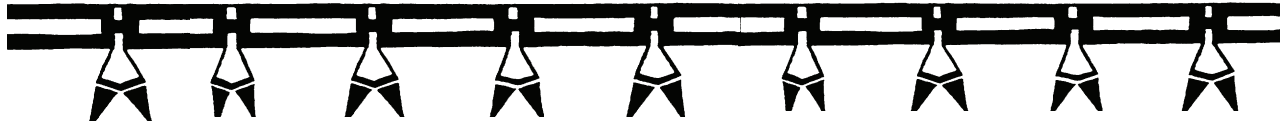


20: Healthy Relationships - Part 2



Purpose:

To recognize healthy and unhealthy aspects of relationships.

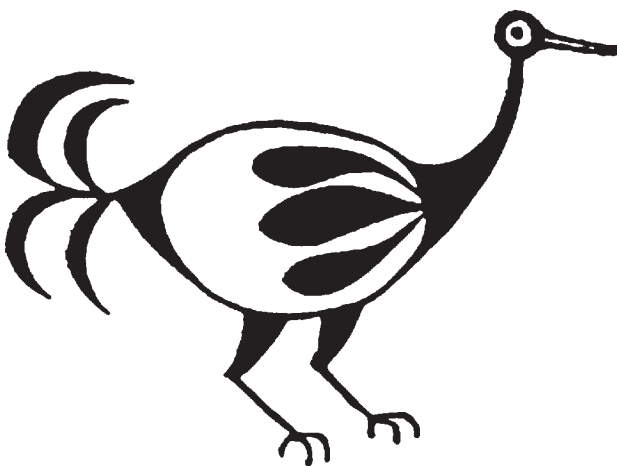
Stages of Change Process:

Getting information, thinking about how your actions affect others, knowing who you are

Learning Objectives:

By the end of this session, Native STAND members will be able to:

1. Identify warning signs of unhealthy relationships.
2. Identify what dating abuse is and how common it is.
3. Explain the connection between dating abuse/violence and STD risk.
4. Identify healthy strategies to handle conflict.
5. Identify 3 risk factors that hinder personal growth.
6. Identify 3 factors that support personal growth.



Supplies/Materials:

- Chart paper, markers, masking tape

Resources/Handouts:

	RM	PM	HO
Words of Wisdom	●		
Are You Being Abused Quiz	●	●	
Dating Abuse Fast Facts	●	●	
Say Something	●	●	
Teen Dating Bill of Rights and Pledge	●	●	
Healthy Conflict	●	●	
Risk & Protective Factors for Your Journey Along Life's Path	●	●	
Resources	●	●	

Preparation:

- Display Words of Wisdom

1. Welcome/Overview

3-5 minutes, large group lecture, adult facilitator

- Review Session 19: Taking Care of the Whole Person—remind students that they need their “You Rock!” cards today. They should have already written an affirmation on each person’s card.
- Answer any questions in the Question Box.
- Preview today’s session.
- Remind students:
 - ◇ The importance of maintaining confidentiality—this topic can bring up intense feelings and emotions, and it’s important that everyone feels comfortable and safe.
 - ◇ That you are a mandatory reporter and must adhere to specific state reporting laws.
- Read WOW.



Love is something you can leave behind when you die. It’s that powerful.

*John (Fire) Lame Deer
Rosebud Lakota, 1972*

2. Brainstorm & Self-Assessment

15-20 minutes, large group discussion, individual work, adult facilitator

- Sometimes we find ourselves caught up in a bad romance. Maybe things started out great, but now there is jealousy, fighting, yelling . . . we might not even be able to see it ourselves—sometimes a friend has to point it out to us.
- Direct students to “Are You Being Abused?”¹ in the PM.
- Working individually, they should read the questions while thinking about a current or past partner. Instruct them to put a checkmark on the questions that apply to that relationship. Let them know they will not have to share their answers.
- After they have read through the questions and responded to them, let them know that if they checked off even one question, they may be in an abusive relationship. Encourage them to talk to you, a counselor, or another adult they trust. Also make sure they know about the resource section at the end of the session.

