



# Workbook

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(Name)

# *Sexual Violence Statistics*

In 2005, 10% of students in grades 9-12 reported that they were a victim of dating violence at least ONCE within the last year.

[www.childtrendsdatbank.org/indicators/66DatingViolence.cfm](http://www.childtrendsdatbank.org/indicators/66DatingViolence.cfm)

In 2005, 25% of 14-17 year-olds surveyed know at least one student who was a victim of dating violence, while 11% know multiple victims of dating violence. 33% of teens have actually witnessed such an event. 20% of surveyed male students report witnessing someone they go to high school with physically hit a person they were dating. [www.abanet.org/unmet/teendating/facts.pdf](http://www.abanet.org/unmet/teendating/facts.pdf)

One out of every 11 high school students was a victim of dating violence in 2005.

[www.childtrendsdatbank.org/indicators/66DatingViolence.cfm](http://www.childtrendsdatbank.org/indicators/66DatingViolence.cfm)

In 2003, one in every ten abuse victims were male.

[www.rainn.org/statistics/victims-of-sexual-assault.html](http://www.rainn.org/statistics/victims-of-sexual-assault.html)

The August 2004 issue of the *Journal of Adolescent Health* states gay, lesbian, and bisexual adolescents involved in same-sex dating are just as likely to experience dating violence as youth involved in opposite sex dating.

[www.jahonline.org/article/PIIS1054139X03003458/abstract](http://www.jahonline.org/article/PIIS1054139X03003458/abstract)

Four of five students — boys and girls — report that they have experienced some type of sexual harassment in school, despite a greater awareness of school policies dealing with the issue. [www.aauw.org/research/hostile.cfm](http://www.aauw.org/research/hostile.cfm)

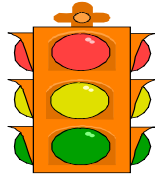
A 2005 study showed that partner violence among adolescents is associated with increased risk of substance abuse, unhealthy weight control behaviors, sexual risk behaviors, pregnancy, and suicide. [www.cdc.gov/ncipc](http://www.cdc.gov/ncipc)

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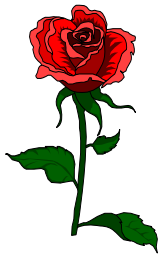


# *All Healthy Relationships are Characterized by...*

## **Boundaries**



Physical boundaries are rules for one's body. In relationships with others, physical boundaries insure that each individual has personal space. In a relationship with yourself, they are rules you set for your body about how you will treat it and use it. Emotional boundaries are rules one sets to meet one's needs. In relationships with others, emotional boundaries are rules about how you will treat each other. In a relationship with yourself, they guide your decisions and interactions with others.

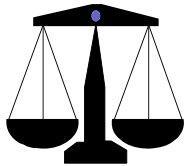


## **Respect and Appreciation**

Respect is important because people must show each other, and themselves, the respect that every human being deserves. Appreciation helps people see the good in themselves and the importance of relationships with others.

## **Appropriate Expressions of Thoughts and Feelings**

In relationships with others, each person must have the time and confidence to express his/her thoughts and feelings. The other person must then respond in a way that is not offensive or harmful. In a relationship with yourself, you must reflect on your thoughts and feelings on a regular basis. Create safe ways to express your thoughts and feelings to others and to evaluate them yourself.



## **Balance**

Balance is essential to every healthy relationship because each person has many obligations and responsibilities. Healthy relationships support the outside responsibilities of each person. In a relationship with yourself, you must learn to balance all of your obligations while making time to have fun and grow as a person.

## **Understanding of and Sensitivity to Needs**

Each person in a relationship must try to understand and be sensitive to the needs of the other person in the relationship. You must also understand and be sensitive to your own needs. Failure to do so will not only affect your personal growth, but also the success you will have in relationships with others. No one can understand your needs if you don't.



# Unhealthy Behaviors

*Be sure to watch out for these unhealthy behaviors in your relationships with dating partners, peers and adults.*



- Blowing up at little things -- inability to handle frustrations.
- Being excessively jealous -- always accusing you of caring about someone else more than him/her.
- Trying to force you not to spend time with other people like family and friends.
- Having a poor self-image and being insecure: macho behavior, overly competitive, never admits he is wrong OR overly sensitive, very jealous, always believes she is right.
- Blaming others for his/her faults.
- Not accepting responsibility for his/her own actions.
- Using alcohol or other drugs. This may lead to violence with other people.
- Accepting violence as an appropriate way to solve problems.
- Strongly stressing specific roles of males and females in relationships.
- Treating you like property.
- Always expressing feelings and emotions with violence or anger.
- Hurting you in "play" by pushing, shoving or holding you down.



