



LOVE AND RESPECT

Preventing Teen Dating Violence

Handbook

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1. INTRODUCTION

Teen Dating Violence (TDV) is a complex and widespread phenomenon that manifests itself in different types of behaviours such as physical violence, psychological violence, sexual violence, digital violence and stalking. However, on EU and national levels, the problem of TDV is often invisible in the areas of public policy, legislation and education system. Furthermore, there is still no systematic approach to the TDV prevention.

This handbook aims to introduce this topic to youth workers, teachers and other stakeholders; equip them with tools for prevention of TDV, work with survivors and link them with other resources and information about TDV. The handbook is made as a result of the international training course within the project “Love and Respect - Preventing Teen Dating Violence”. Training took place in February 2017 in Tbilisi/Georgia and brought together 17 youth workers from 4 countries (Armenia, Croatia, Czech Republic and Georgia). The project contributed to following objectives:

- To highlight the problem of TDV on national and international levels
- To increase competencies of participants in realization of preventive projects on TDV and awareness raising projects about this problem

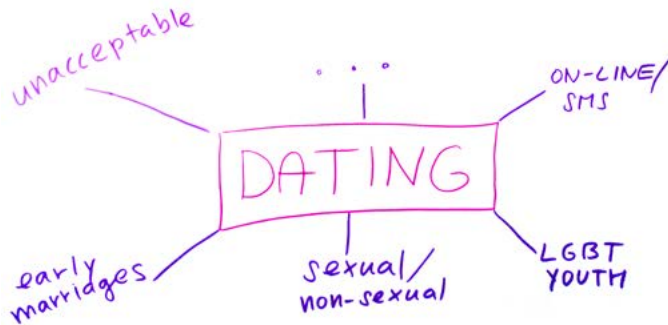
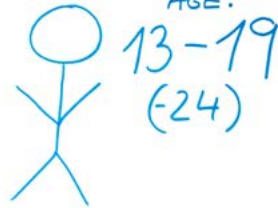
- To share experience and best practises among participants
- To introduce Erasmus+ programme and build a partnership for future projects on prevention of TDV.

Join our efforts in the follow up 2 years project that will start in September 2017. For more information, contact us at **tdvprevention@gmail.com**.



TDV IS A PATTERN OF BEHAVIOUR THAT INCLUDES ABUSE BY 1 PERSON IN INTIMATE RELATIONSHIP TO DEMONSTRATE POWER AND CONTROL OVER ANOTHER

ABUSE
 PHYSICAL
 EMOTIONAL
 VERBAL
 SEXUAL
 FINANCIAL
 DIGITAL
 STALKING



2. ABOUT TEEN DATING VIOLENCE

Definition

Teen Dating Violence (TDV) is a phenomenon that manifests itself in different types of behaviours such as physical violence, emotional violence, verbal violence, sexual violence, financial violence, digital violence and stalking. However, there is no universal definition of TDV and such behaviours are defined with a mixed range of terms (adolescent dating violence, relationship abuse, intimate partner violence, dating abuse, etc). This lack of a clear and uniform definition is one of the factors contributing to the delay of policymakers and lawmakers to tackle TDV as a significant public issue.

What should be taken into consideration while defining and discussing TDV:

- Age group - mostly adolescents period of 13-19 years, but many programs also involve youth up to 24 years (early adulthood).
- One of the dating partners can be an adult
- In many communities the “dating” itself is unacceptable but, despite this fact, dating exists there (often in digital form via sms and social media)
- Some teens already live in early marriages
- LGBTQ youth

Statistics and researches

The prevalence of TDV in Europe is difficult to determine due to a combination of factors including the lack of a clear-cut and common definition of TDV, the multiplicity of methodologies used as well as the lack of attention to the subject. However, if all the studies conducted at the European level were to be put together and analysed, it could be said that an average of 25% of adolescents have experienced relationship violence.¹

For the reasons indicated above, it is difficult to pinpoint the exact prevalence of the phenomenon and much of the data is usually supported and supplemented with data from research conducted in North America. For instance, Leen et al. (2013) found that rates of physical TDV ranged between 10% and 20% of the general population samples, with similar rates for boys and girls. Yet, for psychological/emotional violence, the numbers drastically swing both in Europe and North America with victimisation rates varying from 17% for girls and 24% for boys (Schütt, 2006) to 88% for girls and 85% for boys (O'Leary, Smith Slep, Avery-Leaf, & Cascardi, 2008). Similar variations are found for reporting sexual violence, abuse or coercion, with victimisation rates ranging from 1.2% (Ackard & Neumark-Sztainer, 2002) to 32% (Collin-Vezina et al., 2006) in girls and from 1.0% (Ackard & Neumark-Sztainer, 2002) to 16% (de Bruijn, Burrie, & van Wel, 2006) in boys.

