

---

# SESSION 9

---

## **Objectives:**

- To continue development of prevention of sexual abuse skills.
- 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.

---

## 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
  - Power and Control Wheel
  - Characteristics of Abusers
  - Cycle of Violence
  - How to Tell
- **Break Or Split Session Option**
  - Selfwork for Split Session
  - Reentry for Split Session
- **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**
- **Handouts**
  - Letter to Parents
  - 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

... of ... ..  
 ... ..  
 ... ..  
 ... ..  
 ... ..

... ..  
 ... ..  
 ... ..  
 ... ..  
 ... ..

### ... ..

... ..  
 ... ..  
 ... ..  
 ... ..  
 ... ..

---

## **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 to, 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.

- **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.

- **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?**

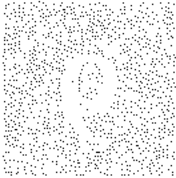
The way to take an abusers power to intimidate you away from them is to prepare to stand up to them. That means practice, so you can be comfortable with the words and actions you need to protect yourself.

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?**

**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?**

➤ **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?**

► 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."

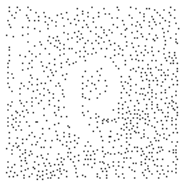
What would you do and say?

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?

Tell someone else.

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.



## How to Tell

**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.**

### Flip Chart 32

#### 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 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.



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.