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# ***Make the Difference***

*Below are some examples from a relationship that could use some help. You can make a difference for this couple by using the healthy characteristics to change some of the unhealthy behaviors in the scenarios.*

**Scenario 1**— Jackie and Adrian have been going out for three months. They talk on the phone every night and get together on weekends, usually with friends. Often, Jackie goes to watch Adrian's games. During the week, Jackie tries to see friends. Adrian isn't thrilled about this. Sometimes, Adrian questions Jackie on the phone about where Jackie has been, who Jackie was with, and what Jackie wore. Adrian says Jackie should make more time for their relationship. After all, they ARE together. Adrian always ends the call by telling Jackie how close they have become and how much they are in love. Jackie feels torn between Adrian, and doing things with friends.

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**Scenario 2**— One night when Adrian has a game, Jackie is invited to watch movies with a group of friends. Jackie tries to explain that, although Adrian has a game, it would be fun to go with friends this time. Jackie reminds Adrian that a game has never even been missed! Adrian is very unhappy by the time Jackie stops talking. Adrian grabs Jackie by the shoulders and yells, "Who do you think you are?" Jackie remains silent. Adrian stands glaring at Jackie, trembling. After several seconds of deafening silence, Adrian storms out.

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**Scenario 3**— Later, Adrian feels so bad about what happened and wants to fix things with Jackie. So the next morning, Adrian stands outside Jackie's house for an hour, too scared to knock on the door. Jackie yells out the window for Adrian to go away. Adrian then accuses Jackie of seeing someone else.

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# Communication Cues

	PASSIVE	ASSERTIVE	AGGRESSIVE
<u>VERBAL</u>	<ul style="list-style-type: none"> <li>● Apologetic words</li> <li>● Hidden meanings</li> <li>● "I mean," "you know"</li> <li>● Failure to say what you mean</li> <li>● Rambling, disconnected</li> </ul>	<ul style="list-style-type: none"> <li>● Statement of wants</li> <li>● Honest statement of feelings</li> <li>● Objective words</li> <li>● "I" messages</li> <li>● Direct statements, which say what you mean</li> </ul>	<ul style="list-style-type: none"> <li>● "Loaded" words</li> <li>● Accusations, threats</li> <li>● Descriptive, subjective terms</li> <li>● "You" messages</li> <li>● Domineering, superior words</li> </ul>
<u>NON-VERBAL</u>			
● General	<ul style="list-style-type: none"> <li>● Looking as if you don't mean what you say</li> </ul>	<ul style="list-style-type: none"> <li>● Attentive listening behavior</li> <li>● General assured manner, communicating caring and confidence</li> </ul>	<ul style="list-style-type: none"> <li>● Exaggerated show of strength</li> <li>● Flippant, sarcastic style</li> </ul>
● Voice	<ul style="list-style-type: none"> <li>● Weak, hesitant, soft</li> <li>● Sometimes wavering</li> </ul>	<ul style="list-style-type: none"> <li>● Firm, warm, well-modulated, relaxed</li> </ul>	<ul style="list-style-type: none"> <li>● Tense, shrill, loud, shaky, cold, "deadly quiet," demanding</li> <li>● Superior, authoritative</li> </ul>
● Eyes	<ul style="list-style-type: none"> <li>● Averted, downcast, teary</li> <li>● Pleading</li> </ul>	<ul style="list-style-type: none"> <li>● Open, frank, direct</li> <li>● Eye contact, but not staring</li> </ul>	<ul style="list-style-type: none"> <li>● Expressionless, narrowed, cold</li> <li>● Staring, not really "seeing"</li> </ul>
● Stance	<ul style="list-style-type: none"> <li>● Lean for support, twisted</li> </ul>	<ul style="list-style-type: none"> <li>● Well-balanced, straight-on</li> </ul>	<ul style="list-style-type: none"> <li>● Hands on hips, feet apart</li> </ul>
● Posture	<ul style="list-style-type: none"> <li>● Stooped, "shrunkened," sagging</li> <li>● Excessive head nodding</li> </ul>	<ul style="list-style-type: none"> <li>● Facing, erect, relaxed</li> </ul>	<ul style="list-style-type: none"> <li>● Stiff and rigid, rude, involved in someone else's body space</li> </ul>
● Hands	<ul style="list-style-type: none"> <li>● Fidgety, fluttery, clammy</li> </ul>	<ul style="list-style-type: none"> <li>● Relaxed, warm, smooth motions</li> </ul>	<ul style="list-style-type: none"> <li>● Clenched, fist pounding, finger-pointing, abrupt gestures</li> </ul>
● Feet	<ul style="list-style-type: none"> <li>● Shuffling, restless motions</li> </ul>	<ul style="list-style-type: none"> <li>● Relaxed, comfortable position</li> </ul>	<ul style="list-style-type: none"> <li>● Tapping, firmly planted</li> </ul>