According to research conducted mainly in the United States, TDV has long-term consequences and it increases both health and behavioural/psychological risk in youth, particularly in female adolescents. For females, this includes an increase in cigarette smoking, binge eating, suicide attempts and suicidal ideation. While for males, it is significantly associated with cigarette smoking, marijuana use, depressive symptoms and suicide attempts. Both groups also show TDV as determining lower grades, low self-efficacy, low school connectedness and low community involvement, higher peer aggression, higher delinquency, and increased unprotected sex. There could also be an evolving progression from dating violence to the establishment of violent partnership in adulthood, with intimate partner violence being more likely to occur when the pattern of abuse was established in adolescence.

¹ <http://www.cavaproject.eu/sites/default/files/The%20need%20for%20CAVA.pdf>

Activity Box 1- Matching numbers and quotes

This activity may help you to introduce TDV topic to your colleagues, youth workers, teachers, policy-makers and others.

Statistic statements:

32 % of adolescents experienced violence from their partners (Czech republic)

1 in 10 high school students has experienced physical violence from a dating partner (USA)

27 % of EU countries implement TDV programs (out of them only 20 % in large scale)

9 % of abused teens seek help (USA)

1 in 4 teens is harassed or abused through technology (USA)

¾ of adolescents reported some forms of violence from their partner (Croatia)

81 % of parents believe TDV is not an issue (USA)

20 % of high school girls has been physically or sexually abused by a dating partner (UK)

Suggested process: write numbers and quotes on separate papers for each statement. Divide the group into 2 small groups and give 4 statements to each small group. Give them a task to match numbers with quotes, then read the statements on the right and discuss results with whole group.

Ideas for discussion: Which statements were most surprising for you and why? Why are statistics important? How to use statistics in awareness raising and advocacy? Etc.

32%

OF ADOLESCENTS
EXPERIENCED
VIOLENCE FROM
THEIR PARTNER

(CZECH REP.)

1 IN 4

TEENS IS
HARASSED OR
ABUSED THROUGH
TECHNOLOGY
(USA)

1 IN 10

HIGH SCHOOL STUDENTS
HAS EXPERIENCED
PHYSICAL VIOLENCE
FROM DATING
PARTNER

(USA)

2/3

OF ADOLESCENTS
REPORTED SOME FORM
OF VIOLENCE BEHAVIOUR
FROM THEIR PARTNER

(CROATIA)

27%

OF EU COUNTRIES
IMPLEMENT TDV programs
(OUT OF THEM ONLY
20% IN LARGE SCALE)

(EU)

81%

OF PARENTS
BELIEVE TDV
IS NOT AN
ISSUE

(USA)

9%

OF ABUSED
TEENS SEEK
HELP

(USA)

20%

OF HIGH SCHOOL
GIRLS HAS BEEN
PHYSICALLY OR
SEXUALLY ABUSED BY
DATING PARTNER

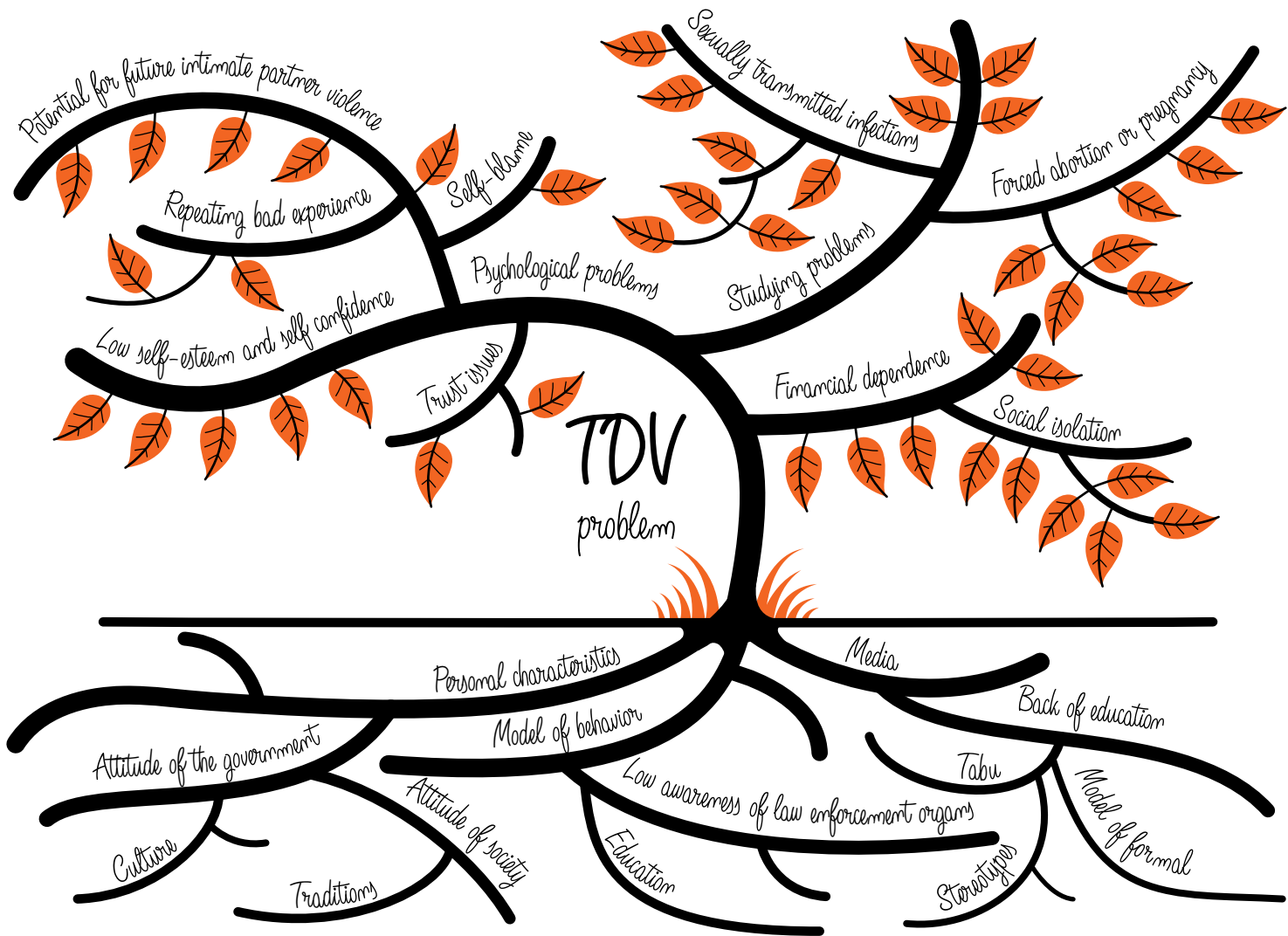
(UK)

