

# ARISE: DOMESTIC ABUSE

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# ARISE: DOMESTIC ABUSE

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# 1

## PHYSICAL ABUSE

### WHAT IS DOMESTIC ABUSE?; MY OWN STORY

**Worksheet:** Pages 32 and 33

**Learner's Workbook:** Pages 3 and 4

1. Ask learners what domestic abuse means to them. Allow time for responses and discuss their answers. It can be defined as verbal, physical, or emotional violence against members of the same family or household, or between two people involved in a relationship.
2. Select a volunteer to read worksheet page 32, Learner's Workbook page 3 out loud. Ask participants: *Do you know anyone involved in an abusive relationship? Has this ever happened to you? Would you have told someone the first time your partner was abusive? Why or why not?*
3. Have everyone write their own stories or create one about a friend who is being abused on worksheet page 33, Learner's Workbook page 4. Once done, share work together.

### WARNING SIGNS

**Worksheet:** Page 34

**Learner's Workbook:** Page 5

1. Inform participants almost 100 percent of violent behavior, such as throwing or breaking objects, making threats, and verbal abuse, leads to battering (physical abuse). It is important to pay attention to these signs of uncontrolled reactions for your own safety.
2. Discuss with the group how physical abuse makes them feel. Answers may include: *angry, sad, weak, worthless, hurt, depressed, alone, or trapped*. Ask learners: *Is it okay to hit your girlfriend, boyfriend, or parent? When should a victim of abuse end the relationship?* (Many people may disagree when to draw the line. Remind everyone abuse of any kind is WRONG, and no one deserves it.)
3. Have everyone fill in the circles on worksheet page 34, Learner's Workbook page 5 with warning signs of physical abuse. Answers may include: *a person throwing things or making threats*. Talk about what they wrote.

## **DID YOU KNOW?**

**Worksheet:** *Page 35*

**Learner's Workbook:** *Page 6*

1. Explain to learners that, in general, victims who are physically abused often don't see or talk to their friends or families. Their partners usually control their lives as well as verbally put them down.
2. As a group, read the facts on worksheet page 35, Learner's Workbook page 6 out loud. Encourage participants to share their opinions about each point.
3. Have everyone give a two-minute presentation on domestic abuse informing their audience how serious this is. Ask all to include their own thoughts, examples, words (from this worksheet), and personal experiences.

## **GETTING OUT**

**Worksheet:** *Page 36*

**Learner's Workbook:** *Page 7*

1. Divide participants into small groups of four or five. Have each create a rap on worksheet page 36, Learner's Workbook page 7 encouraging victims of domestic abuse to have the strength and courage to leave these kinds of relationships.
2. Suggest they present their work to the class. *Which one was the best? Did one person make a stronger point in his song than another?*

## **WRAP-UP**

**Worksheet:** *None*

1. Urge learners to think about information discussed in this chapter and have them share thoughts. Instruct volunteers to name three facts they learned.
2. Refer to page 28 of this Manual for some Worth Rememberings. Read these to the group and ask for opinions.

# 2

## EMOTIONAL ABUSE

### WHAT IS EMOTIONAL ABUSE?

**Worksheet:** *None*

1. Ask learners to brainstorm examples of emotional abuse. Answers may include: *putting someone down, insulting them, teasing, rejecting, name calling, and playing mind games.*
2. Explain that emotional abuse can be verbal (for example, *a boyfriend calling his girlfriend "stupid."*) This is often as painful as physical abuse, but can last much longer without someone noticing. *Is it easier to see physical scars than emotional ones? Has this ever happened to any of them? How did they feel? Conduct open discussion with the group.*

### HOW IT MAKES ME FEEL

**Worksheet:** *Page 37*

**Learner's Workbook:** *Page 8*

1. Ask for volunteers to read worksheet page 37, Learner's Workbook page 8 out loud. Then, have participants write a short poem about how it might feel to be emotionally abused. Remind them it doesn't have to rhyme. *What would they want to say to someone who is abusing them?*
2. After everyone has finished, encourage all to share their work.