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Adapted from *Virginia Responds: Teens Building Violence-Free Relationships. Facilitator's Guide.*

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# ***Being Assertive***

*In the examples below, each young person is faced with some unhealthy behaviors from others. The receivers' responses are listed in a passive, assertive and aggressive manner.*

**Example 1:** *Sarah's boyfriend tells her that her friends are too nosey and demands that she stop hanging around them.*

*Passive—(In a quiet voice) "Well, I guess I could stop spending so much time with them."*

*Assertive—(In a firm voice) "They are my friends and I care about them like I care about you. I wouldn't let them tell me to stop spending time with you, and I'm not going to let you tell me to stop spending time with them."*

*Aggressive—(Loudly) "I can't believe you are trying to control me! You need to try that crap on someone else, because I'm not the one."*

**Example 2:** *Rafael's best friend, LaToya, is secretly attracted to him. As a result, she begins to put down Rafael's girlfriend.*

*Passive—(Looking down at the floor) "LaToya, that's not nice. I wish you would stop."*

*Assertive—(Looking into LaToya's eyes) "When you put down my girlfriend, I feel angry and protective. I would prefer that you not talk about her when she's not here."*

*Aggressive—(Rafael's face in LaToya's face) "If you say one more thing about my girlfriend, that is it for me and you. You need to stop causing trouble."*

**Example 3:** *Zach goes to see his girlfriend, Fatima, at her house. As soon as he arrives, she begins to yell at him about rumors she heard at school about him seeing another girl.*

*Passive—(Pleading) "Really Fatima, I'm not seeing anyone else. I'm telling you the truth; please believe me."*

*Assertive—(Standing straight) "Fatima, I'm leaving now. I will call you later, after you have calmed down."*

*Aggressive—(Arms folded) "You need to back up out of my face. I don't know why you keep listening to those lies anyway."*

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# Assertiveness Techniques

*There are three assertiveness techniques that one can use:*

## "I" MESSAGES

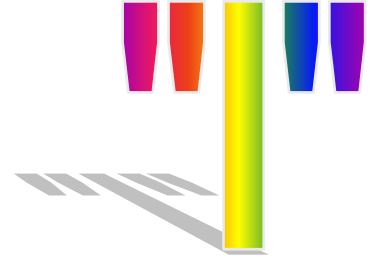
- 1) "I" messages begin with a statement that has two parts:  
I feel (state your emotion) when you (describe the behavior).

OR

When you (describe the behavior), I feel (state an emotion)

- 2) Set a boundary or state the behavior you would prefer.  
I would prefer (offer an alternative to the present behavior).

Example: *I feel used when you copy my homework. I would prefer that you do your own homework and ask me for help when you get stuck on a problem.*



## BROKEN RECORD TECHNIQUE

This technique makes sure that your words are heard and taken seriously. It is good to use this technique when you are setting a boundary with someone, and he/she is not listening to you or beginning to argue with you. It is done by repeating your statement over and over again.

Example:

**YOU:** *I would like you to stop calling me every five minutes!*

**OTHER:** *...but I need to talk to you often.*

**YOU:** *I would like you to stop calling me every five minutes!*

**OTHER:** *...but you don't understand...*

**YOU:** *I would like you to stop calling me every five minutes!*



## ESCAPING FROM AN ENCOUNTER THAT GETS OUT OF CONTROL

This technique is used when the other person begins to get nasty, ridicules you, becomes sarcastic, insults you, makes an aggressive gesture or begins a verbal attack.

Example: *You can exit from the conversation by quickly saying, "Let's talk another time when things are calmer," or "I don't allow anyone to speak to me that way." Then walk away or hang up the phone.*

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# *Eye of the Beholder*



The *eye of the beholder*  
means looking at  
sexual harassment  
from the receiver's  
point of view.  
Regardless of the  
intent of an  
individual, it is the  
receiver's perspective  
that defines the action.