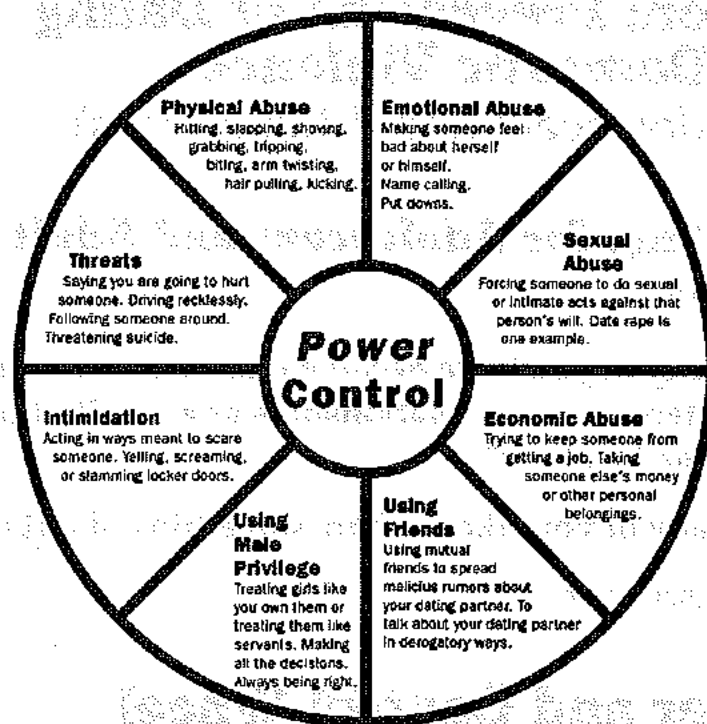
## **Power and Control Wheel**

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

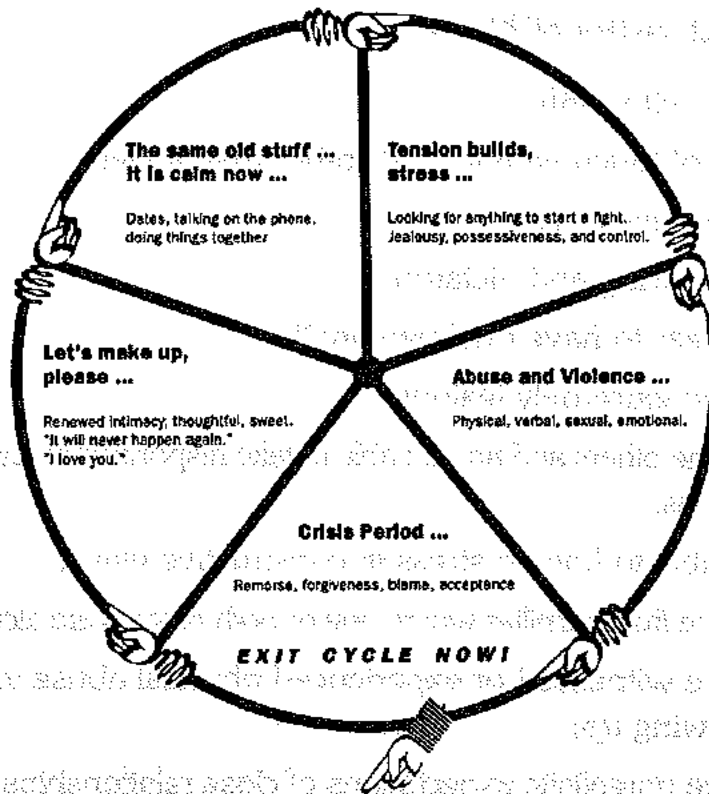
#### Characteristics of Abusers:

- 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.

## Flip Chart 35



**EXIT CYCLE NOW!**

**S T O P  
THE VIOLENCE**

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

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.

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

Discussion.

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

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.

## **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?**

**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;
- 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.

---

## **Break Or Split Session Option**

### **Selfwork for Split Session**

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

### **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 shoulda known I wasn't good enough to make the team." or "I coulda done better if I had tried harder," or "It woulda 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"?

## Flip Chart 37

### 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.
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.

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.

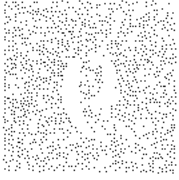
One way you gain some real control is by working with yourself, by deciding how you feel about what has happened and will happen in your life.

### 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.



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 . . .**

**Make it as real as you can.**

**Now think of a negative thought that you are ready to get rid of.**

**Roll it into a ball or crumple it up and let the dragon enjoy it.**

**Give your dragon a name . . .**

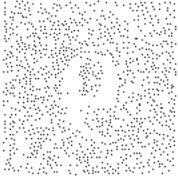
**Make friends with it . . .**

**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.**



## **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.

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.

## 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.

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,



---

## 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?*

*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.)

---

## The Safe Child Program

Dear Parents,

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.

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 tell" and then tell, no matter what;
- if someone hits you so hard that it leaves bruises or long-lasting marks, that's too much and you should tell someone;

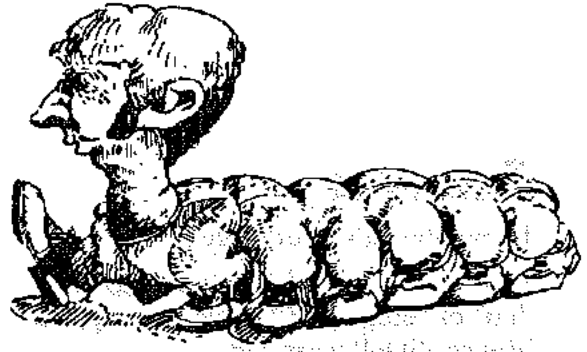
- if someone talks to you in a way that makes you feel really badly about your self, and it happens all the time, it's important to tell someone;
- if you have a problem, keep telling until someone helps you.

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 work!

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, I don't care"?



### 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?



### 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.

## Answer

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

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.

You should tell.

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

## Answer

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?



## 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.

## 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

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!

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

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.

