

ROOTS OF EQUALITY

Building Equal and Healthy Relationships

WORKSHOP FOR GRADE 7 & 8 GIRLS



BUILDING EQUAL AND HEALTHY RELATIONSHIPS

Students: Grade 7 & 8 girls

Length: 60 minutes



Purpose:

- To raise awareness of signs of abuse in relationships.
- To help participants recognize equal and healthy relationships.
- To provide strategies to achieve them.

Preparation:

- Make an overhead of the Teen Power and Control Wheel.
- Make an overhead of the Teen Relationship Equality Wheel.
- Make an overhead of the definition of *dating violence* and *statistics*.
- Enlarge a blank wheel on Bristol board and cut into 8 segments.
- Print sufficient copies of
 - Healthy Relationship Student Survey – true/false questions.
 - Feedback forms.
 - Blank Teen Relationship Equality Wheels.
- Have a copy of Healthy Relationship Student Survey Responses.
- Gather:
 - Markers.
 - Tape.
 - Sticky dots.
 - Blank sheets of paper.
 - Songs and something to play them on (optional).

Introduction:

What is abuse in relationships? (See overhead.)

Brainstorm with the group what abuse in a relationship is, ensuring that the group covers all of the aspects of the following definition:

Abuse is any verbal or physical act using threat or physical force in order to induce fear and thereby control a person's behaviour.

Statistics:

- 40% of teenage girls aged 14 to 17 report knowing someone their age who has been hit or beaten by a boyfriend.
- 26% of girls in Grades 9 to 12 have been the victim of physical abuse, sexual abuse, or date rape.
- In one study, over 49% of female students in high school had been emotionally abused, 14.5% reported being physically forced into sex, and 9.1% had been physically assaulted..

You can call your local sexual assault centre or shelter for local statistics so that girls are aware of what is happening in their community.

Activity #1 - 15 minutes

Note: If you use this beginning, ensure you have a partner who can deal separately with a girl who may go into crisis while relating a memory.

- Begin with a short writing exercise (2-5 minutes): "Imagine you are writing in a diary. Tell about a time you were with a group of friends including boys when something happened that made you feel uncomfortable. You do not need to put your name on the paper. Hand it in when you are done."
- When you have collected the diary entries, give each student a copy of the survey to complete.
- While students complete the survey, read the diary entries and pull out key incidents that relate to the survey. Discuss these when taking up the survey results.
- After students have answered the questions, discuss the answers as a whole group.
- Survey results: All answers are false. Refer to *Student Survey Response* sheet.

Activity #2 - 35 minutes

- Present the overhead of the Power and Control Wheel.
- Discuss each piece of the wheel.
- Have students offer examples.
- “How can we change this wheel to reflect the characteristics of a healthy and equal relationship?”
- Divide students into 8 groups.
- Give each group a segment of the blank, Bristol board wheel labeled with a title from the Teen Relationship Equality Wheel.
- Select a recorder and reporter for each group.
- Groups brainstorm and record ideas for a positive wheel (15 min). Regroup.
- Each group will display their segment until the circle is complete.
- Using 8 sticky dots per student, have the students place their dots on the most important idea in each section of the wheel.
- During the time the girls are choosing the most important ideas, others can record results on their individual blank wheel.
- Using an overhead of the Teen Relationship Equality Wheel, compare how closely the students' responses match the wheel, noting the ones the students singled out as important.
- Refer to *How to Help a Teen* and summarize the strategies listed.
- Wherever possible, provide information about local agencies that can be accessed.

Closing:

Due to the gravity of the material in this workshop, it is advised that the girls leave on a positive note.

Some suggestions are:

- Read an empowering poem such as *I Am Me*.
- Play an uplifting song; try Evalyn Parry, *Girls* (Small Theatres Songs, 2007); Dixie Chicks, *Not Ready to Make Nice* or *I Hope* (Taking the Long Way, 2006); Destiny's Child, *Survivor* (Survivor, 2001); Aretha Franklin's *Respect* (30 Greatest Hits, 2005); Helen Reddy's *I Am Woman* (Helen Reddy's Greatest Hits (And More), 1991);
- Promote participation in local events such as *Take Back the Night*.
- Feel free to offer an idea of your own.