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# Three Warning Bells

## Stage 1 - Intrusion



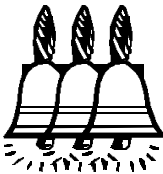
During this stage, the offender "tests" the person by invading the victim's space or privacy. These invasions may be comments that feel too personal, or they may be unwanted looks or touches. These intrusions may not feel threatening at first, yet they are intended to catch the victim off guard, or to make him/her feel uncomfortable. Many times, a person will feel some sense of danger during this stage and may confront the offender with his/her feelings. Some people refer to this sense of danger as a little bell ringing in the back of his/her head. It is at this time that the offender moves to stage two.

## Stage 2 - Desensitization



During this stage, the offender tries to make the victim feel less sensitive to the intrusion by making him/her feel responsible for the offensive behavior. The offender may blame the victim's reaction, saying it is too childish or "uptight." The offender might ask questions such as "Don't you trust me?" or "I thought you liked me?" You can hear bell number two ringing. A person may get use to these intrusions and begin to question whether he/she might be too uptight or overreacting--feeling "wrong" for his/her reactions. However, once the offender regains the victim's trust, he/she moves to the third stage.

## Stage 3 - Isolation



This is the stage in which the offender gets the victim to go to an isolated area with him/her. After he/she has **intruded** (stage 1) on the victim's space and attempted to **desensitize** (stage 2) how the victim is reacting, the offender may ask, "Do you want to go for a ride with me?" or "Do you want to go to my room to watch some videos?" Bell number three should then be ringing a loud warning. Avoid being alone with this person, as this is when violence may occur.



## *Relationship Grid*

1	4	7	10
2	5	8	11
3	6	9	12

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# Values Busters

Name of one person you are in a close relationship with: \_\_\_\_\_

Top 3 Values	How _____ supports my values	How _____ does not support my values
<b>Most Valued:</b> <hr/>		
<b>2<sup>nd</sup> Most Valued:</b> <hr/>		
<b>3<sup>rd</sup> Most Valued:</b> <hr/>		

*Develop 1-2 goals that could help bring your relationship into alignment with your values, and build on the characteristics of a healthy relationship.*

1. \_\_\_\_\_

2. \_\_\_\_\_

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## ***Making Healthy Decisions***

- ❑ Review your Personal Goals regularly to remind yourself of your values.
- ❑ Revise your Personal Goals as you change and grow.
- ❑ Decide where you stand on tough issues like alcohol, other drugs and pre-marital sex BEFORE they are offered to you.
- ❑ Avoid making any decision too quickly. Give yourself time to think about the situation.
- ❑ Review all of your choices. Don't limit yourself. You always have a choice!
- ❑ Evaluate each option to decide which one is most likely to help you reach your Personal Goals.
- ❑ Avoid making choices that will keep you from reaching your Personal Goals.
- ❑ Avoid competition and arguments. Maintain focus on what is right for you.
- ❑ Ask someone you trust to share his/her opinion with you if you are having trouble making a decision.
- ❑ Realize that the healthy choice may not always be the easiest choice. Don't be afraid to make a difficult choice if it is right for you.
- ❑ Seek help from a trusted adult if you find yourself the victim of violence.

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## *Dealing with Violence*

You are not the problem, the violent person is.  
You have the right to be free from violence.  
Tell a person in authority, giving as many details as you can. If you are too nervous to see this person on your own, take a friend with you.  
Be strong enough to ask for help. A violent person may demand that you not tell anyone about the situation, but always seek help from a trusted adult.

Name of a Trusted Adult

Phone Number

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**National Sexual Assault  
Hotline: 1-800-656-HOPE  
Free-Confidential 24/7**

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## *Dealing with Violence*

### **Remember . . .**

- You are not the problem, the violent person is. You have the right to be free from violence.
- Tell a person in authority, giving as many details as you can. If you are too nervous to see this person on your own, take a friend with you.
- Be strong enough to ask for help. A violent person may demand that you not tell anyone about the situation, but be confident and seek help from a trusted adult.
- A trusted adult is someone who cares about you and will not hurt you. A trusted adult may be a teacher, parent, someone at your place of worship, a family member, or the parent of a friend. Even if you think the situation has been resolved, always tell an adult because the offender will most likely try again with you or someone else.

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