

**Speak Your Peace
Center Against Domestic Violence
Relationship Abuse Prevention Program**

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Introduction

The Center Against Domestic Violence and School-Based Teen Violence Prevention Services

The Center Against Domestic Violence works toward a society free of violence and abuse by offering education and prevention programs, and promoting the well-being and economic independence of survivors of abuse.

Mothers and children deserve to live in homes free of violence. Although safe shelter could provide a refuge from homes that might be the sites of unspeakable violence and danger, in 1976 when the Center was founded, shelters were considered unfit environments for children. Rather than separate from their children, many women stayed in abusive relationships, sometimes dying at the hands of batterers. The Center's founders worked to change that, and in 1977 opened Women's Survival Space, the first domestic violence shelter in New York State to admit mothers and children. Since then, serving youth has remained a focus of our organization.

Ending the cycle of violence starts with education and awareness. We are proud of our role as one of the first and the largest providers of teen relationship violence prevention services in New York City. In the past decade, the Center has designed, developed and implemented school-based teen relationship abuse prevention programs in New York City schools that have reached more than a million students with the message that healthy, equal, consensual relationships are necessary for a hopeful future. The cornerstone of the Center's Education and Community Services Department is our school-based prevention programs – PEER (Pride Education Equality Respect) geared to high school students, Speak Your Peace geared to intermediate school students, and most recently, Relationships are Elementary geared to elementary school students. The Center fields these programs at seventeen New York City high schools. A certified social worker is assigned to each school. In addition to facilitating workshops like the ones in this curriculum, the social worker offers workshops to the entire student body, counseling and peer leadership activities for students, and training for parents and staff. Through these programs, the Center intends to stop domestic violence in the next generation by developing leaders who will work to end violence in the lives of others.

Why a School-Based Program is Necessary

Learning and safety go hand in hand. As educators know, students who are safe and feel secure are in a far better position to learn and achieve academically.

Teen relationship abuse is both common and toxic to the school community. Data show that relationship abuse is at epidemic proportions, blocks academic achievement, and threatens school safety. In a case study of restraining orders issued against teenagers in dating relationships, school was the most frequent place for physical abuse to occur. Eighty-four percent of the physical abuse occurred on school property. A significant number of students who are victimized by their dating partners will see them in school the next day, giving rise to new violence, harassment and anguish.

Victims of teen dating violence are more likely than their classmates to be involved in other forms of violence at school. Ninth grade victims are 6.4 times as likely to bring a gun to school and 3.5 times more likely to bring another weapon. They are 3.7 times more likely to be injured or threatened with a weapon, 3 times more likely to be in a physical fight and 3 times more likely to damage school property as other ninth graders. (1) Teen date violence threatens school safety for all students.

Because of the private nature of this abuse, it can be undetected or ignored, with disastrous impact on students' ability to grow and learn. For a variety of reasons, many schools fail to address the danger of teen relationship abuse, in spite of federal safety requirements and the potential for legal liability for student harassment. Most important, by failing to act, schools are missing the opportunity to help thousands of students overcome a major obstacle to academic success. Adolescent male abusers who inflict severe physical violence on their dating partners are more likely to be unemployed, have few social supports, and have low educational attainments. (2)

Teen relationship abuse generates negative effects on students that seriously undermine a school's ability to promote academic growth and achievement. Teenagers involved in relationship abuse have a difficult time learning academic subjects. Girls experiencing relationship abuse feel self-conscious and afraid, do not want to go to school, and find it difficult to study. (3) Victims of teen relationship abuse often exhibit harmful behaviors, such as using alcohol, tobacco or drugs; becoming pregnant; and attempting suicide.

1 WestEd, Los Alamitos: *Tenth Biennial California Student Survey 2003-2004*, preliminary report to the California Attorney General's Office.