Are You Being Abused?
Take the most important quiz of your life to find out.

Read this list carefully and think about each question. Place a check mark next to the ones that apply to you. (You don't have to mark anything on your paper, if you prefer not to. But read through the list and think about your answer for each.)

Does your boyfriend or girlfriend:

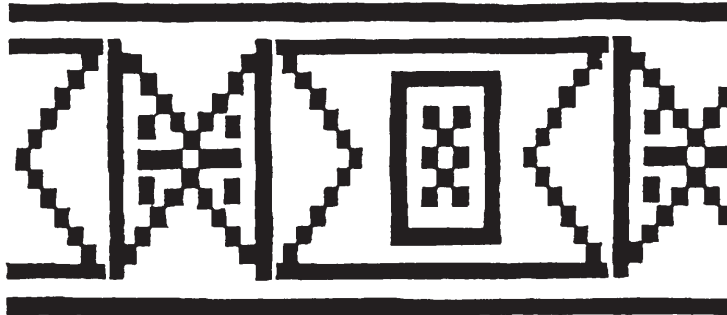
- Act jealous or possessive?
- Demand to know where you are at all times?
- Try to control where you go, what you wear, or what you do?
- Text you all the time and get upset when you don't respond?
- Monitor your e-mail or profile on a social networking site?
- Call you names, ridicule you, criticize you, or put you down?
- Blame you for the hurtful things they say and do?
- Get jealous or angry when you spend time with friends or family?
- See other relationships as a threat?
- Try to "guilt" you or force you into having sex before you're ready?
- Think you're cheating if you talk or dance with someone else?
- Lose their temper easily?
- Get in your face during a disagreement?
- Break or throw things when they're angry?
- Hit, slap, push or kick you?
- Threaten to hurt them or you if your relationship ever ends?
- Drink or take drugs almost every day or go on binges?
- Think there are some situations when it's OK for a person to hit their partner?
- Scare you or threaten to hurt you?

If you said yes to even **one** of these questions, you may be in an abusive relationship. You should talk to your Native STAND facilitator, a counselor, another adult you trust, or contact the helpline below.

National Teen Dating Abuse Helpline
1-866-331-6474
1-866-331-6453 TTY
www.lovesrespect.org

¹ <http://www.faqs.org/health/topics/12/Native-American-medicine.html#ixzz0qSzFzFVP>


- Ask them to keep these questions in mind when they hear their friends and peers talk about their relationships. Lots of people don't know that these behaviors are not healthy. For example, they may think jealousy is just the normal way to show you care. Peer educators can help them by sharing what they know.




3. What Is Abuse?

10-12 minutes, large group lecture/discussion, adult facilitator

- Introduce the topic—Abuse can be many things:
 - ◇ Verbal abuse—name calling or verbal threats
 - ◇ Physical abuse—hitting or doing bodily harm
 - ◇ Emotional abuse—playing mind games
 - ◇ Sexual abuse—unwanted sexual contact
 - ◇ Date rape—a specific kind of sexual abuse when one partner forces the other to have sex
- Explain that everyone's experiences and perceptions of abuse are different. Just because one person does not call it abuse does not mean that it is not abuse or that it's okay.
- Ask:
 - ◇ Do you know anyone or have you ever seen anyone who has been hit, slapped, or pushed by a partner?
 - ◇ Do you think there is ever an acceptable reason for doing that?
- Ask:
 - ◇ Is there ever an acceptable reason for one person to force another to have sex against their will?
 - ◇ What if one partner says “No” but doesn't seem to really mean it?
 - ◇ What if one partner has spent a lot of money on the date?
 - ◇ Do you hear a lot about abuse between couples?
 - ◇ How common do you think date rape is?
- Direct students to “Dating Abuse Fast Facts”² in the PM. Ask them to read through it.



**Dating Abuse
Fast Facts**



PHYSICAL VIOLENCE

- ▣ 1 in 5 teens who have been in a relationship report being hit, slapped or pushed by a partner.
- ▣ 1 in 10 Native American teens report being hit, slapped or pushed by a partner.
- ▣ 1 in 3 girls who have been in a relationship say they've been concerned about being physically hurt by their partner.
- ▣ Women ages 16 to 24 experience the highest rates of intimate violence.
- ▣ 24% of males and 28% females in same-sex relationships (gay or lesbian) report physical violence by a partner.

