

# ARISE LIFE MANAGEMENT SKILLS FOR ADULTS: DOMESTIC AND SEXUAL ABUSE

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### NOTE TO INSTRUCTORS:

**PLEASE COPY THE VOCABULARY LIST ON PAGES 125-127 FOR THE LEARNERS IF YOU DO NOT HAVE THE ADDITIONAL LEARNER’S WORKBOOK.**

**OTHERWISE, THEY CAN FIND THE VOCABULARY LIST ON PAGES 83-85 OF THE LEARNER’S WORKBOOK.**

# 1

## WHAT IS ABUSE?

### ABUSE DEFINED

**Worksheet:** *Page 47*

**Learner's Workbook:** *Page 5*

1. Ask for a volunteer to read worksheet page 47, Learner's Workbook page 5 out loud.
2. Have learners give examples of physical, emotional and sexual abuse. Write their answers on the board or a large piece of paper. Answers for physical abuse may include *punching, kicking, biting, shoving, choking or using weapons*. Answers for emotional abuse include *putting someone down, withholding food, money, attention or affection*. Answers for sexual abuse include *making someone perform a sexual act against his will; touching or talking to someone in a way that makes him feel uncomfortable; showing someone sexual pictures; exposing private parts*. Inform learners that all examples could take place between husbands and wives, parents and children, siblings, extended family, boyfriends and girlfriends, and friends.

### MYTHS VERSUS REALITIES OF ABUSE

**Worksheet:** *Page 48*

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

1. Work as a group and call on a volunteer to read worksheet page 48, Learner's Workbook page 6. Go through the list one by one and match each myth with the corresponding reality, which tells the truth about abuse. (Answers are on page 129 of this manual.) Discuss each myth and its reality before moving on to the next one.
2. After learners have completed the worksheet, discuss their answers. Ask, Why is it important for people to stop believing these myths about abuse? How can we help people stop believing these myths?
3. Read the following to learners: By the time you finish doing this exercise, another woman will have been raped and a child sexually assaulted. Many others will have black eyes and cuts and feel alone, with no way out of an abusive relationship.
4. Ask learners for their opinions on what you just read. Do they know anyone who has been a victim of abuse? Encourage them to share experiences they, or someone they know, have had with abuse.

## NEGATIVE AND POSITIVE POWER BOX

**Worksheet:** Page 49

**Learner's Workbook:** Page 7

1. Ask volunteers to read the Negative Power Box part of worksheet page 49, Learner's Workbook page 7 out loud. As they do so, instruct learners to check any boxes that apply to an abuser. When they finish, discuss worksheets.
2. Encourage learners to name the characteristics of an abuser. Examples may include *cruel, angry, jealous* or *physically violent*. Write their answers on the board or a large piece of paper.
3. Have the learners create a positive power box. Write the following headings on the board or a large piece of paper: "kind words," "loving gestures," and "healthy relationships." Brainstorm and write a list of items under each heading. Then have them fill in the Positive Power Box part of worksheet page 49, Learner's Workbook page 7.

## WHAT IS EMOTIONAL ABUSE?

**Worksheet:** Page 50

**Learner's Workbook:** Page 8

1. Explain to learners that emotional abuse is often wrongly labeled as "less of an abuse," because the scars it leaves aren't visible like those left by physical or sexual abuse. Emotional abuse often accompanies physical and sexual abuse. Ask learners to brainstorm examples of emotional abuse. Answers may include *insulting, teasing, rejecting, name calling, playing mind games* or *putting someone down*.
2. Explain that emotional abuse is mostly verbal (for example, a boyfriend calling his girlfriend "stupid"). This is often as painful as physical abuse and the effects can last much longer. Discuss personal experiences with learners and have them share events from their lives.
3. Have learners complete worksheet page 50, Learner's Workbook page 8. Have them write out what they would feel and what they would do if they were ever abused. Talk about their answers as a group.

**"The folks you help won't remember it and the folks you hurt won't ever forget it."**

—Bill Clayton

# ABUSE:

**Hurting someone physically, emotionally or sexually in an attempt to control their behavior and maintain power.**



# MYTHS VERSUS REALITIES OF ABUSE

## MYTH

## REALITY

- |  |   |
|--|---|
| <p>___ 1. Physical abuse is the most damaging abuse because it causes bodily harm.</p> <p>___ 2. Only men are abusers.</p> <p>___ 3. An abusive incident usually happens one time, and then it never happens again.</p> <p>___ 4. Domestic violence only happens in poor families who live in bad neighborhoods.</p> <p>___ 5. Victims of domestic violence can't wait to get away from the people who are abusing them.</p> | <p>A. Women can be abusers, too. Mothers can neglect their kids, just like fathers.</p> <p>B. Abuse rarely happens just once.</p> <p>C. When victims of abuse are offered help, they often refuse it. They may believe that they deserve to be hit or treated poorly.</p> <p>D. Emotional abuse can be just as damaging as physical abuse (sometimes more so), because it can change the way people think about themselves.</p> <p>E. Domestic violence can happen to anyone, speaking any language, from any social class, religious background or sexual orientation.</p> |
|--|---|



# NEGATIVE AND POSITIVE POWER BOX

Check each statement that describes something abusers do to gain power or take control.

## Threats

- Saying they are going to hurt someone
- Driving the car dangerously
- Trying to scare someone
- Following someone around
- Yelling

## Physical Abuse

- Hitting
- Shoving
- Arm-twisting
- Kicking
- Slapping
- Biting
- Hair-pulling
- Treating someone like a servant

## Emotional Abuse

- Doing their best to make sure someone feels bad
- Name calling
- Put-downs

## Economic Abuse

- Stealing someone's money
- Trying to keep someone from going to work

## Kind Words, Loving Gestures, and Healthy Relationships

<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____





# Words Can Hurt!



## Say Something Nice



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# HOW IT MAKES ME FEEL

Read the poem below:

The hardest to bear isn't the slap or the shove,  
it's the sting of the 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 your pain, all you could do was hide.  
Hide the fact that the man who promised you love,  
took it back and turned heartless.

Now, explain in your own words what this poem means to you:

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