2 Lynn Magdol, Terrie E. Moffitt, and Avshalom Caspri, "Gender Differences in Partner Violence in a Birth Cohort of 21-years-olds: Bridging the Gap Between Clinical and Epidemiological Approaches," *Journal of Consulting and Clinical Psychology* 65 (1997) 68-78

3 Lipson J, Ed. *Hostile Hallways: Bullying, Teasing and Sexual Harassment in School*. New York: AAUW Educational Foundation, 2001.

Schools, then, provide a unique opportunity to help young people involved in abusive relationships and to prevent the cycle of violence from beginning among others. School-based programs are the most effective way to reach teenagers.

Need for a Middle School Curriculum

When the Center Against Domestic Violence began to teach teens about relationship abuse, there were no relationship abuse prevention programs aimed at younger students. The social workers working with high school students told us that by the time these teens reached high school, the majority of them had already learned and internalized the gender-based social behavior expected of them. By then, victims' and abusers' roles were fairly solid. The Center began to look for work that had been done with younger students at the middle school level.

By the early 2000s, many violence prevention curricula had been developed for younger "tweens," but almost all dealt with the problems of gun violence, gang violence and bullying. While these activities each share aspects with teen relationship abuse, they are public acts of violence. Teen relationship abuse is a private pattern of control.

The Center worked with the New York City Department of Education and in the fall of 2003 began a four-year pilot program at one intermediate school in Brooklyn. During the pilot we learned that middle school students learn differently. Younger students are discovering their internal sense of right and wrong. They are beginning to develop personal boundaries. All of this is occurring as they are just becoming interested in romantic or sexual relationships.

The middle school curriculum is designed for younger students and captures their interest, while conveying complex information that can change the course of their lives. The lessons learned are on a personal "micro" level, helping young students to develop the preventive tools that will protect them from becoming targets or abusers. Students learn respect in relationships and how to define their values.

The aim of these middle school workshops is to intervene before teen relationship abuse becomes a problem.

Teen Relationship Violence and Abuse

Violence is an ugly fact of life for an overwhelming number of young people. They experience it as victims, abusers, or witnesses in their schools, neighborhoods, or homes.

Studies from a variety of communities throughout the United States consistently demonstrate extremely high numbers of young people experiencing physical violence, as well as emotional and psychological abuse, at the hands of their dating partners. Teen relationship violence is shockingly common:

- In a Harvard School of Public Health study, one fifth of female 9th through 12th grade students reported that they had experienced physical or sexual violence, or both, at the hands of a dating partner. ⁽⁴⁾
- The California Student Survey (CSS) asks intermediate and high school students about health related behavior and attitudes. In the 2003-04 CSS, more than 5 percent of 9th graders and more than 8 percent of 11th graders reported they had been physically hurt on purpose by their partner in the past 12 months. ⁽⁵⁾
- In 2005, in New York City 9 percent of male and 11 percent of female high school students reported they had been physically hurt on purpose by their partner in the past 12 months. ⁽⁶⁾
- According to the US Bureau of Justice Statistics, females between 16 and 24 are more vulnerable to intimate partner violence than any other group – at a rate almost triple the overall average. ⁽⁷⁾
- In 2007, in New York City, teenagers made 16,861 calls to the Domestic Violence Hotline; 9,462 teen calls were received in 2006, and 12,645 in 2005. ⁽⁸⁾

Teen relationship abuse is the use of physical, sexual, emotional, financial and other types of abuse by one partner in a relationship to gain power and control over the other. The term “teen relationship abuse” is meant to be as

4 Silverman J, Raj A, Mucci L, Hathaway JE. Dating Violence against adolescent girls and associated substance use, unhealthy weight control, sexual risk behavior, pregnancy and suicidality. *Journal of the American Medical Association*, 2001; 286:5:572-579.

5 WestEd, Los Alamitos: *Tenth Biennial California Student Survey 2003-04*, op.cit.

6 New York City Department of Health & Mental Hygiene, [A Report from the New York City Youth Risk Behavior Survey](#). *NYC Vital Signs*, October 2007, VI:5

7 US Department of Justice, Bureau of Justice Statistics, *Special Report: Intimate Partner Violence and Age of Victim, 1993-99*, (Oct. 2001, rev. 11/28/01).