## Find the Personal Safety Words and Phrases

1. My body belongs to \_\_\_\_\_.
2. If someone touches me and I don't like it or it makes me feel uncomfortable, I say \_\_\_\_\_ or \_\_\_\_\_/\_\_\_\_\_ (2 words).
3. If the person doesn't stop, I say, "I'm going to \_\_\_\_\_."
4. If someone says, "Go ahead and tell, no one will believe you," I \_\_\_\_\_/\_\_\_\_\_ (2 words).
5. I won't keep a secret. If someone asks me to keep a secret, I will tell someone I \_\_\_\_\_ if the person keeps bugging me.
6. I am the only person who can keep myself \_\_\_\_\_ all the time.
7. I am \_\_\_\_\_ for myself when I am by myself.
8. That doesn't mean I can handle all my problems, but I handle those I can handle, and I get \_\_\_\_\_ with the rest.
9. Strangers aren't good or bad, they're just \_\_\_\_\_.
10. In order to be careful and safe around people I don't know, I need to \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_ (3 words).
11. People might make fun of me for following the stranger rules but my first job is \_\_\_\_\_ myself.
12. If someone comes to the door when I'm home alone, I \_\_\_\_\_ it, but I don't \_\_\_\_\_ it, except for my family and my \_\_\_\_\_.
13. When I'm home alone, I need to \_\_\_\_\_ the phone and take a \_\_\_\_\_.
14. If the babysitter does something wrong, it is not \_\_\_\_\_ to tell my parents.
15. If there is a major problem, I know where the \_\_\_\_\_ numbers are and how to use them.
16. \_\_\_\_\_ is nature's way of talking to me. I need to \_\_\_\_\_ to it.
17. People can't read my \_\_\_\_\_. I order to communicate, I have to say what I want to say, so they can hear what I want them to hear.

a c e g f f i o r s o o i n s t i n c t  
 a m e e b h q u x u k t d k q t w p h k  
 h h n d b h s w x v k e h n m i n d g m  
 e e n o s t o p i t d l f n h o p j r r  
 l m p j n r m n s u u l g j n n m q r s  
 p e l g m u u d h e v s f t r o u b l e  
 h r n f g s r v w p r o t e c t i n g q  
 k g q r f t t t d u v m g b n m p b t q  
 q e r d f g g s t r t e l l a n y w a y  
 w n s h k v x a q f z o w n n k j q t r  
 x c t b d n p f s o t n f n s b e x t l  
 y y t m n f g e j l h e j m w c m f l i  
 r e s p o n s i b l e h i j e d b b i s  
 e q a m l i t c d o c f d f r e a h n t  
 s n f k i b r c k w d a c h m f r f g e  
 p n e f h g a f h t c m n j e g r f b n  
 o p t g f m n f b h k i r t s b a f t t  
 n s y f c d g w v e q l b s s f s r t o  
 s s r d b f e s v r f y t f a j s w u l  
 i h u k l n r q t u n r s u g q i y z t  
 b j l n q s s p d l p u b v e s n r f z  
 l a n s w e r o p e n p a r e n t s q j  
 e n s m n n b g h s r e w z y u x r r o