Handouts:

- Healthy Relationships Student Survey - true/false.
- Teen Power and Control Wheel.
- Blank Teen Relationship Equality Wheel.
- Teen Relationship Equality Wheel.
- How To Help A Teen.
- For Teens to Think About.
- Materials from local sexual assault centres and shelters.
- Feedback form.

Teacher Resources:

- Overheads of the definitions of abuse and statistics.
- Healthy Relationships Student Survey Responses.
- Overhead of the Teen Power and Control Wheel.
- Overhead of the Teen Relationship Equality Wheel.
- How To Help A Teen.
- For Teens to Think About.
- Statistics on Young Women and Violence.
- Resources for Young Women, Youth, Youth Educators, and Advocates.
- Anti-Violence Resources: Useful Websites.
- Poem - *I AM ME My Declaration of Self Esteem*, by Virginia Satir.
- Dating Violence: A Fact Sheet from the Department of Justice Canada.
<http://justice.gc.ca/en/ps/fm/datingfs.html#head1>
- Song(s), with something to play them on.

Healthy Relationships Student Survey

Which statements do you think are **TRUE** and which are **FALSE**? Circle one.

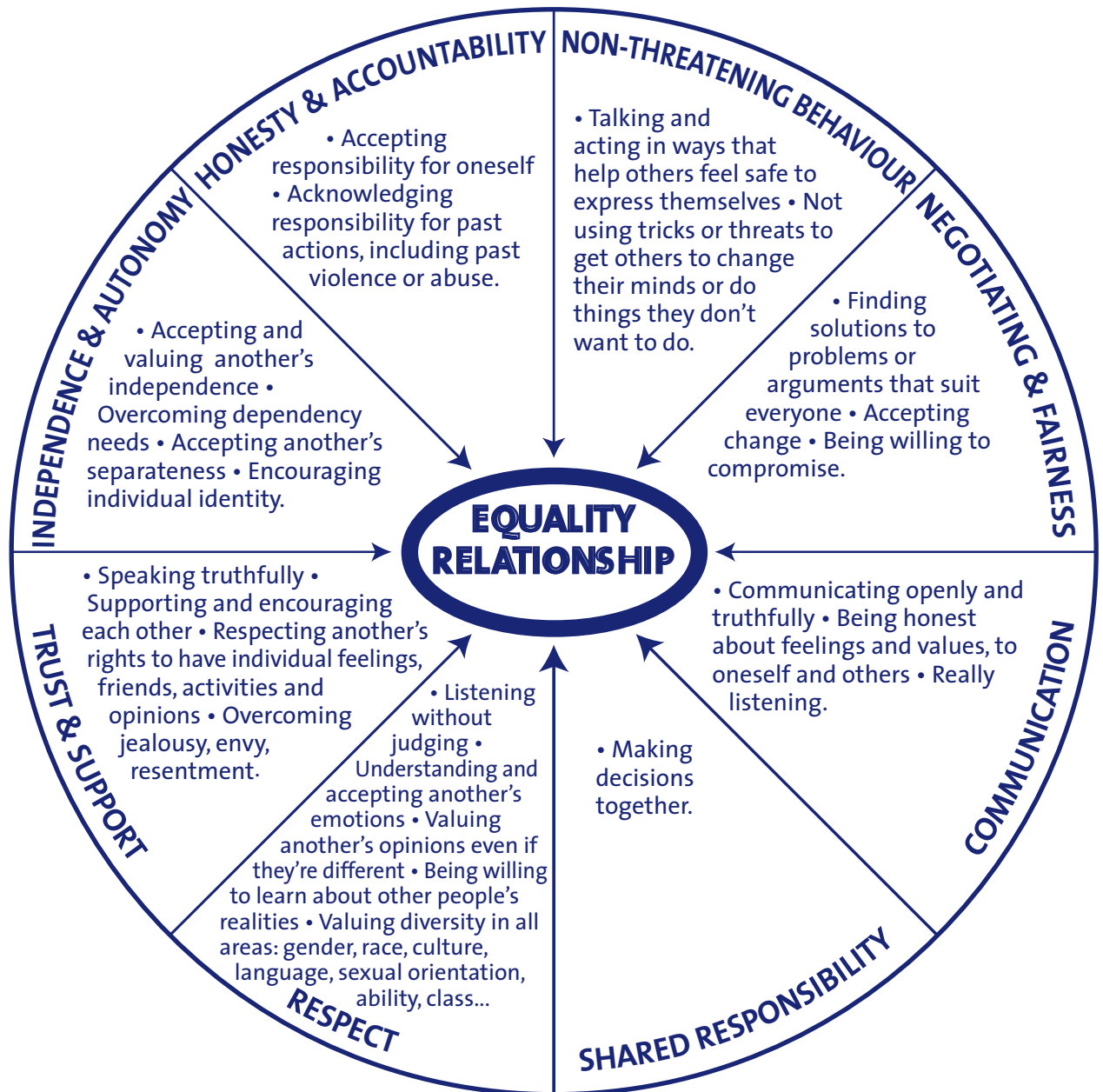
1. Violence rarely happens in girls' dating relationships. **T F**
2. Girls who stay in abusive relationships have no one to blame but themselves. **T F**
3. Dating violence is only physical violence. **T F**
4. The reason rapes occur is because of drugs and alcohol. **T F**
5. If the police are called when dating violence is committed, the victim has to press charges for an arrest to occur. **T F**
6. Girls can prevent being abused by dressing and/or acting differently. **T F**
7. Girls will frequently tell someone about dating violence when it happens to them. **T F**
8. When a girl says no to a guy, she really means yes. **T F**
9. Jealousy is a way to show someone you love them. **T F**
10. The average age of the first physically violent dating experience for young women is 17. **T F**