8 Mayors Office to Combat Domestic Violence, *Domestic Violence Fact Sheet Calendar Year 2007 (Statistics provided by Safe Horizon)*

inclusive as possible; it can occur in a wide range of intimate relationships, including dating (seeing or going with someone), living together, same-sex relationships, or in a couple who have a child in common. Relationship abuse is not always physical and includes emotional abuse that the abuser uses to control the victim. Emotionally abusive behavior, which includes threats and intimidation, isolation from friends and family, humiliation, intimidation, and coercion, can escalate to physical violence. Physical violence, including hitting, pushing, choking and sexual assault, is potentially deadly.

While the pattern of power and control and the severity of abuse mirror adult domestic violence, teen relationship abuse is different because of issues specific to adolescence. For example, while teenagers struggling to accept their changing bodies may be more vulnerable to insults, they may be more dependent on a partner whose compliments make them feel attractive, despite that partner's abusive treatment. And, as teenagers strive to become less dependent on their caregivers, they become more susceptible to abusers' isolation tactics; they can develop an unhealthy dependence on abusive partners. The struggle to develop a sense of identity can cause teen victims to rely on abusive partners' definitions of themselves. Peer group and other social pressures may make it more difficult for teen victims to leave abusive relationships if, for example, they gain status or popularity by being in the relationship.

Additional forces keep teenagers in abusive relationships or make it harder for them to identify themselves as victims and seek help:

- fear of the abuser and increased violence;
- anxiety about disclosing the relationship to parents;
- concern about being blamed or not believed by friends, or parents;
- cultural or religious issues;
- financial dependence of the victim, or the victim's family, on the abuser; and,
- childhood abuse, neglect, or exposure to adult domestic violence.

In addition, teen victims may confuse possessive and controlling behavior with love, or may have developed coping mechanisms that result in minimizing or denying the abuse. This is clearly demonstrated by the following research:

- In a study of 500 adolescents in New York City, between 17% and 23% of the respondents had been intimidated, threatened, hit, or slapped by their partners, and 25% reported being verbally abused through insults,

- humiliation and embarrassment. However, only 14% of these same teenagers described themselves as being in abusive relationships. (9)
- Another study of more than 600 high school students revealed that nearly one-third of the respondents surveyed interpreted violent acts as acts of love. (10)

Teen relationship abuse is not limited to male-on-female attacks.

- According to the California Student Survey, in 9th grade there was little difference in the gender of victims, and in 11th grade females were only 1.6 times more likely to report teen relationship abuse. (11)
- In a University of North Carolina study of 8th and 9th grade boys and girls, in which more than a quarter of the respondents reported being a victim of nonsexual dating violence, there was no gender difference. (12)
- Regardless of who initiates the violence, girls are much more frequently and severely injured than boys. (13)

9 *Domestic Violence Survey at Covenant House New York*, Covenant House Public Policy and Legislative Advocacy Notes 3 (Spring 1999) 1.

10 Kris Worell, "When Teenage Relationships Become Abusive," *Atlanta Journal-Constitution*, April 14, 1993, as cited in Toby Simon and Bethany Golden, *Dating Peer Education for Reducing Sexual Harassment and Violence Among Secondary Students* (Holmes Beach, FL: Learning Publications, 1996).

11 WestEd, Los Alamitos: *Tenth Biennial California Student Survey 2003-04*, op.cit.

12 Foshee VA, Linder GF, Bauman KE, Langwick SA, Arriaga Xb, Heath JL, McMahon PM, Bangdiwala S. *The Safe Dates Project: Theoretical Basis, Evaluation Design, and Selected Baseline Findings*. Youth Violence Prevention: Description and baseline data from 13 evaluation projects. *American Journal of Preventive Medicine*, Supplement 1996; 12 (5) cited on National Center for Injury Prevention and Control website <http://www.cdc.gov/ncipc/factsheets/datviol.htm>.