---

## Personal Safety Words And Phrases Answer Key

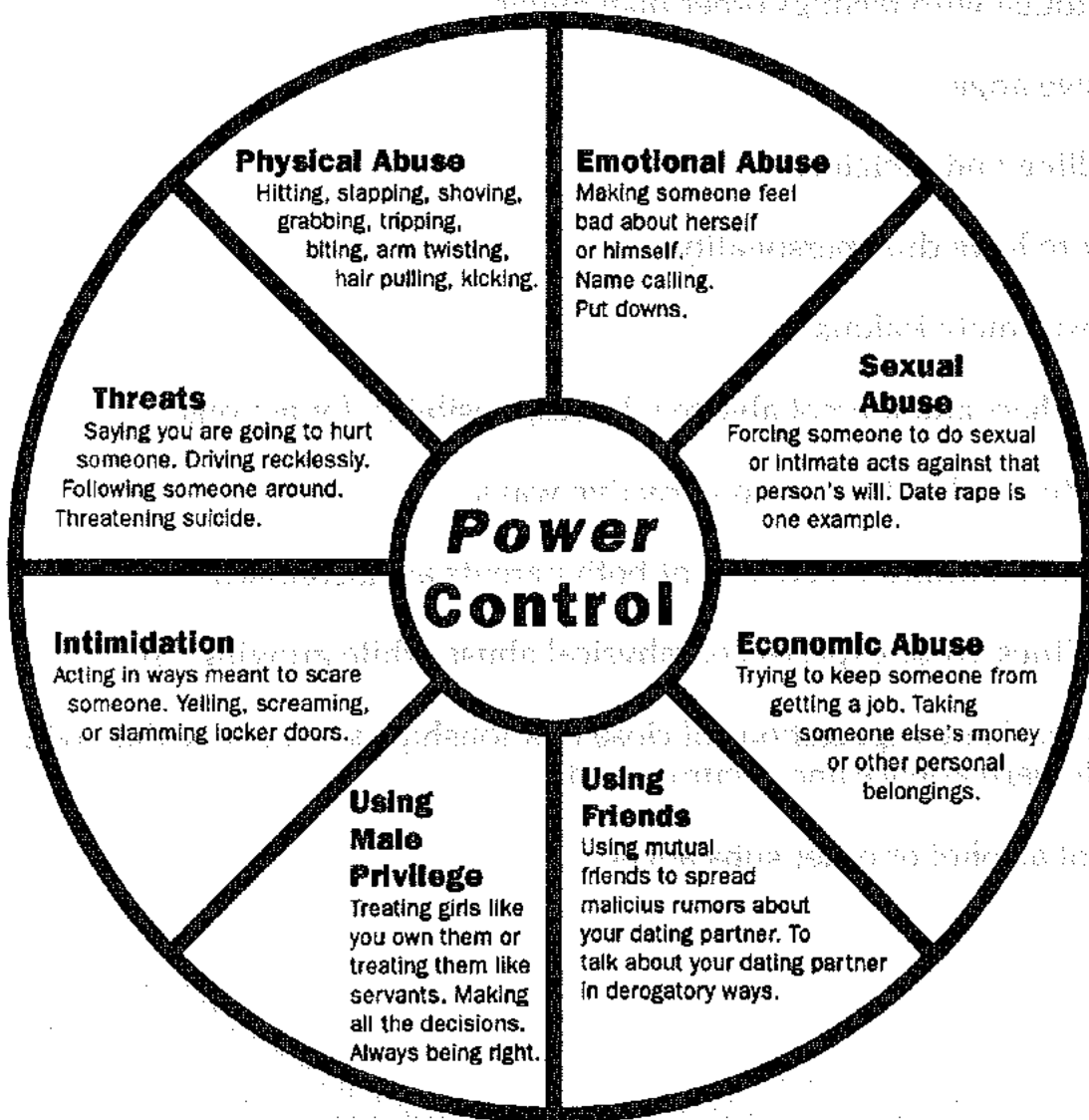
- |                |                           |
|----------------|---------------------------|
| 1. Me          | 9. Strangers              |
| 2. No, stop it | 10. Follow the rules      |
| 3. Tell        | 11. Protecting            |
| 4. Tell anyway | 12. Answer, open, parents |
| 5. Trust       | 13. Answer, Message       |
| 6. Safe        | 15. Emergency             |
| 7. Responsible | 16. Instinct, Listen      |
| 8. Help        | 17. Mind                  |