TEEN POWER AND CONTROL WHEEL



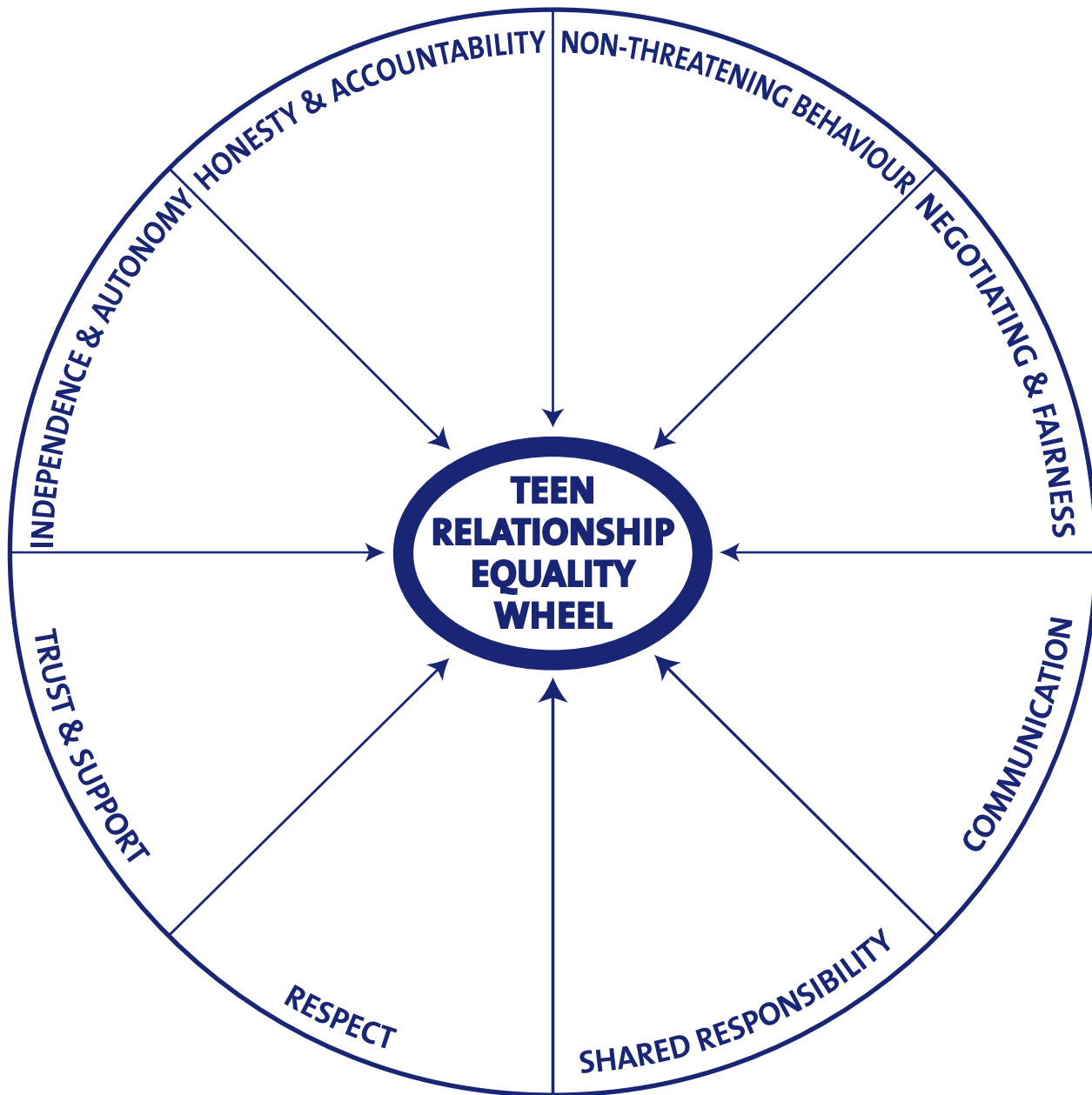
[Adapted from materials created by the Domestic Abuse Intervention Project, Duluth, Minnesota]