13 Makepiece JM (1986) cited in Levy B. *Dating Violence: Young Women in Danger*, 1998, Seattle: Seal Press.

Curriculum Overview

The Speak Your Peace curriculum consists of five basic workshops: What is Violence and Abuse, Sexual Harassment, Identifying and Expressing Boundaries, Peer Pressure - Groups vs. Cliques, and Gender Roles.

There are many handouts and activities for each workshop. It may take more than one session to complete all the activities in a workshop. When all the activities cannot be completed due to time constraints, facilitators may select those exercises which they feel will work best with their students. The hand-outs from unused exercises may be given out as take home papers. Additional handouts may be used at the discretion of the facilitator as substitutions or as enhancements to the existing material. *Optional activities are italicized.*

Through Speak Your Peace, the Center Against Domestic Violence reaches over 2,000 preteens each year with the information and tools to build healthy, nonviolent relationships. The Center Against Domestic Violence and our Speak Your Peace program is part of the New York City-wide Relationship Abuse Prevention Program, or RAPP. RAPP is a partnership between community-based organizations like the Center Against Domestic Violence, the local Department of Social Services (New York City Human Resources Administration), and the New York City Department of Education.

Optional Pre and Post Survey Instructions

Pre and post surveys are included with this curriculum. These are invaluable tools to evaluate whether students have learned the material presented. You may choose to use the pre and post surveys, or develop and use other measures to evaluate whether students' beliefs and behaviors have changed.

If you are using the surveys, prior to beginning the first workshop, distribute the pre survey to the students and ask them to complete it. At the conclusion of the fifth workshop students complete the post survey. The students put their name in the space at the top to match the survey results. When students turn-in their completed post surveys, they receive their completion certificate.

Definitions or Vocabulary

Each session starts with a list of definitions. These may be posted on the board or used for the facilitator's information.

Local and State Laws and Regulations

Laws and regulations vary by locale. Some of the information about rape and safety planning included here is specific to New York State and New York City. Contact your district attorney's office for local updates.

Student Name: _____ Date : _____ Gender(circle): M F
Class: _____ School: _____

Pre and Post Survey

Please put a check mark next to the type of abuse that best describes the behavior in the following scenarios:

1. After receiving a failing grade on a math test, Mary curses at her math teacher.
 Physical Verbal Emotional Not Abuse
2. Dario is pressured by several of his friends to pull his pants down in front of a group of girls.
 Physical Verbal Emotional Not Abuse
3. Monica is new in school. Since Mercedes decides that she doesn't like Monica, she shoves into her on the sidewalk after school, and pretends it was "a mistake".
 Physical Verbal Emotional Not Abuse
4. Julie and Samantha like the same boy, Juan, in school. Juan decides to ask Julie out, and Julie says yes. The next day in school, Samantha and all of her friends are completely ignoring Julie.
 Physical Verbal Emotional Not Abuse

Based on this situation described, please choose the best answer:

5. Tiffany grabs Sarah's journal and starts to read it. Even though this upsets Sarah, she lets Tiffany do it.
Sarah has: Weak Boundaries Strong Boundaries Unsure
6. Jill and Fred are kissing. Fred begins to put his hands up Jill's shirt and Jill says: "Fred, I really like you, but I'm not ready to go any further than kissing right now, OK?" When he keeps going, she gets up and walks away.
Jill has: Weak Boundaries Strong Boundaries Unsure
7. Melissa and Tyrek are friends, but Tyrek has a secret crush on her. When they hang out, he puts his arm around her a lot, which makes her uncomfortable. She doesn't say anything, because she doesn't want to ruin the friendship.
Melissa has: Weak Boundaries Strong Boundaries Unsure

Answer the following questions as True (T) or False (F):

8. _____ Sexual harassment is only physical.
9. _____ Teasing someone you think is gay is sexual harassment.
10. _____ Any kind of unwanted sexual touching is considered sexual harassment.

