats nothing but worries, negative thoughts and past memories that people are ready to let go of.

Have each person identify one or more things that have made them unhappy, that they've been carrying around for a long time, that they've been thinking about and would like to let go of.

Write it (them) down. For younger children, the group leader can write them down one child at a time privately or allow the children to draw a picture.

Then they can feed them to the pet dragon.

Make this a joyous occasion.

Letting go of old baggage is a cause for celebration.

## Exercise: Giving It Up — Option 3

We're going to create a friend in our minds, a pet dragon that lives on worries, fears and coulda, woulda, shoulda.

Now, close your eyes, take a few deep breaths and begin to build for yourself a pet dragon that you can keep in your mind.

Pause 15 seconds after each direction.

Decide how big it will be . . .

What shape it will have

What color it is ... and the state and greater an applied.

Make it as real as you can, many paragraph 10. Make the contraction of the contraction of

Now think of a negative thought that you are ready to the farmer till german och ark av til mit i die beste sydnest. get rid of.

Roll it into a ball or crumple it up and let the dragon enjoy it. of and world and and are a read and the books Give your dragon a name . . .

hi kek bas teo west point esc wit

Make friends with it . . .

Let the dragon know that it might be called upon at any time to take care of negative thoughts, memories or anything else you want to get out of your mind.

Thank your dragon for helping you.

Tell it to go to sleep until you need it next.

Now move around in your chairs, bring your focus back into the room, and when you are ready, open your eyes.

293 Recovery

ave allows on Telepo varie

## Compliments

Now let's think about positive thoughts. What do you call nice things that other people say to you?

Who can tell me what a compliment is?

Compliments are a gift that someone else gives us that we often don't know how to receive.

uroleu no enoval a sult extest

The first thing to do with compliments — always — is to accept them and say "Thank you."

What are some of the thoughts and feelings you have when you receive a compliment?

Discussion (Denial, invalidation, etc.)

One of the things you can do when you have those feelings and thoughts which try to deny the compliment, is say to yourself, "I know compliments are embarrassing and hard to accept, but I'm a worthwhile person and I deserve to be complimented."

You might also consider having a special place in your mind where you store compliments. They can be very helpful on a day when you're feeling sad or depressed. You can bring them out and remind yourself how wonderful you really are.

This week I want you to be aware of the range of feelings you have, to look at whether they run you or whether you manage them.

Also, pay attention to how your feelings help you or get in the way of making good choices.

ik end etgal krige galdet welerk treez et broese, et broese i euske av eld. Lakty krige krige i sega gliesek var et in in datike besk broek treez

#### Exercise: Compliments

Using the treasure boxes, body tracing or journals, have each person write two things about every other person that they really like or that they would consider a compliment. Have them sign their name. (You can write them for those who cannot write.) When the participants read the compliments, they can thank each person as they read their compliment.

commenciation of the effect with earlier plant of the will be and the contract of the contract

niment project anima probabili sai isas saimen andet cin'i i

Ask them to notice how it felt to give compliments and to receive them.

## Selfwork

- 1. Select another negative self-talk statement and write a positive override. Those who wish to keep or slightly alter the previous one may do so. Write them down, take them home, and keep them where they will be a visible reminder during the week.
  - 2. Begin to think about what you want in your life. Write your thoughts down in a few simple statements and keep them with you. Notice what things you do that help you reach those goals and things you do that get in the way. The "Creating a Personal Vision Worksheet" may be helpful.
  - 3. Be nice to yourself when you aren't perfect. This isn't simple or easy, but you absolutely can do it if you choose to.
  - 4. Be aware of and write in your journal any compliments you receive this week. Practice saying "Thank you" and stopping any thoughts that want to take away from the compliment.
  - 5. Put together What If . . . Cards and use them at home as a jumping off point for discussion with your family.
  - 6. Complete "Find the Personal Safety Words and Phrases" Worksheet.

#### Dear Parents,

Living in the past or constantly second-guessing our lives is another way to get stuck in life. All too many people fall into patterns of thinking, "I coulda, shoulda, woulda..." Whenever you hear your children or yourselves speaking this way, remember that the past is the learning ground for the future. This program is about learning from the past and moving on to the future without blame, recrimination, or guilt.

Being aware of feelings and how they affect self-esteem helps children to communicate more effectively and responsibly with themselves and with others. This takes practice and is a life long endeavor, but learning to have your feelings and thoughts and still move forward in life is at the heart of this program. It is something we learn to do for ourselves even as we work with our children to help them learn how to exercise greater control to get what they want from their own lives. Enjoy it!