TEEN RELATIONSHIP EQUALITY WHEEL



[Adapted from materials created by the Domestic Abuse Intervention Project, Duluth, Minnesota]

TEEN RELATIONSHIP EQUALITY WHEEL



[Adapted from materials created by the Domestic Abuse Intervention Project, Duluth, Minnesota]

Dating Violence Student Survey - Responses

Which statements do you think are **TRUE** and which are **FALSE**?

All the answers are false.

1. Violence rarely happens in girls' dating relationships.

Four out of ten girls know someone their age who has been hit or beaten by a boyfriend.

2. Girls who stay in abusive relationships have no one to blame but themselves.

Nothing a girl does gives anyone the right to abuse her.

3. Dating violence is only physical violence.

Dating violence is a pattern of assaultive and controlling behaviours that can be physical, sexual, emotional, and psychological.

4. The reason rapes occur is because of drugs and alcohol.

The real cause of assault is the batterer's desire for power and control over his partner. Alcohol or drug use provide excuses.

5. If the police are called when dating violence is committed, the victim has to press charges for an arrest to occur.

In Ontario, the police decide whether to press charges.

6. Girls can prevent being abused by dressing and/or acting differently.

Girls don't cause the abuse they experience by how they dress or act. Violence is a tool men use to exert power and control over women.

7. Girls will frequently tell someone about dating violence when it happens to them.

Girls often feel ashamed and blame themselves for the abuse.

8. When a girl says no to a guy, she really means yes.

No means no. The common, and mistaken, belief is that girls like to tease or like the game of being pressured into doing something they wanted all along.

9. Jealousy is a way to show someone you love them.

Jealousy shows possessiveness and an attempt to own or control a person. It does not show caring. There are more effective ways of expressing love for someone.

10. The average age of the first physically violent dating experience for young women is 17.

The average age is 15.

Abuse

Definition

Abuse is any verbal or physical act using threat or physical force in order to induce fear and thereby control a person's behaviour.

Statistics

- 40% of teenage girls aged 14 to 17 report knowing someone their age who has been hit or beaten by a boyfriend.
- 26% of girls in Grades 9 to 12 have been the victim of physical abuse, sexual abuse, or date rape.
- In one study, over 49% of female students in high school had been emotionally abused, 14.5% reported being physically forced into sex, and 9.1% had been physically assaulted.

For Teens to Think About

You may be at risk of dating violence if your partner...

- is violent;
- has a history of fighting, losing his temper quickly, or brags about mistreating others;
- gets too serious about the relationship too fast;
- has a history of bad relationships and blames the other persons for all the problems, "Girls just don't understand me";
- believes that men should be in control and powerful, and that women should be passive and submissive; and
- is someone your family and friends warned you about, or told you they were worried for your safety with.