Pre and Post Survey Answer Key

1. Verbal
2. Emotional
3. Physical
4. Emotional

5. Weak Boundaries
6. Strong Boundaries
7. Weak Boundaries

8. F
9. T
10. T

Unit Brief – What is Violence and Abuse?

Young people are surrounded by images of violence, both in the media and in everyday life. The exercises in this session are designed to help preteens recognize different forms of violence.

Although Teen Relationship Abuse occurs at epidemic levels, it often goes unrecognized. Abusers, their targets, and bystanders may believe that abusive behavior is normal, or fail to see the abusive actions as part of a pattern.

In this session, students will gain an understanding of different forms of abuse, and how they affect friendships and other relationships. Participants have the opportunity to examine their relationships with new understanding.

This session concentrates on:

- Identifying forms of abuse
- Understanding the roles of target, abuser, and bystander
- Recognizing and understanding vocabulary related to relationships and violence
- Defining and differentiating physical, verbal and emotional abuse
- Examining power and control and its relationship to abuse

Speak Your Peace - Intermediate School Workshop 1 What is Violence and Abuse?

Objectives:

Students will:

- Define physical, verbal and emotional violence and abuse.
- Identify three types of violence and abuse.
- Access prior knowledge by identifying where violence occurs.
- Examine the relationship of power and control to abuse.

Materials:

- Board and chalk or chart paper and markers
- *Optional Pre-Survey*
- Sentence Strip Key
- Masking tape
- Graffiti board model
- Handouts:
 - *Sentence Strips*
 - *Is it Okay If. . .*

Vocabulary:

- **Violence** - intense, turbulent, or furious and often destructive action or force.
- **Abuse** - improper or excessive use or treatment.
- **Relationship Abuse** - violence or abuse used to control and gain power over the other person in a relationship.
- **Physical Violence or Abuse** - use of physical force intended to cause injury.
- **Verbal Violence or Abuse** – name-calling, put-downs, teasing or threats. This type of violence may not seem as serious, but it can often lead to physical violence.
- **Emotional Violence or Abuse** - behavior to intentionally hurt someone's feelings. This type of violence includes ignoring, mind-games, threatening, pressuring someone to do something hurtful to themselves or others.

Process:

- **(2 minutes) Set up and Introduction**

Introduce yourself and briefly explain the program and your role in the school. Explain the objective of this workshop.

- **(3 minutes) Ground Rules**

Post chart paper. Write down and discuss the rules for the workshop. The facilitator asks students to suggest rules for the workshops. The following must be on the list:

- Respect
- Confidentiality
- Agree to disagree
- Ask questions
- One person holds the floor at a time, unless otherwise directed

- **(10 minutes) Optional Pre-Surveys**

Explain how they will be used and that students will not be graded on this work.

- *Distribute Pre-surveys*
- *Have students complete Pre-surveys*
- *Collect completed Pre-surveys*

- **(4 minutes) DO NOW**

Students will write answers to the question "What is Violence?" on a graffiti board posted in the front of the room.

- **(4 minutes) Sentence Strips**

Before the class begins, the workshop facilitator posts four different pieces of chart paper around the room labeled **School-School Bus**, **Street-Neighborhood**, **The Media**, and **Home**. These are places abuse and violence can occur.

Break the class into partners or small groups. Distribute sentence strips, giving one strip to each pair or group of students. The sentence strips describe examples of violence that students might encounter. Each group uses masking tape to attach its sentence to the chart paper labeled with the location where that type of violence might occur. (i.e., "A mother gets angry and punches her son in the arm." "The Home".) Students return to their seats.

Review the four charts with the class

- **(7 minutes) Discussion Questions:**

- Could any of these strips apply to another chart?
- What makes each of these examples violent?
- How do these examples differ from each other?
- How are some the same?
- Which ones?
- Why did you choose the category for your strip?