### ARE YOU A VICTIM OR AN ABUSER?

**Worksheet:** *None*

1. Inform learners the way someone speaks to us influences how we think about ourselves. *Ask: Have you ever had a boyfriend or girlfriend put you down? Are your parents disrespectful toward one another? How did it make you feel? Discuss as a group.*
2. Select two volunteers and have them act like brothers talking about how their father always insults their mother. For example, *he is always telling her she is stupid and can't do anything right or he says he hates her cooking.* Once done, have the actors talk about how it made them feel. Ask the group to share their opinions and personal experiences.

## **ANTI-ABUSE ART; EMOTIONAL ABUSE BUMPER STICKER**

**Worksheet:** *Pages 38 and 39*

**Learner's Workbook:** *Pages 9 and 10*

1. Give each learner worksheet page 38, Learner's Workbook page 9 and have them draw what the words "emotional abuse" mean to them. Answers may include: *a father yelling at his son or a teacher making fun of his student.*
2. Next, ask all to create an anti-abuse bumper sticker on worksheet page 39, Learner's Workbook page 10. Share work as a group.

## **HEALTHY VERSUS ABUSIVE RELATIONSHIPS**

**Worksheet:** *Page 40*

**Learner's Workbook:** *Page 11*

1. Inform learners not everyone experiences fear, put downs, unfair treatment, or insults.
2. Brainstorm some signs of an abusive relationship. Answers may include: *treats partner as a sex object or says mean, hurtful things.* Then, identify some actions of a healthy one, such as *values partner's opinion or are sensitive to each other's needs.* Explain to participants caring couples work to increase each other's self-esteem.
3. Give everyone worksheet page 40, Learner's Workbook page 11. Have them select statements from the box and place each in the right category. Discuss with the group why each statement falls under that category. (*Answers are on page 93 of this Manual.*)

## **WRAP-UP: HOW MUCH DO YOU KNOW?**

**Worksheet:** *Page 41*

**Learner's Workbook:** *Page 12*

1. Explain to learners emotional abuse is the most widespread and least understood form. This type is often overlooked because the victim's wounds cannot be seen; however, it can be the worst and longest-lasting of all.
2. Inform participants there are many myths (popular beliefs not proven to be true) about domestic abuse. Have everyone test their knowledge by completing worksheet page 41, Learner's Workbook page 12. Review answers as a group when they have finished. (*Answers are on page 93 of this Manual.*)
3. Encourage volunteers to ask questions, comment on, and discuss information covered in this chapter.

# MY OWN STORY

Write a story on your experiences with domestic violence or create one about a friend. For these purposes, don't worry about grammar and spelling. Just do the best you can. The main idea is for you to participate.