Activity Box 2 - TDV Problem Tree

This activity may help you to start discussion on TDV topic your colleagues, youth workers, teachers, policymakers and others.

Suggested process: divide the group into 2 small groups. Ask the first group to discuss the causes of the problems and the second group to discuss the effects. Let them write each cause or effect on separate small papers and consider interrelations. Prepare a big flipchart paper and outline a tree with roots and branches. Then each group presents their work and sticks papers with causes on the roots of the tree and papers with effect on the branches of the tree.

Ideas for discussion: What are the most serious consequences? Which are of most concern? Which causes are easiest / most difficult to address? What possible solutions or options might there be? Where could a policy change help address a cause or consequence, or create a solution? Etc.



3. WORKING WITH VICTIMS OF VIOLENCE

Specifics of adolescence period (Development Approach)²:

- The transition from childhood to adulthood involves tremendous physical, emotional, cognitive, and social changes. During adolescence, teens begin to move from concrete thinking to abstract thinking and face other common developmental tasks.
- Teens are developing an identity—the set of thoughts, feelings, and attitudes one uses to make decisions about one’s behavior. Experiencing violence and abuse during identity development affects this form in lasting ways and increase their emotional dependence on others.
- The architecture of the brain is in flux as the foundational structures for adult behavior and thought processes are being built. Victimization during this crucial time can act as a wrecking ball, threatening the stability of these emerging structures.

Developmental changes:

- adjustment to physical changes;
- acceptance of sexual feelings;
- understanding personal boundaries, roles, and relationships;
- knowledge of reproductive processes;

- experiences with degrees of intimacy
- integration of socially acceptable standards of sexual expression.

Dating/intimate partner violence

Until they have a secure identity, teens have no stable center from which to make choices and decisions- as a result, they may define themselves according to the likes and dislikes of their peers, particularly in dating relationships.

The desire to be accepted drives many young people to conform to strict gender roles such as those demanding aggression from boys and passivity from girls. These social norms profoundly affect the identity development of youth and contribute to vulnerability for intimate partner abuse.

Teens’ lack of experience with intimacy makes it difficult to negotiate their new sexuality, handle relationship conflict, and realize the seriousness of intimate partner abuse. Teens may believe that possessive jealousy, controlling behavior, and even sexual pressure are expressions of love. Practitioners must be able to help and support teen victims who fail to recognize abusive behaviors or who refuse to end their relationships despite the abuse.

LGBT youth are at a higher risk for violent verbal, physical, and sexual victimization.

² A Development Approach to Working with Teen Victims, Mitru Ciarlante- <https://www.breakthecycle.org/working-young-survivors>

Support and services:³

Many teens hesitate to tell adults when they've been victimized. When teens are abused in relationships, they may feel regret over choices they have made. Victims need nonjudgmental support when they list and share the choices they wish they had made differently. At the same time, they need /to hear that no one has the right to hurt them regardless of what they may have done or regrets they may have.

Successful approaches for adults may not work with teens. Teens may simply need adults to listen and then support their efforts to use available information or services. They may prefer information over help, advocacy over counseling, and a discussion about rights rather than protection. We can powerfully support teen victims by offering options and asking how we might best help.