He's trying to control you and make you dependent on him if

- he's very jealous and does not want you to talk to other men, wants you to stop seeing your girlfriends, and has to know where you are and who you are with all the time;
- he tries to control your contact with your family;
- he puts down what you wear, do, and say;
- he tries to control you by being very bossy, giving orders, making all the decisions, and does not take your opinion seriously;
- he is scary; you worry about how he will react to things you say or do; and
- he abuses drugs or alcohol and pressures you to take them.

He's putting you down so you will lose self-esteem, confidence, and control if

- he tells people things you did or said that embarrass you and make you feel stupid;
- he says it's your fault when things go wrong for him;
- he calls you stupid, lazy, fat, ugly, or a "slut"; and
- he blames you when he mistreats you, says you provoked him, pressed his buttons, made him do it, led him on.

He's threatening you and in some cases using physical violence if

- he drives fast and likes to do dangerous things to scare you;
- he gets carried away when you are playing and hurts you, or holds you down to make you feel helpless or humiliated, and give in to him;
- he threatens you and/or uses or owns weapons;
- he threatens to hit you, hurt your friends, pets, or family if you do not do what he wants;

- he says he will leave you or kill himself if you do not obey him;
- he gets very angry about small, unimportant things;
- he will not tell you his feelings when you ask and then he blows up;
- he pressures you for sex, or is forceful or scary around sex;
- he thinks women or girls are sex objects;
- he attempts to manipulate or guilt trip you by saying "If you really loved me you would. . ."; and
- he hits you - he may be sorry afterward, but he hits you.

If you are an abused teen:

You are not alone and you are not to blame. You cannot control his violence. But you can make yourself safer by:

- calling the police if you have been assaulted;
- telling someone and keeping a record of all incidents of violence;
- talking to a trusted adult such as a parent, teacher, guidance counselor, or school psychologist, and/or calling a community agency for advice; and
- considering ending the relationship as soon as possible.
The violence may get worse.

If you are an abusive teen:

- recognize you have a problem and take responsibility for your behaviour;
- talk to a trusted adult such as a teacher, guidance counselor, or school psychologist, and/or call a community agency for advice;
- abuse is a crime - you could face fines or imprisonment if convicted;
- realize that nobody deserves to be abused;
- if you come from an abusive home, you may be re-enacting the abusive behaviour you experienced or witnessed; and
- you can get help to stop the violence and have healthy, caring relationships.

How teens can help prevent violence:

- become more aware of verbal and physical abuse in your own relationships;
- help students "break the silence";
- promote other ways to deal with anger and resolve conflict, for instance through talking through feelings and creative problem solving; and
- beware of jokes, movies, television programs, advertising, and music videos that are demeaning to women and may promote violence against women.

source:
Springtide Resources

How to help a teen

How to help a friend who is being abused:

I went to this party one night and everyone was having a great time. After awhile my girlfriend and her steady started arguing. He was drinking a lot and so was she. Anyhow, they started to yell at each other and then he began hitting her. I screamed at him to stop and Cindy started freaking out. Finally, a couple of guys made him stop. Cindy ended up with a black eye and a swollen lip. When we left the party they were acting like nothing happened. It was weird.

- Physical safety is the first priority. Hitting and beating usually get worse as time goes by. Ignoring a beating is dangerous. Explain this to your friend.
- Listen calmly and take the concern seriously.
- Reduce her vulnerability. Plan for her not to be alone with him.
- Tell her she's not alone in her situation. Abuse happens to many young women, in all social classes, in all religious, racial and cultural groups.
- Reassure your friend that nobody deserves to be abused.
- Explain to her that abuse in relationships is not a sickness, it is a crime.
- Suggest talking to a trusted adult such as a teacher, guidance counselor or a school psychologist, and/or call a community agency for advice.
- Explore legal options or a school's ability to control the abuser's behaviour.
- Get her involved with friends and activities.
- If she is not ready at this point to make major changes in her life, do not take away your friendship. Your support and advice may be what will make it possible for her to act at a later date.
- Respect her right to privacy by letting her be in control of who she wants to tell. You should not repeat her story unless she specifically asks you to repeat it.
- Put aside your feelings and deal with them elsewhere. It is very difficult to listen to the hurt, anger and pain someone close to you is having without you feeling that way, too. It is important that you talk about these feelings with someone else, as she will have enough difficulty healing from her own trauma without trying to empathize and help you as well.