---

## **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.

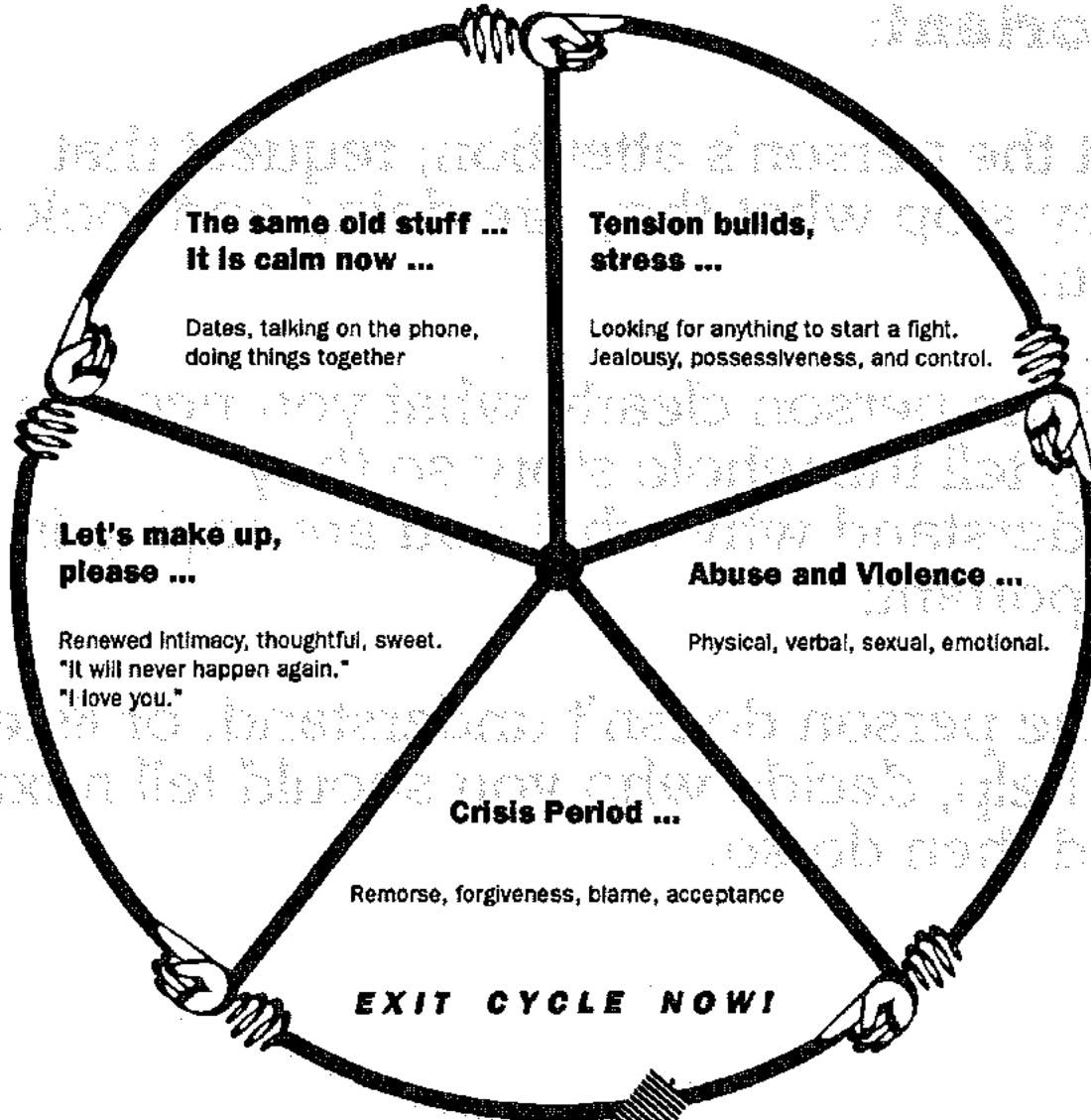
# Power-Control



# 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



**S T O P  
THE VIOLENCE**

**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;
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; and
5. acknowledge yourself for getting out of "coulda, woulda, shoulda" and moving forward.

# WISCONSIN STATE UNIVERSITY

1968 (1968) 1968

1968 (1968) 1968

1968 (1968) 1968

1968 (1968) 1968

1968 (1968) 1968

1968 (1968) 1968

1968 (1968) 1968

1968 (1968) 1968

1968 (1968) 1968

1968 (1968) 1968

1968 (1968) 1968

1968 (1968) 1968

1968 (1968) 1968