DO's AND DON'Ts for intervening teen victims of dating violence:

- Allow the youth to make their own decisions about the relationship, but encourage them to make a safety plan and help them to see warning signs of escalating abuse.
- Use age- and developmentally- appropriate language.
- Speak first and directly to the youth before talking to any accompanying adult. Address all your questions to the teen, including how they would like to move forward and when they would like to schedule the next meeting.
- Greet teen clients and let them know the time frame and process for receiving services at your organization.
- Keep small toys – like stress balls or Play-Doh – available that teens can play with to keep their hands occupied while they are talking.
- Don't be judgmental about the youth's relationship or choices.
- Don't show shock or disapproval if the teen tells you about their sexual activities.
- Don't make assumptions about how the teen wants to handle their situation.
- Don't minimize the importance of the relationship.
- Don't assume that abuse in a new or casual relationship is not severe.
- Don't assume that the youth is heterosexual.
- Don't assume the abusive partner is also a teen.

³ Working with teen survivors of dating violence, Break the cycle: <https://www.breakthecycle.org/sites/default/files/Advocates.pdf>

Safety Planning⁴

Through a safety plan, a service provider can identify your teen client's support network, connect her/him to school and other resources, empower her/him to regain control of her/his life, and help her/him to better protect herself/himself from future harm.

Ask your youth client:

- Which other adults can you tell about the abuse?
- Which friends can you turn to for support?
- What activities make you feel good about yourself?
- Where could you go quickly if you had to get away from your partner in an emergency?
- Who could you call to pick you up if you are stranded?
- Do you have a few phone numbers memorized in case your partner takes or breaks your cell phone?
- Who can walk with you between classes and to/from school?
- Who can stay with you if you have to be home alone?
- Can you change your schedule or routine to limit your interaction with your partner?
- Does your partner know your passwords or have access to your online accounts?
- Do you want to report the abuse to the police?
- Do you want to apply for a civil protection order?

Remember! Safety planning with tech-savvy youth must include a discussion about how your teen client's friends can support (or undermine) their safety online by not revealing their location, tagging them in photos, or posting private information.

Responding to Disclosures of Abuse during awareness activities

Before planning and hosting any awareness or educational event, be sure that all staff and volunteers know how to respond to disclosures of abuse.

Prior the event, they should:

- Know their mandated reporting duties, including what types of abuse must be reported, to whom, and what type of information the report must include.
- Be able to explain their reporting duties and confidentiality rules to youth before a disclosure
- Know where to refer youth for local resources and services, especially organizations who specialize in dating abuse or working with youth. Whenever possible, have an advocate or volunteer from a local domestic or dating abuse organization at your event to be a resource for any participant who needs to talk further about their experience with abuse.

⁴ Safety Planning With Teens, Break the cycle: <https://www.breakthecycle.org/sites/default/files/Safety%20Planning.pdf>

- Learn about local laws and policies, including school policies, which can offer protection to young people experiencing abuse. Know and practice what to say if a youth discloses abuse, such as: “I am glad that you told me about this.” or “I want you to be safe.” or “Let’s make sure you get the help you need right now.”

After a disclosure of abuse:

- Listen. Acknowledge her/his feelings and emotions. Make sure the young person is not injured or in immediate danger.
- Determine the level of emotional distress the person is experiencing and respond appropriately. Always have a second adult available during programs or events so that if a young person has an extreme emotional reaction, there will be an adult who can address their needs immediately.
- If a young person says something concerning during a class or in a big group, be prepared to take the student aside to learn more about the situation.

THE RELATIONSHIP SPECTRUM

All relationships exist on a spectrum from healthy to abusive with unhealthy somewhere in the middle.

Healthy

- Respect*
- Good communication*
- Trust*
- Honesty*
- Equality*

Unhealthy

- Breaks in communication*
- Pressure*
- Dishonesty*
- Struggles for control*
- Inconsiderate behavior*

Abusive

- Accusations*
- Blame shifting*
- Isolation*
- Pressure*
- Manipulation*



4. IDEAS FOR TDV PREVENTION AND INTERVENTION

During the training we discussed how to make prevention and intervention of TDV the most effective. We agreed that an important step is to generally accept TDV as a serious and widespread problem. More research and awareness activities should be done on this topic. It would be beneficial to use experiences and best practices from the USA (the USA has a long tradition of systematic TDV prevention on all levels - for references see the chapter 5). Youth can be informed about TDV in a positive way, strengthening their interpersonal competencies, teaching them about healthy relationships and dealing with conflicts, how to keep personal borders, how to say NO, etc. We should maximize the potential of social media as a space where youth spend lot of time (but also as a space where TDV and digital abuse take place). Below are concrete ideas of prevention and intervention in TDV:

Prevention activities/projects:

- Promotion of healthy relationships, personal growth and social competencies in general
- De-tabooing of the TDV phenomenon