- Where have you seen these types of violent acts?
- Has anyone ever personally witnessed any of these situations?
- **(7 minutes) Different Types of Violence**
 - Distribute *Definitions of Violence*.
 - Compare the definition with the word(s) students contributed to the graffiti board at the beginning of class.
 - Break the definition into three categories: physical, verbal, and emotional. Define and discuss definitions.
 - Discussion Questions:
 - Is violence different from abuse? If so, how?
 - Why do you think people engage in violence or abuse?
- **(3 Minutes) Power and Control**
 - Explain the concept of power and control in abusive relationships:
 - People abuse to exercise power and/or control over another person or group of people.
 - Ask for examples of power and control in society or history that may or may not be abusive.
 - Military chain of command
 - Teachers and students
 - Police department
 - Slavery
 - Parents and children
- **(20 minutes) Optional Activity - Is it Okay if...**
Distribute handout and ask students to complete the ten example worksheet.
 Students may complete this exercise as a class or in small groups. You can involve the whole class by doing a "body count" - students go to one side of the room if they believe the example is abuse, the opposite side if they believe it's not abuse and the back of the room if they're unsure
 - *Discuss answers to Is It Okay If . . . and why they chose those answers.*

Summary:

- Ask students what was covered in this workshop.
- Solicit or provide:
 - Definition of relationship abuse
 - Types of abuse

Distribute:

- *Is it Okay if . . . ?*

Graffiti Board:

What Is Violence?

SENTENCE STRIPS

Every day at school Jimmy gets "debted" for his lunch money by Tony.

A fight breaks out between Marshall and Milton. Several students egg on the fight by screaming "Kick his butt" and "Yo, beat him up, son."

Sarah and Tiffany were friends for 3 years until Sarah began flirting with Wesley, the guy Tiffany had a secret crush on. Now, every time Tiffany sees Sarah, she and her friends call Sarah names like "skank," "grimy," "slut," and "easy."

Lamar is pressured by several of his "friends" to pull his pants down in front of a group of girls.

Mike regularly calls his Middle Eastern next door neighbor "towel head."

Monica decides to join a gang because she is threatened by several girls on her block. Monica believes the flag will give her power, protection, and respect.

Brian throws rocks through the window of an abandoned warehouse as an initiation to his new posse/cliq/ue/group of friends.

Ricky and John are bored. One day they go into the closet and find spray paint. They decide to go to the corner and tag up the school.

Patrick watches the nightly news with his parents during dinner. In the first 10 minutes there are separate stories on war, murder, and riots.

Gwen just got the new "Tomb Raider" game for her Playstation. In the game, Lara Croft "battles" foes using guns, knives, and grenades.

Michael just listened to the new Eminem CD. In one song, Eminem raps about murder.

Lisa loves Jackie Chan. In the movie "Rush Hour 2," Jackie fights 25 different people and "injures" all of them.

Ricky is angry because his team lost the playoff game. He takes his anger out by locking his cat in the cold shower.

Maria's parents have argued a lot since her father lost his job. Her mother tells Maria's dad that he should "stop acting like a fag" and "find a job."

Bernard's father drinks beer when the basketball game is on. After his favorite team loses, his father pushes his mother to the floor after she asks him "what's wrong?"

Sentence Strip Answer Key

SCHOOL

Every day at school, Jimmy gets "debted" for his lunch money by Tony.

A fight breaks out between Marshall and Milton. Several students egg on the fight by screaming "kick his butt" and "yo, beat him up, son".

Sarah and Tiffany were friends for 3 years until Sarah began flirting with Wesley, the guy Tiffany had a secret crush on. Now, every time Tiffany sees Sarah, she and her friends call Sarah names like "skank," "grimy," "slut," "and "easy."

Lamar is pressured by several of his "friends" to pull his pants down in front of a group of girls.

STREET / NEIGHBORHOOD

Mike regularly calls his Middle Eastern next door neighbor "towel head."

Monica decides to join a gang because she is threatened by several girls on her block. Monica believes the flag will give her power, protection, and respect.

Brian throws rocks through the window of an abandoned warehouse as an initiation to his new posse/cliue/group of friends.