EMOTIONAL ABUSE

- ▣ 1 in 4 teens who have been in a relationship say their boyfriend or girlfriend has tried to prevent them from spending time with friends or family; the same number have been pressured to only spend time with their partner.
- ▣ 1 in 5 teenage girls report that their boyfriend threatened violence or self-harm when they tried to breakup.
- ▣ 1 in 4 teen girls in a relationship report enduring repeated verbal abuse.

SEXUAL ABUSE

- ▣ 1 in 3 girls between the ages of 16 and 18 say sex is expected for people their age if they're in a relationship; half of teen girls who have experienced sexual pressure report they are afraid the relationship would break up if they did not give in.
- ▣ 1 in 4 girls who have been in a relationship reported going further sexually than they wanted to as a result of pressure.
- ▣ 1 in 4 teen girls who are in a relationship report they are pressured into performing oral sex or engaging in sexual intercourse.

² Adapted from: <http://www.loveisrespect.org/is-this-abuse/dating-abuse-fast-facts.html>;
<http://www.ncadv.org/files/datingviolence.pdf>; <http://www.amnestyusa.org/women/maze/report.pdf>;
<http://www.advocatesforyouth.org/PUBLICATIONS/factsheet/fsdating.htm>

Note: Because it is so underreported, it is very hard to obtain accurate statistics about dating abuse and sexual violence. This may be especially true for data on AI/AN victims. If you have local or even regional statistics, you should use those in addition to or instead of the data used here.

- Ask:
 - ◇ Do any of the numbers there surprise you?
 - ◇ Did you know that dating abuse is so common among Native American teens?
 - ◇ Do you think your friends know that abuse between dating partners is so common?
 - ◇ What should you do when you think someone is being abused by their partner?³


4. Say Something

10-12 minutes, lecture/large group discussion, adult co-facilitator

- Refer students to “SAY SOMETHING” in the PM.
- When you see something abusive happening to a friend, the best thing to do is just to SAY SOMETHING. One of the reasons abusers continue to abuse is because they can get away with it—most of the time no one says anything to them. And one of the reasons victims stay in these relationships is they think it is normal—no one has said anything to make them think otherwise. The simple act of someone saying something and naming this behavior “abuse” is enough to get people thinking about how they treat the people around them.
- How do you know when to speak up? Relationships aren’t perfect. Everyone has fights, miscommunications, and rough times, so how do you know when a relationship is on the road to being abusive? The key is to know the warning signs, watch for a pattern, and then be willing to act if necessary. Trust your instincts. If you see or hear something that makes you feel uncomfortable or that you think crosses the line, chances are it’s a warning sign and should not be ignored.
- The other thing to do is talk to your friend about telling a counselor or getting help from another trusted adult. Dealing with an abusive partner is usually VERY hard to do, and even dangerous. Support your friend, but don’t get in the middle!
- Direct students to the Teenage Dating Bill of Rights and Pledge⁴ in the PM. Ask them to read through it, discuss it, and encourage them to make a stand on teen dating violence by signing the pledge. *(The pledge is for them; they don’t need to return it.)*

SAY SOMETHING!

- When you see abuse happening to a friend the best thing to do—believe it or not—is just to SAY SOMETHING. One of the reasons abusers continue to abuse is because they can get away with it—most of the time no one says anything to them. And one of the reasons victims stay in these relationships is they think it is normal—no one has said anything to make them think otherwise. The simple act of someone saying something and naming this behavior “abuse” is enough to get people thinking about how they treat the people around them.
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Teen Dating Bill of Rights and Pledge

I have the right:

- To always be treated with respect. In a respectful relationship, you should be treated as an equal.
- To be in a healthy relationship. A healthy relationship is not controlling, manipulative, or jealous. A healthy relationship involves honesty, trust, and communication.
- To not be hurt physically or emotionally. You should feel safe in your relationship at all times. Abuse is never deserved and is never your fault. Conflicts should be resolved in a peaceful and rational way.
- To refuse sex or affection at any time.
- A healthy relationship involves making consensual sexual decisions. You have the right to not have sex. Even if you have had sex before, you have the right to refuse sex for any reason.
- To have friends and activities apart from my boyfriend or girlfriend.
- To end a relationship.