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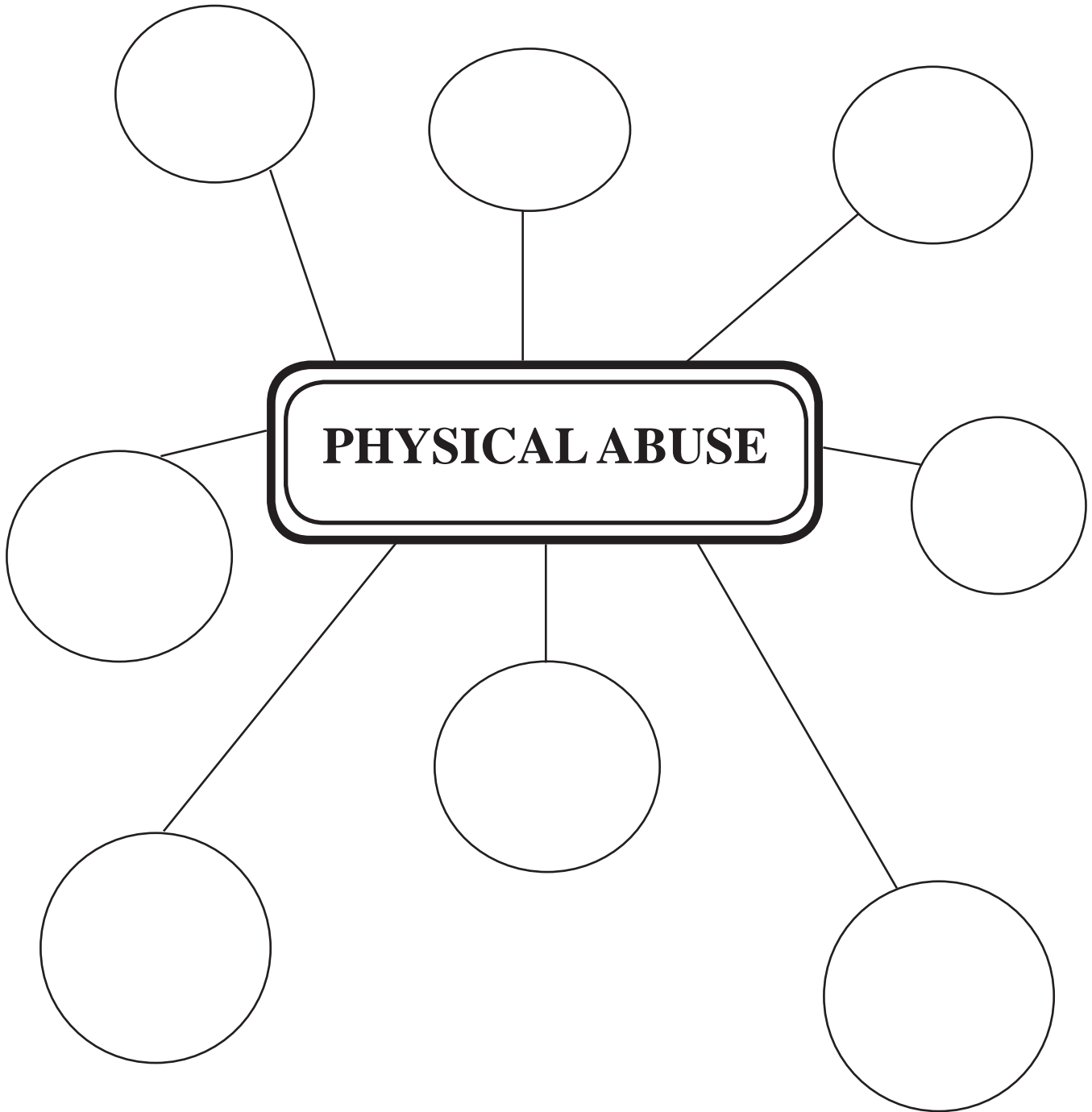
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# WARNING SIGNS

Fill in each circle below with different warning signs of physical abuse. Answers may include *throwing things* or *making threats*.





# DID YOU KNOW?

Read the following facts. Use them to make a presentation on how serious this is.

- Domestic violence crosses all cultures, races, and levels of income.
- Experts estimate up to four million American women are battered every year.
- One in three women in a battered relationship is raped.
- Every nine seconds, a woman in the United States is beaten.
- Every day, four women are killed in the United States due to domestic violence.
- Domestic violence is the leading cause of injury to women.
- About one in every three women who go to hospital emergency rooms is treated for injuries from domestic violence.
- Battering hurts more women than car accidents, muggings, and rapes combined.
- Women are nine times more in danger at home than on the streets.
- An FBI study found one in every two women in the United States will be involved in a violent relationship in her lifetime.

# GETTING OUT

Create a rap encouraging victims of domestic abuse to have the strength and courage to end these kinds of relationships. For these purposes, don't worry about grammar and spelling. Just do the best you can. The main idea is for you to participate.

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# HOW IT MAKES ME FEEL

In the space below, create a poem about how you would feel if you were being emotionally abused. For these purposes, don't worry about grammar and spelling. Just do the best you can. The main idea is for you to participate.

***An Example of a Poem:** The hardest to bear isn't the slap or the shove, it's the sting of words. It tears at your soul and your heart breaks in two. What you've become is not really you. You know you are good, and you know you are kind, but you feel like you're going out of your mind. He took your dignity, who you were, and your pride. In your shame and pain, all you could do was hide. Hide the fact that the man who promised you love, took it back and turned heartless.*