- Facilitating workshops for youth to make their own borders (with male and female lectures)
- Promoting peer-based education
- Conducting research to identify real needs of young people and their experiences with TDV
- Working with teachers, parents and whole family
- Awareness raising campaigns through mobile apps, social medias, TV, video clips, etc.
- Using IT tools and mobile apps - for example on-line quizzes and games
- Training for teachers, social workers, youth workers, police officers etc. (prevention and response to TDV, how to deal with violence in cyberspace)
- Using Forum Theatre method - scenarios about TDV written and played by trained young people for their peers
- Interactive training in communication (VTI method)
- Regular preventative workshops during year
- International projects for youth

Intervention/ response to TDV

- Providing psychological assistance to the victims
- Providing social work services
- Group work (workshops) - support groups
- Anonymous and cost-free support, online helpline
- Raising competencies of youth workers
- Training about mediation for youth workers

- Workshops/trainings in communication (video-training VTI)
- Distribution of positive case studies
- Camps for perpetrators or regular meetings (including training in communication)
- Youth Centres providing various and free services/consulting
- Legislative regulation focusing on TDV

5. USEFUL LINKS AND RESOURCES

Campaign “Love is Respect” (USA, 2007-now):

<http://www.loveisrespect.org> - purpose of the organization is to engage, educate and empower young people to prevent and end abusive relationships. Resources:

- Leaflets and quizzes for youth: <http://www.loveisrespect.org/resources/download-materials/> - Topics: What is TDV?; warning signs of TDV; healthy relationships; how to help a friend; sex and healthy relationships; setting boundaries; how to communicate better; etc.
- TDV prevention toolkit for educators and youth workers: <http://www.loveisrespect.org/wp-content/uploads/2016/08/middle-school-educators-toolkit.pdf>

Campaign “Break the Cycle” (USA, 1996-now)

<https://www.breakthecycle.org> is the leading national nonprofit organization providing comprehensive dating abuse programs exclusively to young people aged 12 to 24. Resources:

- Tools and resources for working with teen survivor: <https://www.breakthecycle.org/working-young-survivors>
- Youth TDV prevention activity guide: <https://www.breakthecycle.org/sites/default/files/Break%20the%20Cycle%20Activity%20Guides.pdf>
- High school curriculum for TDV prevention: https://www.breakthecycle.org/sites/default/files/LINA%20High%20School%20Edition_Approved%202.12.14.pdf

Campaign “That’s not cool” (USA, 2016-now)

<https://thatsnotcool.com/> aims to prevent digital abuse. Resources:

- Quiz about healthy relationships: <http://www.coolnotcoolquiz.org/>
- Clips about digital abuse: <https://www.youtube.com/user/thatsnotcool>
- Facebook page: <https://www.facebook.com/ThatsNotCool/?fref=ts>

Campaign “Start Strong” (USA, 2008-now)

<http://startstrong.futureswithoutviolence.org/> is the largest initiative preventing teen dating violence and abuse by teaching 11 to 14 year olds about healthy relationships. Resources:

<http://startstrong.futureswithoutviolence.org/learn-more/resources/>

Webinar “Building Healthy Teen Relationships – School and District Policies”: <http://www.futureswithoutviolence.org/start-strong-school-policies/>

DATING MATTERS: Understanding TDV prevention

DATING MATTERS® is a free online course available for educators, school personnel, youth mentors, and others dedicated to improving teen health.

Enroll here - <https://vetoviolence.cdc.gov/apps/datingmatters/>

OTHER RESOURCES:

- “Love is not Abuse” campaign - Information and tools about DV and TDV: <https://www.loveisnotabuse.com/>
- Parents handbook - https://www.breakthecycle.org/sites/default/files/LINA_Parent_0.pdf
- Teen Safe Project toolkit: <http://youngwomenshealth.org/clinicians/teen-safe-project/#ix-zz2QMaNMLSB>

- TDV toolkit for teachers: http://gov.texas.gov/files/women/teacher_guide.pdf
- TDV prevention toolbox: <http://www.health.utah.gov/vipp/pdf/DatingViolence/Toolbox.pdf>

6. ORGANIZATIONS INVOLVED IN THE PROJECT

The Globe (Czech Republic)

<http://www.theglobe.cz/o-nas/>

Zemekoule, o. s., is an organization founded by young people for young people. We are focused on deepening of civic awareness by means of non-formal education and seminars for school children, youngsters and NGOs interested in the Erasmus + program, volunteering and youth work. We also run an information for potential volunteers. The mission of Zemekoule, o. s. is to support voluntary activity, non-formal learning, healthy lifestyle, and socialization, as well as one’s independence, responsibility and an active approach to problem-solving situations.

Sakhli - Advice Center for Women (Georgia)

<https://www.sakhli.org/home>

Sakhli has 19 years of experience in prevention and elimination of Sexual and Gender-based Violence, provision of psycho-social services, awareness raising, research work and promotion of legislative changes. Sakhli works with victims of sexual and domestic violence including youth and children who are witnessing the violence or who have experienced the violence. Services include psychological, social and legal consultations and psycho-social rehabilitation. Activities on prevention of violence include: awareness-raising and promoting adequate public opinion; promoting legislative reforms; carrying out research work and networking.