How to help a friend who is abusive:

- Support them for recognizing their problem.
- Suggest talking to a trusted adult such as a teacher, guidance counselor or school psychologist, and/or call a community agency for advice.
- If you witness a friend acting in an abusive manner, tell your friend that nobody deserves to be abused.
- Help your friend in looking at the risks of more abuse.

How teens can help prevent violence:

- Become more aware of verbal and physical abuse in your own relationships.
- Help students "break the silence".
- Promote other ways to deal with anger and resolve conflict, for instance through talking through feelings and creative problem solving.
- Beware of jokes, movies, television programs, advertising, and rock videos that are demeaning to women and may promote violence against women.

Resources:

- Education Wife Assault and Women's Habitat of Etobicoke. *Preventing Violence in Dating Relationships: A Teaching Guide* (Toronto, ON: Education Wife Assault, 1994)
- London Family Court Clinic. *ASAP: A School-Based Anti-Violence Program*. (London, ON: London Family Court Clinic, 1995)
- Mississauga Hospital Sexual Assault Team. *Lindsay's Story: Education for Date Rape Prevention*. (Mississauga, ON: The Mississauga Hospital, 1994)

source:

Springtide Resources

Statistics on Young Women and Violence

Women under 25 years of age make up the highest risk group related to violence, especially if they try to leave an abusive relationship. Young women are at the greatest risk of assault by intimate partners, as well as spousal homicide and sexual assault. (Federal-Provincial-Territorial Ministers Responsible for the Status of Women, 2002, *Assessing Violence Against Women: A Statistical Profile*, ISBN 0-662-33166-4)

In one study, over 49% of female students in high school had been emotionally abused, 14.5% reported being physically forced into sex, and 9.1% had been physically assaulted. (DeKeseredy, WS, and Schwartz, MD, February 1998, *Measuring the Extent of Woman Abuse in Intimate Heterosexual Relationships: A Critique of the Conflict Tactics Scales*, National Resource Center on Domestic Violence)

A recent City of Toronto survey shows that female youth regard physical assault, discrimination, harassment and sexual gender issues as 3 of the top 4 factors impacting their personal sense of safety. Further, the study shows that young women require approaches and programs that are responsive to their unique needs and ways of relating. (Youth Safety Survey Project, 2002, *Speak Up: Toronto Youth Talk about Safety in Their Community*, Toronto ON: City of Toronto)

Girls and women between the ages of 16 and 24 are the most vulnerable to domestic violence, experiencing the highest per capita rates of non-fatal intimate partner violence. (US Department of Justice, Bureau of Justice Statistics, 2001, "Intimate partner violence and age of victim, 1993-1999.")

40% of teenage girls ages 14 to 17 report knowing someone their age who has been hit or beaten by a boyfriend. (Children Now/Kaiser Permanente, 1995, *National Poll on Kids' Health and Safety*.)

26% of girls in grades 9 to 12 have been the victim of physical abuse, sexual abuse, or date rape. (Schoen, C, et al, November 1997, "The Commonwealth Fund Survey for the Health of Adolescent Girls.")

From the Public Health Agency of Canada (<http://www.phac-aspc.gc.ca>):

Recent research on Canadian university and college campuses found between 16% and 35% of women surveyed had experienced at least one physical or sexual assault by a boyfriend in the previous 12 months. Approximately 45% of the women surveyed reported they had been sexually abused since leaving high school.

Recent qualitative research with a sample of 13- to 17-year-old girlfriend abusers suggests that youth violence against female dating partners is an issue in primary and high schools.

From the University of Alberta report, "Sexual Assault and the Law in Canada" (www.ualberta.ca/dept/health/public_html/healthinfo/sacan.htm):

More than 80% of rapes on university and college campuses are committed by someone the victim knows, and 50% occur on dates. Many of these assaults happen during the first 8 weeks of classes.

15% to 30% of university women experience acquaintance rape.

False accusations of rape happen no more often than false reports of other types of crime: about 2% to 4%, which means that 96% to 98% of reports are true.