#### Sincerely,

2. Engine on the description of the contract of weathful of Mills of the description of the property of the contract of the

wratical culture of a proparty to increase on the parties.

me desminare, contra a del 90 mod militar el mari men

The sale of the sale of the section

- i distribution y en est event per cuercia prometa i bus certaments. Per en en escentidade evente de tribute establica en distribute
- de the meant of the street and the year journel event and the and the anti-year received at the meant of the meant and another are street and the meant and the meant are street and the meant of the meant increase.
- galepang a sa suma in maka and and ahar iba "boo". Madika nahagan any di NGMET and Assar and and Assar a
- intested of the earlies has divided grand forces as any large to impropher

## Creating a Personal Vision

Even though it seems that we will be young forever and that we have all the time in the world to make decisions about our lives, it is important to start thinking about the kind of person you want to be in your 20s, 40s, and 60s.

To help you get started, here are some questions you can think about and answer in your journal. REMEMBER, there are no right or wrong answers. This is just for you. Don't let anything hold you back (real or imagined). Allow yourself to dream.

How much education do I want (high school, vocational, college)? How and where will I get this education?

Will I travel (as part of my job or personal adventure)? Where? When?

Will I marry? When? a material will be then

Will I have children? When? How many?

Will my work make a contribution to other people? How?

What will I be known for?

How will I develop myself spiritually?

What will I do to keep myself healthy and safe?

What kinds of friends will I have?

What kind of friend will I be?

What kinds of hobbies and interests will I develop?

What kind of example will I set for others?

Things I want to have accomplished by age 70:

The questions and answers will change as you learn more about yourself and life. If you repeat this exercise every year or so, you will see yourself growing as a person.

(This exercise is adapted from Fighting Invisible Tigers by Earl Hipp.)

that was entally wall by any fact provinces

own (Bitto (Bitto) Highlight Social Harris

ama a tervier ver så sattatilbøra frederika et elle

eo ween't bet way a whee helf was a market

example in a system of the contribution of the contributions.

na gravnje na 10. septembra se se translati programa na 0. s. st

land in the property of the grown and finally

海绵 经基金股票 化二乙醇 美国人用女子 经自己工程

Recovery 297

## The Safe Child Program

Our children can play a large part in ensuring their own well-being if we give them the tools they need to do so. We have begun that process, but your participation and continued reinforcement are an integral part of the training. We hope this summary of some of the concepts of the Program will be helpful.

nah ar inggapat et ti kewil ng

Preventing sexual abuse is built around conveying the following ideas to children:

- 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;"
- when you say no, be sure to use your words, body language and eye contact;
- if the person doesn't stop, say "I'm going to I tell" and then tell, no matter what; 3 (1888) 1800
- if someone hits you so hard that it leaves bruises or long-lasting marks, that's too much and you should tell someone;

- Dear Parents, the state of the state of the state of the someone talks to you in a way that makes the you feel really badly about your self, and it happens all the time, it's important to tell someone; a week . batta ke too usug often All
  - if you have a problem, keep telling until someone helps you.

It is important for parents to understand that this Program does not suggest that adults do anything differently. Children need all the love and affection we have to give them. The Program says to children that they have permission to speak up when they are uncomfortable. All we need to do, as adults, is respect their individual differences about touch which they don't like or want. Prevention is a natural part of growing up and learning to respect your own individuality. The Program teaches children skills that they can use every day which are empowering and which raise self-esteem. Your support of these concepts and continuation of the process of teaching your children that we want to hear what they have to say and will support them when they need our assistance is the key to making this Program

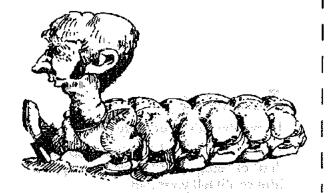
Nos estrosáres estro es e

Sincerely,

## What if...

A bigger kid is tickling you under your shirt and when you say, "I'm going to tell," he says, "So what,





## What if...

your dad's best friend is always bugging you and will not stop, even when you ask him to?

## What if...

your grandfather asks you to keep his birthday present for dad a secret?

godiklad yhder ei sei odi gira ese dag sest



## What if...

your favorite babysitter broke your mom's best cup and told you that you had to keep it a secret or your parents would get a different babysitter?



#### Answer

Remember, it's your body.

If you don't like what he's doing, say "no" or "stop it." If he doesn't stop, tell him you'll tell your dad.

Albania kata (manny homeny pagasa yawin anto mmo apin katika

- Standard and

## Answer

No matter what the person says, you should always tell someone.

A biegerkid in Lebeirg

. Singa kang Pin

And, if the person you tell doesn't listen or doesn't believe you, then you should keep telling until someone listens and helps you take care of the problem.