Society Without Violence (Armenia)

<http://www.swv.am/index.php/en/>

SWV is implementing projects focused on women's empowerment, young people's public awareness and participation raising, promotion of social activism and leadership skills, as well as contribution to the formation of women human rights defenders' institutional system. The organization is focused on the promotion of gender education, awareness-raising, advocacy and prevention, as well as combatting GBV and domestic violence. We work on gender equality pro-

motion and advocating for respect for diversity and equal rights for all. The organization has remarkable experience and success in cooperating with different ministries and decision-makers.

CESI- Centar za edukaciju, savjetovanje i istraživanje (Croatia)

<http://www.cesi.hr/en/>

CESI has based its activities on work for general well being and is focused on increasing participation of women in decision making processes, prevention of gender based violence, promotion and protection of sexual and reproductive rights and health, advancing women's economic empowerment and position on the labour market. CESI was the first association in Croatia and in the region, which systematically dealt with raising awareness of young people on gender issues and prevention of intimate partner violence. In the last ten years, over 50 000 people - women, youth, teachers, representatives of governmental and public institutions, employers - directly participated in a variety of activities.

proFem o.p.s. (Czech Republic)

<http://www.profem.cz/english.aspx>

ProFem o.p.s. is a female run NGO established in 1993, focusing its activities on women's human rights. They focus primarily on domestic and sexual violence and its impacts on the society. Main activities include: (i) Support for victims of domestic or/and sexual violence: social and legal counselling, provision free of legal aid, assistance to person (mainly women) injured by domestic or sexual violence and representation such women in front of courts and institutions and operation of a free-of-charge counselling phone line, as well as psychotherapeutic services; (ii) Political lobbying; (iii) education programs: motivation and advisory activities for women disadvantaged in the labour market; preventive workshops for elementary and high schools; (iv) publishing activities.

KONA (Georgia)

<https://www.facebook.com/konageorgia/>

Organization KONA is active in the spheres of regional development, education and work with youth and children. Our target groups are: people living in rural areas, children, youth, parents and educators. Kona and its members have experience with community development activities, organizing leisure time educational activities for children and youth, art therapy, educational activities for parents of small children, activities promoting volunteering and others. Kona is active in Kvemo Chala village, where it cooperates with a local club for youth and children and organizes leisure time activities.

ANNEX - TDV PREVENTION TOOLKIT

ACTIVITY 1: BOAT OF RELATIONSHIPS

Resource: CESI - Centar za edukaciju, savjetovanje i istraživanje

Duration: 30-45min

Short Introduction

Young people entering into their first romantic/sexual relationship often lack the skills and knowledge needed to establish a quality and fulfilling relationship with a partner. It is essential not only to talk about the negative outcomes of a relationship but also to help them to learn more about the positive side and benefits of a relationship. Young people usually have difficulties in recognizing what a quality relationship looks like.

Learning Objectives

Young people will become aware of the factors that make a relationship successful as well as those that can contribute to the failure of a relationship.

Material & Preparation

- Flipchart papers
- Markers
- Drawing of a boat on the flipchart paper

Suggested step-by-step process

Ask students to try to remember any romantic relationship (it is not necessary for them to have had a relationship with a partner). Write on the flipchart the following question:

- What makes a relationship between two people successful?

Respondents have a few minutes to brainstorm while the facilitator writes down their answers on the flipchart. The facilitator should draw a boat on the flipchart in order to depict a romantic relationship.

The drawing of a boat represents a relationship. As certain conditions enable a boat to sail (e.g. sea, fuel), a relationship also requires certain conditions to be successful. Ask students to list one condition that is needed for a relationship (e.g. respect) and write it down on the boat's hull.

Point out that there are some things that can destroy a relationship, like a boat can be damaged by hitting rocks. Ask them to name one thing that can destroy a relationship (e.g. lies) and write it down on the drawing in the sea below the boat.

Divide the group into smaller groups and ask each small group to work on the same type of relationship i.e. an adolescent relationship. Their task is to remember romantic relationships that their peers have or they themselves have/or had.

Each group will draw a boat and:

write down 5 things that make a relationship successful (in the hull of the boat)

- write down 5 things that can destroy a relationship (in the sea beneath the boat).
- Once the groups finish with their work, they can display the posters for other groups to see.

Discussion

Finish the activity with a discussion. Possible questions for the discussion:

- What do you notice when looking at positive and negative things on the posters?
- Which qualities are the hardest to find in a partner or in a relationship?
- Did you learn anything new from this activity?

ACTIVITY 2 : MOVIE “TEEN DATING VIOLENCE” - CYCLE OF POWER AND CONTROL

Resource: proFem

Duration: 60 min

Short Introduction:

The presenter is examining the definition of “violence in the relationship” with the audience and is explaining the “power and control circle” as a tool which demonstrates a model of gross and violent behaviour of violent a person for gaining and maintaining control over the partner.