Ricky and John are bored. One day they go into the closet and find spray paint. They decide to go to the corner and tag up the school.

MEDIA

Gwen just got the new "Tomb Raider" game for her Playstation. In the game, Lara Croft "battles" foes using guns, knives, and grenades.

Michael just listened to the new Eminem CD. In one song, Eminem raps about murder.

Lisa loves Jackie Chan. In the movie "Rush Hour 2", Jackie fights 25 different people and "injures" all of them.

Patrick watches the nightly news with his parents during dinner. In the first 10 minutes, there are separate stories on war, murder, and riots.

HOME

Ricky is angry because his team lost the playoff game. He takes his anger out by locking his cat in the cold shower.

Maria's parents have argued a lot since her father lost his job. Her mother tells Maria's dad that he should "stop acting like a fag" and "find a job."

Bernard's father drinks beer when the basketball game is on. After his favorite team loses, his father pushes his mother to the floor after she asks him "what's wrong?"

Definitions of Violence

Violence - intense, turbulent, or furious and often destructive action or force.

Abuse - improper or excessive use or treatment.

Relationship Abuse - violence or abuse used to control and gain power over the other person in a relationship.

Physical Violence or Abuse - use of physical force intended to cause injury.

Verbal Violence or Abuse - name-calling, put-downs, teasing or threats.

Many people don't realize that these things are abusive because the scars are invisible.

Emotional Violence or Abuse - behavior intended to hurt someone's feelings.

This type of violence includes ignoring, mind-games, threatening, pressuring someone to do something hurtful to themselves or others.

Is it Okay If...

Directions: Read each situation and decide whether you feel the behavior is okay or not. Circle "Yes" or "No." If you are undecided, circle "Unsure." Remember, "Unsure" might be the right answer.

You will have an opportunity to share your answers and why you picked them at the next class.

- | | | | |
|--|-----|----|--------|
| 1. Your best friend calls you stupid or ugly. | Yes | No | Unsure |
| 2. You ask your friend how you look today and your friend tells you that "you look like a slut in that dress," in front of other people. | Yes | No | Unsure |
| 3. Your friend's father punches another man in the face because the other man called him "gay." | Yes | No | Unsure |
| 4. Your little sister sees an R-rated movie that has violence in it. | Yes | No | Unsure |
| 5. After the clerk refuses to sell him a candy bar, your friend goes back to the deli and breaks the store window. | Yes | No | Unsure |
| 6. After receiving a failing grade, your friend curses at the teacher and threatens to "hurt her." | Yes | No | Unsure |
| 7. Your cousin's father hits his wife to "set her straight." | Yes | No | Unsure |
| 8. The boy's football coach says, "stop acting like little girls and start playing hard." | Yes | No | Unsure |
| 9. Your friend starts to play-fight with you and you tell her to chill. She keeps playing with you anyway, but doesn't cause any bruises or hurt you physically. | Yes | No | Unsure |
| 10. Your best friend tells you she's meeting some "popular" friends at the movies. She says you can come, only if you wear the "right" clothes. | Yes | No | Unsure |

Is it OK Ifanswer key

1. No.
A friend is someone who supports you. Name calling is belittling and mean.
2. No.
A real friend would never embarrass you in front of others. Friends are people who support you, not put you down.
3. No.
Physical violence is never ok under any circumstances. Calling someone "gay" is not only hurtful, it is also sexual harassment.
4. Unsure.
This matter is best decided by your parents. Little kids can be affected more than older kids by exposure to violence.
5. No.
Physical violence is never ok under any circumstances.
6. No.
Threatening a teacher will only hurt your grade and get you into trouble.
7. No.
Physical violence is never ok under any circumstances.
8. No.
This sexist comment implies that "playing like a girl" is a bad thing.
9. No.
If someone says "no", it needs to be respected.
10. Unsure.
This would be a good time to reevaluate your relationship with that friend and think about what is important for you in that relationship.