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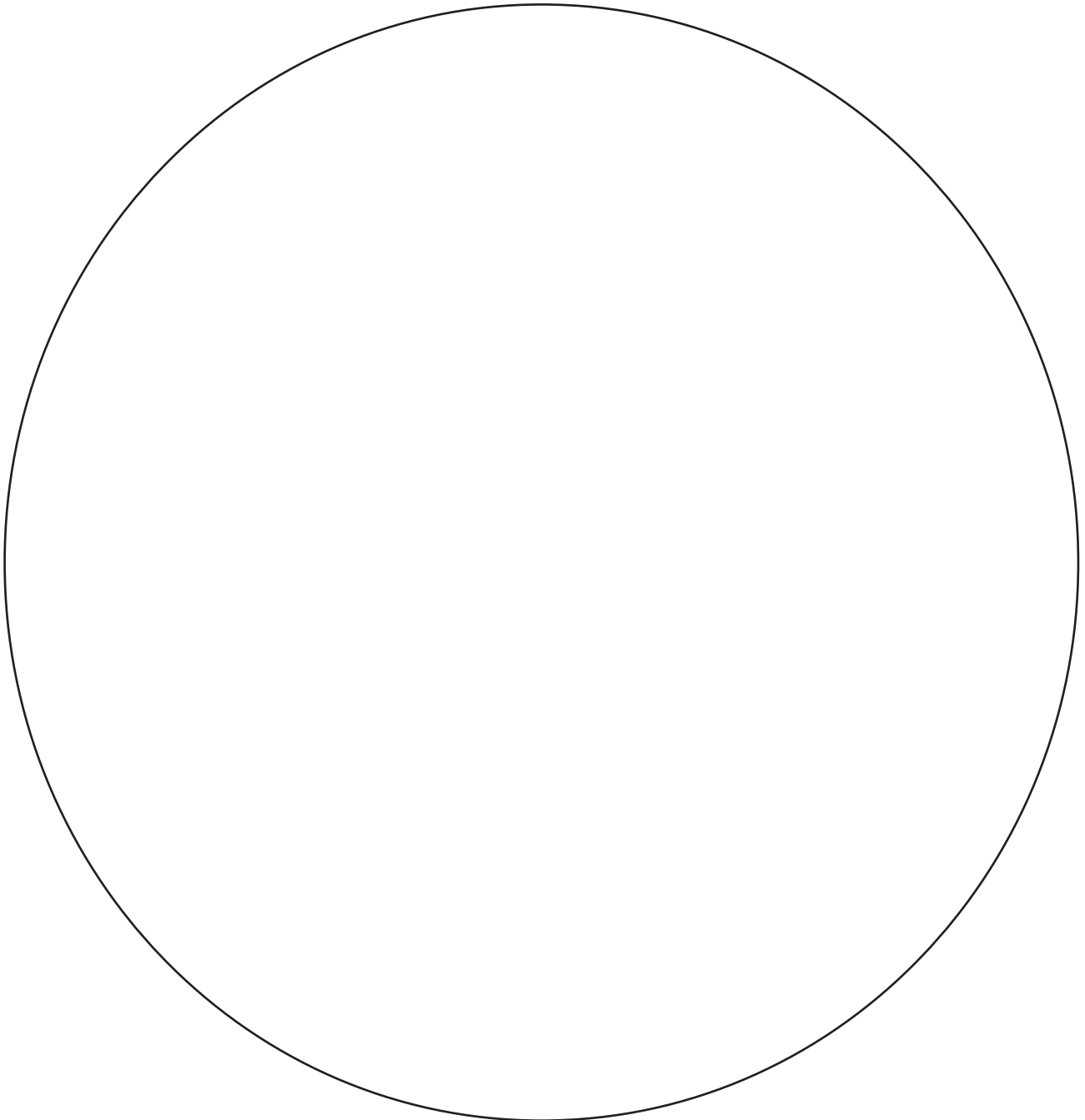
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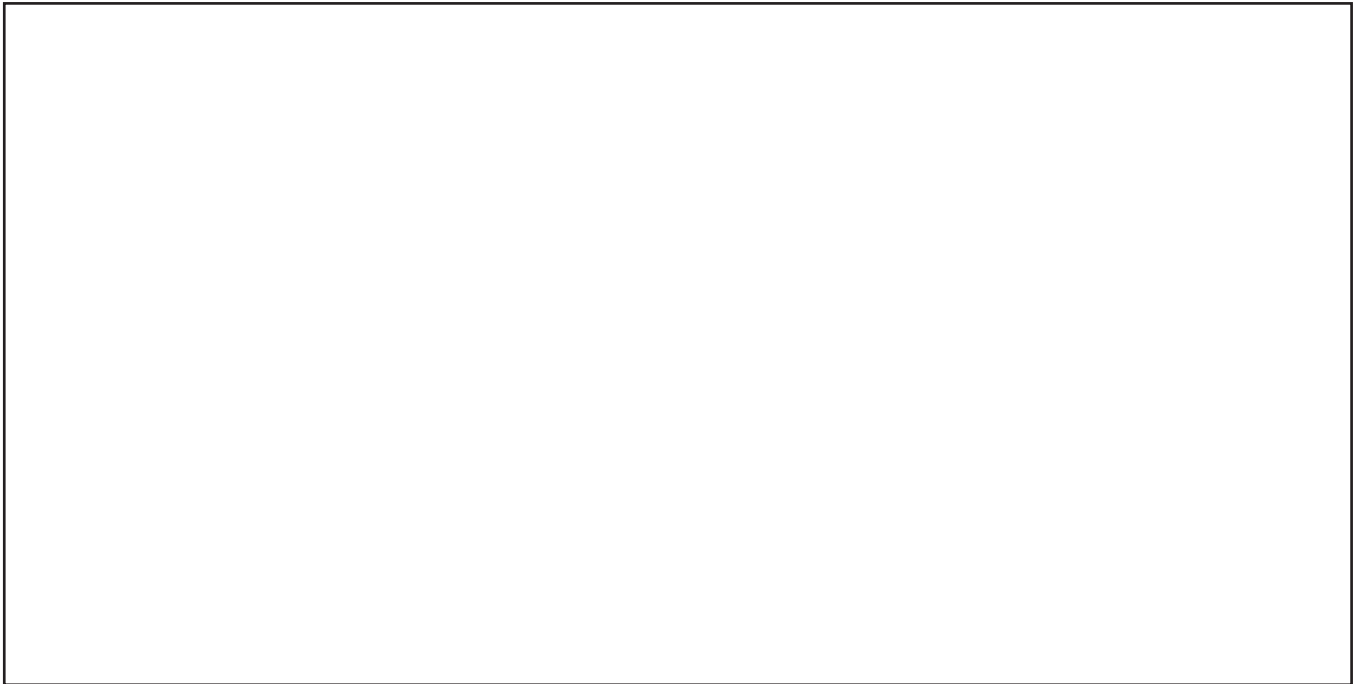
# ANTI-ABUSE ARTWORK