## Answer

You shouldn't let your babysitter try to make you keep a secret.

entraced of an accordingly

You should tell. We see the same than the

Remember, this isn't tattling. Tattling is when you tell on someone your own age because you want to get them in trouble.

## Answer mileng very

Not everyone knows about the No More Secrets Rule.

Your grandfather says he wants you to keep a secret, but he is really talking about a surprise.

Explain to him the difference between secrets and surprises. He'll be glad you did!

## What if...

all the other kids are doing something that you think is wrong and they're pressuring you to go along?





What if...

you see someone do something they could get in a lot of trouble for and they demand that you keep their secret or you'll be in trouble, too?

## What if...

your coach talks and acts really tough and wants you to be just like him.
You like him, but not when he acts like that.
What do you do?



## What if

you know one of your friends is in trouble at home or at school. How could you help?



gande fister vident per gran svorufist state Post, side foelbyg newp visus side fisiosistis en electro geofficial litera

#### Answer

Sometimes you have to lie to keep yourself safe. This might be one of those times.

If you think it is, you could say that you'll keep the secret if the person will not bug you about it anymore, and then tell someone as soon as you can afterwards.

anuli gseri aux

Drop to broke

hoos een boor ee od

## Answer

One of the ways kids make it seem like what they're doing is okay is to pressure other kids into doing it, too. Don't fall for that!

sas sida metro pais Ve

Being responsible for yourself means standing up for what you feel. Often when other kids see you do that, they can stand up for themselves, too.

You could say you're not interested and, if you feel strongly about it, you could say why you're not interested.

If it's something that could lead to their getting hurt, it would be a good idea to let an adult know.

#### Answer

It's often difficult to see how to get out of a problem when you're in the middle of it.

If a friend confides in you that there is a problem, it's usually because s/he is trying to find a way to get help.

If it's a problem you can't solve yourself, go to someone who can help. That's probably what your friend was hoping you would do.

Part of being responsible is learning what you can handle and what you can't, and then getting help when you can't.

#### Answer

We each have the right to our own style. Feel free to tell your coach to "cut it out."

If he doesn't stop, or if he makes you feel uncomfortable, go to another adult or older person and get help in handling the coach.

You may obtain W

## Find the Personal Safety Words and Phrases

		7.74	4.5	4	
1.	My body belongs to	À	\$ Z	10.	In order to be careful and safe
2.	If someone touches me and I don't like it or it makes me feel	ž)	-4 - -	:	around people I don't know, I need to/(3 words).
111	uncomfortable, I say or	12	1.7	11.	People might make fun of me
: }	/(2 words).	7		1 Å	for following the stranger rules
3.	If the person doesn't stop, I say,	14	44	<b>7.</b> 13	but my first job is myself.
	"I'm going to"	7.3	2.3	12.	
4.	If someone says, "Go ahead and	4	* *	4	when I'm home alone, I
1	tell, no one will believe you,"I	: •	:		it, but I don'tit, except for my family and my
	(2 words).	`		12	When I'm home alone, I need to
5.	I won't keep a secret. If someone	./	() 	15.	the phone and take a
Ä	asks me to keep a secret, I will		:	Ý Ž.	
·:	tell someone I if the person keeps bugging me.	5)	:	୍ମ 14.	If the babysitter does something
Ž		13	4.7		wrong, it is not to tell my
Ο.	I am the only person who can keep myselfall the time.	12	ND.		parents.
7	I am for myself when I am	··.	4	15.	If there is a major problem, I
,,	by myself.	Ż			know where the numbers
8.	That doesn't mean I can handle	e :			are and how to use them.
٠.	all my problems, but I handle		, V		is nature's way of talking
ļ	those I can handle, and I get		3	V	to me. I need to to it.
Å	with the rest.	ΣŸ		17.	People can't read my
9.	0 0	Ç	ii.	25 3.5 3.5	order to communicate, I have to
 3	they're just		Ş.	0	say what I want to say, so they can hear what I want them to
		* 5 * 5 * 7	· 25		hear
: :					

aceg f f i or sooinstin ct ameebhqux k t d kqtw u p hhndbhsw ke h n m i n d V X fnhopj topi d 1 e e n o s t r ulgjenenemeque, s I m p j n r m n s u pelgmuud h vs f tor ou b е S T V g r out resident simmig hrn f W p de la receptor de la composition della compositi vm g b n m p d u i i i a n qerdfggs t ľ wn s h k v x a q f zownanki q xxc tobad n pof s -t [n] of f , n f (s) and g e (x) f0 f g Í 1 hejmwcmf1 e yytmn eh i je 1 d b b b responsi c f d f r e a h n ega maladist c d O s n f k w k b r c daschim farvafag pne fhgafh t c m in sejimen gabr fab n optgfmnf baft b h kirt S q 1 b s s s f s r r nsyfcdgwy e s s r d b f e s V r i h wakalanarag t u s u geogétievy n r bjil ng sspd 1 publiviers and the lanswerop rentsa n p a e ensmnnbøh rewzyuxr S