“Violence in the relationship” is the deliberate use of physical, sexual, verbal and emotional abuse against partner to harm, intimidate or control him or her.

Power and control circle– phenomena:

- Isolation/exclusion – control over what partner (other person) is doing
- Pressure of group – threats that something will be revealed in front of the group
- Anger/emotional abuse - humiliation of somebody else

- Using Abusing social status – to treat the other person as to a servant
- Intimidating – to create fear inside the other person
- Minimizing, denying, accusing – playing down violence by the abuser, accusing others

Presenter: cruelty is, in this case, when one person gets power and control over another person. The most obvious, visible form is physical violence. There are, however, other forms of violence that are not so obvious, but they can also hurt a lot and they often lead to physical violence.

Material & Preparation:

- Movie “Teen Dating Violence” - <https://www.youtube.com/watch?v=Lp2eljXWzgw&t=700s>
- Computer, speakers, projector

Suggested step-by-step process:

EXERCISE n. 1 - Movie

Presenter is getting through each scene separately (they are stopping continuously) and he/ she is asking the audience which violent phenomena of power and control circle can be seen.

1. Mall + at home: Alex repeatedly calls Natalie who is with a friend at the mall. She is not answering the phone. When she has finally answered the phone,

he’s angry and he is accusing her of ignoring it. Phenomena: Anger/emotional violence, intimidation, isolation/exclusion, minimizing, denial, blaming

2. Party in a garage: Alex gets angry because Natalie’s friend is hugging and kissing her when welcoming her to the party. Aside from this, it is possible to see physical violence (he is dressing her shoulder) and behaving in an inappropriate way by acting jealous, criticizing the style of Natalie’s dress and asking her not to come near the friend (because of his behaviour). Phenomena: Angry/emotional violence, intimidation, isolation/exclusion
3. Dining room: During this scene, Alex uses inappropriate gestures that suggest that he is dissatisfied with Natalie. He is offending her, looking at her haughtily and throwing her bag on the floor. Phenomena: Anger/emotional violence, intimidation, isolation/exclusion
4. Scene in the car: During this scene, Alex is inappropriately touching Natalie after she said strongly that she doesn’t want more. Then Alex offends Natalie and he kicks her out of his car Phenomena: anger/emotional violence, intimidation, isolation/exclusion, forced into having sex
5. Two scenes – party and playground: Which behaviour is indicating to Natalie that Alex got power over her?

Answer: Natalie is apologising to Alex for refusing him in the car and she is offering him compensation. Furthermore, she is excusing Alex's behaviour at the friend's party and she is accusing the friend for coming to defend her to the playground - these are signs which reveal that Natalie began to decline into a circle of violence.

EXERCISE n. 2 - Warning signs of violent person

The presenter is going to explain to the audience that the following warning signals are especially important because they indicate that the person has great potential to use physical violence in the future.

1. He/she presses for faster progress in the relationship. For example, more serious going out, they are very charming and they can cajole people easily.
2. Isolation – he/she wants to have his/her partner for him/herself only. He/she tries to separate him/her from his/her family, friends, hobbies.
3. He tries to have control over what his partner wears, does or who she keeps in touch with. – scene in the garage
4. They accuse the others of their bad behaviour – scene in the the mall and at the playground

EXERCISE n. 3 - Safety plan and protective arrangement

Presenter is defining concept of the safety plan and draft arrangement in this exercise

Presenter: What is it the safety “plan“?

Answer: It is a plan of activities which man should do if the partner will be violent in the future.

Presenter: It is very important for somebody who is in a violent relationship to make a safety plan in the case where he/she wants to stay in this relationship (even if the violence might not become physical). Moreover, it is also clever to make a safety plan even if that person considers the termination of their relationship.

Presenter: Introduce legal protective acts and present contacts of institutions and organizations helping victims of violence.

ACTIVITY 3 - STAY/TALK/GO

Resource: Break the Cycle - Activity Guide⁵

Duration: 30-45min

Introduction and learning objectives:

The purpose of this activity is to:

- Put students in the shoes of someone deciding 'what they would do' in a given situation. By doing this, the activity teaches healthy decision-making, empathy, and allows students to determine their own values in a relationship.
- The activity introduces students to behaviors within a dating relationship that could be defined as healthy, unhealthy, or abusive.
- Encourage young people to communicate and define healthy and unhealthy behaviors themselves, even though students may not classify behaviors the same way.

Material & Preparation

- Butcher paper
- Dating relationship cards (at least one for each participant) - each card should name a behavior that could be found in a teen dating relationship. Evenly distribute the behaviors between healthy, unhealthy, and abusive.