Rates of stalking are highest for young women, which is consistent with patterns of other kinds of violence against women; 58% of stalking survivors are under 34 years old.

(Statistics Canada, 2004, *Family Violence in Canada: A Statistical Profile*, pp. 9, 15.)

source:

Springtide Resources

My Declaration of Self-Esteem

by Virginia Satir

I AM ME

In all the world, there is no one else exactly like me
Everything that comes out of me is authentically me
Because I alone chose it - I own everything about me
My body, my feelings, my mouth, my voice, all my actions,
Whether they be to others or to myself - I own my fantasies,
My dreams, my hopes, my fears - I own all my triumphs and
Successes, all my failures and mistakes Because I own all of
Me, I can become intimately acquainted with me - by so doing
I can love me and be friendly with me in all my parts - I know
There are aspects about myself that puzzle me, and other
Aspects that I do not know - but as long as I am
Friendly and loving to myself, I can courageously
And hopefully look for solutions to the puzzles
And for ways to find out more about me - However I
Look and sound, whatever I say and do, and whatever
I think and feel at a given moment in time is authentically
Me - If later some parts of how I looked, sounded, thought
And felt turn out to be unfitting, I can discard that which is
Unfitting, keep the rest, and invent something new for that
Which I discarded - I can see, hear, feel, think, say, and do
I have the tools to survive, to be close to others, to be
Productive to make sense and order out of the world of
People and things outside of me - I own me, and
therefore I can engineer me - I am me and

I AM OKAY

© Virginia Satir, 1975.

Found in Virginia Satir, *Self Esteem*, Celestial Arts: California, 1975.

Anti-Violence Resources: Useful Websites

Centre for Research on Violence Against Women and Children (University of Western Ontario)

Promotes the development of community-centred, action research on violence against women and children.

www.uwo.ca/violence/

Hot Peach Pages

International Domestic Violence and Abuse Agencies
List with abuse information in over 70 languages.

www.hotpeachpages.net

METRAC: Metropolitan Action Committee on Violence Against Women and Children (Toronto)

Works to educate the public, professionals and public officials on the root causes of violence against women and children in Toronto and suggest appropriate solutions to this social problem.

www.metrac.org

National Clearing House on Family Violence

A national resource centre for information about violence within the family and new resources to address it.

www.hc-sc.gc.ca/hppb/familyviolence/index.html

Ontario Women's Directorate

The focus for Ontario government action on issues of concern to women. Key areas of activity: preventing violence against women, promoting women's economic independence, and materials for students, teachers, and youth.

- www.ontariowomensdirectorate.gov.on.ca
- www.neighboursfriendsandfamilies.on.ca
- www.equalityrules.ca

School-Based Violence Prevention Programs (2002)

This manual, published by RESOLVE, addresses topics such as What is Prevention, Changing School Culture, and Planning a Comprehensive Violence Prevention Response.

Response. www.ucalgary.ca/resolve/violenceprevention/English/prevprog.htm

Springtide Resources

Informs and educates the community about the issue of wife assault/woman abuse in order to decrease the incidence of physical, psychological, emotional, and sexual violence against women and the effect that woman abuse has on children.

www.springtideresources.org

Teen Dating Violence: Information and Resources by National Resource Centre on Domestic Violence (2004)

This CD ROM and information packet examine current support services for teens and provides prevention and intervention strategies.

www.nrcdv.org

www.vawnet.org

White Ribbon Campaign

Men working to end men's violence against women.

www.whiteribbon.ca

Building Equal and Healthy Relationships

Feedback Form

Overall, how would you rate the workshop?

1. _____ 2. _____ 3. _____ 4. _____ 5. _____
poor fair good very good awesome

What did you find most interesting?

What didn't you like?

What did you learn that you didn't know before?

What would you like to learn more about?

Any suggestions to make the workshop better?

ROOTS OF EQUALITY

Resources designed to help educators foster students' healthy, equal relationships and raise awareness of violence against women.

Prepared for

Elementary Teachers' Federation of Ontario
Fédération des enseignantes et des enseignants
de l'élémentaire de l'Ontario



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In partnership with

Ontario Women's Directorate



www.ontariowomensdirectorate.gov.on.ca

and

Springtide Resources: ending violence
against women



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