## Personal Safety Words And Phrases Answer Key

Me
 No, stop it
 Follow the rules
 Tell
 Protecting
 Answer, open, parents
 Trust
 Answer, Message
 Safe
 Emergency
 Responsible
 Instinct, Listen
 Help
 Mind

i ine person does i hadenskeit or igreen

or help, decide who you should lell next

, in editor, et d

os et asii bas

Recovery 305

# Steps for telling someone something important:

ned absolt visial isnoess?

- get the person's attention; request that they stop what they are doing and look at you;
- tell the person clearly what you need to say; tell the whole story so they understand why what you are saying is important;
- if the person doesn't understand, or listen, or help, decide who you should tell next and then do so.

306

# Power-Control

<u>, re</u>ad cardina a prilipada di tina ng garajan 1900 k BROGER STREET Emotional Abuse Physical Abuse Hitting, slapping, shoving, Making someone feet grabbing, tripping, bad about herself biting, arm twisting, or himself. hair pulling, kicking. Name calling. Put downs, Sexual Threats Abuse Saving you are going to hurt Forcing someone to do sexual someone. Driving recklessly. or intimate acts against that Following someone around. person's will. Date rape is Power Threatening suicide. one example. Control Economic Abuse Intimidation Acting in ways meant to scare Trying to keep someone from someone. Yelling, screaming, getting a job. Taking or stamming tocker doors. someone else's money or other personal Using belongings. Using Friends Male Using mutual Privilege friends to spread malicius rumors about Treating girls like your dating partner. To you own them or talk about your dating partner treating them like in derogatory ways. servants. Making all the decisions. Always being right.

officers discount s

## Characteristics of Abusers:

- low self-worth;
- out of touch with feelings other than anger;
- explosive anger;
- controlling and dictatorial;
- appear to have dual personality;
- often extremely jealous;
- blame others and are not able to take responsibility for actions;
- unable to handle stress in constructive ways;
- come from families where one or both parents are alcoholics;
- · have witnessed or experienced physical abuse while growing up;

ywa dineg pantari, ki ni sawa yan dali gunaha

- have unrealistic expectations of close relationships and believe they will provide permanence and security; and
- abuse of alcohol or other substances.



The same old stuff .. It is calm now ...

Dates, talking on the phone, doing things together

Let's make up, please ...

Renewed Intimacy, thoughtful, sweet.
"It will never happen again."
"I love you."

Tension builds, stress ...

Looking for anything to start a fight.

Jealousy, possessiveness, and control.

Abuse and Violence ...

Borillot nov accor

Physical, verbal, sexual, emotional.

Crisis Period ...

Remorse, forgiveness, blame, acceptance

FXIT CYCLE NOW!

S T O P

Talk to someone ... a teacher, a friend, a school counselor, or your parents

# Steps for telling someone something important:

- get the person's attention; request that they stop what they are doing and look at you;
- tell the person clearly what you need to say; tell the whole story so they understand why what you are saying is important;
- if the person doesn't understand, or listen, or help, decide who you should tell next and then do so.

## When you hear yourself saying:

"I coulda (said) . . . "

"I shoulda (been) . . . "

"I woulda (done) . . . "

#### You should:

- 1. stop and ask yourself if you think you made a mistake or if things just didn't turn out the way you wanted;
- 2. tell yourself what you can learn from this experience;
- look at what you need to do next time and make a plan for how to accomplish that;
- 4. forgive yourself for whatever you did that didn't turn out the way you wanted it to; and
- 5. acknowledge yourself for getting out of "coulda, woulda, shoulda" and moving forward.

Flip Chart 37

## Quiyaa lisamaay misa moy maliw

- . (Sina) abisoo 🖰
- The (new) side as P
- You (saob) shipsy l'
  - Politicalis 1908
- in den grande erske rederingen in de koloniske grande fra koloniske beske in koloniske in de koloniske in de De skippe grande in de koloniske beske in de koloniske in de koloniske in de koloniske in de koloniske in de k
  - Concentration of the first opening and the Concentration of the contract of th
  - de transcort y verde format de la composition della composition de
  - and the first field the body sectors and the control of the first term of the control of the con
  - te de Bendavischer günsweit für gestebeg dat ihr "eesteley erseliking erseliking. Augstelen" de Armanag forvansk