

ARISE WORK IN PROGRESS: 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.

SECTION ONE INTRODUCTION

Abuse is a disease which affects families from all walks of life. It can be found in every social class, economic background, educational level and religious persuasion. In addition, it is not confined to any gender, race or sexual orientation. Although victims of abuse often feel isolated, they are far from alone in their struggle. The reality is that abuse in all of its forms (physical, emotional and sexual) has become all too common.

The best way to combat abuse is with education. Identifying abuse and its causes and developing a personal plan for coping with stress will help empower former victims and break generational cycles of abuse. Remember, abuse thrives in the darkness of embarrassment and denial. Your goal as a group facilitator will be to shed some light on this epidemic and prepare learners to develop healthy views of themselves and others.

The goal for learners in this section is:

**To understand abuse: what it is,
why it happens, and how it can be prevented.**

- Four children die everyday as a result of child abuse.
- Three out of four of those children are under the age of four.
- Every 15 seconds, a woman in the United States is battered by her partner.
- One in four girls and one in six boys are sexually abused by the age of 18.
- 30-40% of children who become victims are abused by a family member.
- More than 1/3 of Americans have witnessed an act of domestic violence.

*Source: childhelp, Stop Abuse for Everyone, the Georgia State University library and the Darkness 2 Light Organization, 2001-2008

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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 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 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

- ___ 1. Physical abuse is the most damaging abuse because it causes bodily harm.
- ___ 2. Only men are abusers.
- ___ 3. An abusive incident usually happens one time, and then it never happens again.
- ___ 4. Domestic violence only happens in poor families who live in bad neighborhoods.
- ___ 5. Children who are victims of domestic violence can't wait to get away from the people who are abusing them.

REALITY

- A. Women can be abusers, too. Mothers can neglect their kids, just like fathers.
- B. Abuse rarely happens just once.
- C. When people come to help abused children, the kids often cling to the person who is hurting them. They often believe that they deserve to be hit or treated poorly.
- D. Emotional abuse can be just as damaging as physical abuse (sometimes more so), because it can change the way people think about themselves.
- E. Domestic violence can happen to anyone, speaking any language, from any social class, religious background or sexual orientation.



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

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

WHAT IS EMOTIONAL ABUSE?

Emotional abuse means:

- Constantly criticizing someone
- Withholding affection and approval
- Ignoring a loved one's problems

On the lines below, write how you would feel and what you would do if this happened to you. For these purposes, don't worry about spelling, grammar or punctuation. Just do the best you can.