I pledge to:

- Always treat my boyfriend or girlfriend with respect.
- Never hurt my boyfriend or girlfriend physically, verbally, or emotionally.
- Respect my girlfriend’s or boyfriend’s decisions concerning sex and affection.
- Not be controlling or manipulative in my relationship.
- Accept responsibility for myself and my actions.

Signature _____ Date _____

³ <http://www.seeitandstopit.org>

⁴ <http://www.loveisrespect.org/dating-bill-rights/digital-dating-bill-of-rights.html>

5. Making the Connection Back to STDs

3-5 minutes, large group lecture, adult co-facilitator

- Ask: Do you think someone who is being abused is at an increased risk for STDs, HIV, and teen pregnancy? Why or why not?
- The answer is yes, because a person who is being abused is often not in a position of power in that relationship, and often they cannot insist their partner use a condom.

6. Healthy Conflict⁵

10-15 minutes, large group lecture, adult co-facilitator

- In most relationships, there will be some conflict. Since no two people have the same wants, needs, values, and beliefs, at some point those differences will cause them to disagree.
- Conflict itself is not a problem. Confrontation and releasing one's feelings—even when negative—are healthy in any relationship. What causes the problem between two people is the way they choose to deal with the conflict.

Life is 10% what happens to you and 90% how you react to it.

- Most of us have never learned how to handle negative emotions in a positive or constructive way.
- Because many couples don't know how to handle conflict, they may get hostile, or defensive; they may hold back their true feelings and avoid talking about the issues. Eventually, they may pull away from each other and the relationship loses its meaning and importance.

- Refer students to “Healthy Conflict” in the PM.

- If some issue is bothering you, ask yourself these questions before you start a fight over it:

- ◇ Do I really have a valid complaint or am I just looking for a fight?
- ◇ Is my partner's behavior bad for the relationship? Or do I just want him or her to think or act the same way I do?
- ◇ What does this fight really mean to me? If I “win”, what do I really win? Or will I just put more distance between us?
- ◇ Am I overreacting to the situation?
- ◇ How will my partner respond? Will taking a stand be worth the price I pay?
- ◇ Will my partner hear and understand my message the way I am saying it? Or am I too upset to make my point clearly?
- ◇ Point out the “Guidelines for a fair fight” (part of Healthy Conflict in the PM). Suggest they read through the list on their own time and come to you with any questions, concerns, or for clarification.

Healthy Conflict

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- How will my partner respond? Will taking a stand be worth the price I pay?
- Will my partner hear and understand my message the way I am saying it? Or am I too upset to make my point clearly?

Guidelines for a fair fight:

- Schedule your fights. This means when you both have time, when other people aren't around, and when you're both in the mood to handle conflict.

⁵ Patricia Kramer. *The Dynamics of Relationships: A Guide for Developing Self Esteem and Social Skills for Teens and Young Adults (Student's Manual—Book 1)*, 1985.

7. Resiliency & Protective Factors

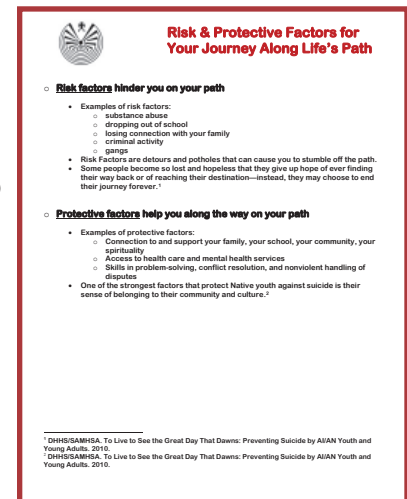
15-18 minutes, lecture/large group discussion, adult or teen co-facilitator

- Read:

We cannot be surprised when hard times come to us. We have to know how to face our problems and get through them. We can't lose our way when we have worries; we have to keep ourselves calm and steady. We can't let ourselves get scared or down. We need our energy to solve the problems, not to get too down about them.