Inside the circle, draw what you picture when you think of emotional abuse. Answers may include *a father yelling at his child* or *a teacher making fun of a student*. Not all of us are born great artists. Just do the best you can to satisfy yourself.



# EMOTIONAL ABUSE BUMPER STICKER

Use your imagination to create a bumper sticker with words or pictures on stopping emotional abuse. Not all of us are born great artists. Just do the best you can to satisfy yourself.



# HEALTHY VERSUS ABUSIVE RELATIONSHIPS

Select from the box below and place statements under the correct category.

## HEALTHY RELATIONSHIP

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

## ABUSIVE RELATIONSHIP

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

Joint decision-making.

Treats partner as sex object.

Uses jealousy to justify actions.

Values partner's opinion.

Sensitive to each other's needs.

Freedom to work and attend school.

Shared responsibilities.

Accepts that no means no.

Isolates partner from friends.

Expresses issues without violence.

Forces partner to do things.

Denies job freedom.

Withholds affection.

Embarrasses partner.

Respects partner's space.

Withholds money.

# How Much Do You Know?

Write “T” for true or “F” for false in the space before each statement.

- \_\_\_\_\_ 1. Abuse is a form of control.
- \_\_\_\_\_ 2. Emotional abuse scars the heart and damages the soul.
- \_\_\_\_\_ 3. Emotional abuse is the most common form of abuse.
- \_\_\_\_\_ 4. You can tell who is an abuser by the way he or she acts.
- \_\_\_\_\_ 5. Many abusers do not drink alcohol or use drugs.
- \_\_\_\_\_ 6. Only the poor and uneducated are victims of abuse.
- \_\_\_\_\_ 7. Family violence occurs in all social and cultural groups.
- \_\_\_\_\_ 8. Abuse happens when the abuser is out of control.
- \_\_\_\_\_ 9. Many abusers show no signs of violent behavior when out of the home.
- \_\_\_\_\_ 10. Abuser and victim often share times of happiness.