--wisdom from an Inuit elder

- Ask: What this elder is talking about is resilience . . . does anyone know what that word means? Some definitions include:
 - ◇ The ability to keep, regain, and build hope, emotional wellness, and positive ways of coping through times of difficulties in life.⁶
 - ◇ Highly resilient people are even able to become stronger after difficult situations, because they develop confidence in themselves and learn new coping skills.⁷
- Ask: Why are some people able to cope and carry on under very stressful situations while others become overwhelmed and helpless?⁸
- Ask: Think back to the Man in the Maze activity we did at the beginning of Native STAND. What do you remember about the meaning of that symbol for the Tohono O'odham people? Answers may include:
 - ◇ The maze represents your journey through life.
 - ◇ The twists and turns represent choices made in life— with each turn, you become more understanding and stronger as a person.
 - ◇ At the center of the maze, you have a final opportunity to look back on your choices and the path you took to get to where you now are.
- Ask: What hinders and what helps you along the way on your path?
- Refer students to two resources in the PM: “Risk & Protective Factors for Your Journey Along Life’s Path” and :Cultural and religious beliefs & traditions that keep you on the path”. Review these two resources together



8. “You Rock!” Activity – Part 2

3-5 minutes, group activity, adult or teen co-facilitator

- Instruct students to remove their cards from their rings and to return each person's card to them.
- When you get one of your own cards returned to you, place it on your ring. At the end, you should have one card from each participant.

⁶ National Aboriginal Health Organization. Resilience—Overcoming Challenges and Moving on Positively

⁷ Ibid.

⁸ Ibid.

- Even though they will be excited to read their cards, ask them to wait until the end of the session. (You're almost there!)
- Explain that these are theirs to keep, and they should read the cards from time to time when they're feeling down or when they want to affirm how wonderful they are.

8. Closing

3-5 minutes, large group, discussion, adult co-facilitator

- Answer any questions.
- Point out the Domestic Violence & Sexual Assault Resource List in the PM.
- Preview next session: Drugs & Alcohol
- Direct the students' attention to the Words of Wisdom on the wall. Ask a volunteer to read the words and to share with the group what those words mean to him or her and how they relate to today's session and activities.
- Adjourn.

RESOURCES

Break the Cycle
<http://www.breakthecycle.org>
 A national nonprofit organization addressing teen dating violence.

Know the Red Flags
<http://www.knowtheredflags.org>
 Website created by a survivor of intimate partner violence; lists some common red flags of an abusive partner/relationship.

Maze of Injustice: The failure to protect indigenous women from sexual violence in the USA
<http://www.amnestyusa.org/women/maze/report.pdf>
 A report on sexual assault in Indian Country produced by Amnesty International.

Love Is Not Abuse
<http://www.loveisnotabuse.com>
 Love Is Not Abuse has developed a teen dating abuse prevention curriculum, hand books and innovative research to help teens, teachers, parents, and domestic violence organizations. It is a project of Liz Claiborne Inc.

Love Is Respect
 1-866-331-9474 (National Teen Dating Abuse Helpline)
<http://www.loveisrespect.org>
 Provides resources for teens, parents, friends and family, Peer Advocates, government officials, law enforcement officials and the general public. All communication is confidential and anonymous. A project of Liz Claiborne, Inc.

Men Can Stop Rape
<http://www.mencanstoprape.org>
 Men Can Stop Rape mobilizes male youth to prevent men's violence against women. They strive to build young men's capacity to challenge harmful aspects of traditional masculinity, to value alternative visions of male strength, and to embrace their vital role as allies with women and girls in fostering healthy relationships and gender equity.

National Child Abuse Hotline
 1-800-4-A-CHILD—available 24/7
<http://www.childhelp.org>
 The hotline offers crisis intervention, information, literature, and referrals to thousands of emergency, social services, and support resources. All calls are anonymous and confidential. A project of Childhelp, a national non-profit organization dedicated to helping victims of child abuse and neglect.

NOTES