Examples of dating relationship cards (<http://www.loveisrespect.org/dating-basics/relationship-spectrum/>):

- Your partner tells you how special you are and how much they care about you.
- Your partner uses a name or pronoun that you don't like but stops using it once you correct them or ask them not to.
- If you have a disagreement, your partner uses the silent treatment and won't talk to you for days.
- Your partner controls your Facebook and other social media accounts.
- Your partner says you don't really love them because you want to go to a movie with a friend instead of spending time alone with them.
- Your partner randomly stops by your job, even though you told them that it made you uncomfortable.
- Your partner threatens to tell other people about your sex life or share private photographs or texts.
- Your partner refuses to spend time with your family, but still expects that you spend time with theirs.
- You and your partner feel like you can share things with each other, but you also feel like you can keep some things private.

⁵ <http://www.breakthecycle.org/sites/default/files/Break%20the%20Cycle%20Activity%20Guides.pdf>

Suggested step-by-step process

1. Set ground rules for respect in the group to promote a safe space.
2. Distribute at least one dating relationship card) to each student in the class.
3. Explain that each card contains an example of a behavior that might be present in a dating relationship.
4. Instruct each student to read the card and consider what they might do if that action were occurring in their relationship: “stay together” “let’s talk about it” or “it’s over.”
5. Have each student read their card out loud and tell the rest of the group which category they think the behavior should be placed in and why.
6. Record each response by category on paper or the board as students go around.
7. At each card, facilitate a short conversation. Allow students to make suggestions as to what they may or may not do and why.

Variations

- For a larger group, read the cards aloud to the group and ask students to raise their hands for each category and to comment.
- If there is more time, put students into groups of 3 and ask them to make decisions as a group. This can open up more discussion.

Discussion

This activity is more sensitive than others, and therefore would work best with a group of students that are familiar with each other and have built some trust and group identity. Encourage conversation about disagreements, without singling out individual students for ‘wrong’ decisions.

Questions

1. Define healthy, unhealthy, and abusive.
2. After looking over the “It’s over” category, is it always easy to end a relationship?
 - Why or why not?
 - What could some barriers be to leaving an abusive relationship?
 - What barriers do people at your school face to leaving an abusive or unhealthy relationship?
3. Which category did we talk about the most? Why do you think that was?
4. Which cards may be warning signs of abusive relationships? Do we disagree on any?
5. Is it okay that different people wanted two different categories for behaviors? How would you talk about a disagreement like this with a friend? Or partner?

ACTIVITY 4 - ROLE PLAYS

Resource: Center for Young Women's Health⁶

Duration: 10-15min per each play and discussion

Introduction and learning objectives:

Through acting out social situations that depict abusive behavior, teens are able to identify different types of abuse and learn ways to deal with the abuse in either their own or a friend's relationship.

Material & Preparation:

Write scenarios on index cards or small pieces of paper to give to the actors. The options for response can be written on the back of the card or piece of paper.

Suggested step-by-step process:

1. Ask for two volunteers to act out each of the role plays.
2. Present the volunteers with a scenario.
3. Tell the volunteers that they will have a few minutes to decide how they will act out the scenario and which ending they will choose. They will then perform their role play for the entire group.
4. Following the role play presentation(s), review the "Questions for Discussion" with the group.

Variation: Use a real or toy remote control to assist in discussion. A participant or the facilitator can "pause," "rewind," or "fast-forward" during the role-play to encourage discussion at specific points. If time permits, other volunteers can act out additional role plays with different endings.

Role play no 1 - A Friend in Need

This role play demonstrates that controlling behavior, even without physical violence, is abusive. In addition, it provides an opportunity to discuss how to help a friend in need, the importance of talking with an adult, and how to develop a safety plan.

Scenario: Mimi is crying and telling her friend Ramona how much she loves her boyfriend, but at the same time she is feeling confused. Mimi is confused because her boyfriend will not allow her to spend time with anyone but him. Mimi tells Ramona that her boyfriend has a really bad temper and sometimes it makes her afraid. He yelled at her today because he didn't like what she was wearing.

Options for response:

- a. Ramona tells Mimi that her boyfriend loves her and that she should do what he says.
- b. Ramona tells Mimi that her boyfriend is trying to control her and that she should break up with him.

⁶ <http://youngwomenshealth.org/clinicians/teen-safe-project/>

- c. Ramona tells Mimi that she should be able to see her other friends and that this is something she should discuss with a trusted adult.
- d. Choose your own ending.

Questions for Discussion:

1. Does Mimi's relationship concern you? Why or why not? Encourage participants to recognize that controlling a partner or making them feel afraid is abusive, even in the absence of any physical violence.
2. What are some other ways Ramona could have responded to Mimi? Discuss the possible responses and potential consequences of each.

Simply staying in the relationship accepts the controlling and intimidating behavior, which is not part of a healthy relationship. Leaving a relationship can potentially be dangerous, but may be the only way to end the abuse. It is always important to discuss any unhealthy relationships with an adult, particularly a parent, and to develop a safety plan.

3. What steps could Mimi take to keep herself safe? Mimi could let friends and adults know about the situation and plans, carry a cell phone or change for a phone call, and call 112 if she feels threatened. If she's breaking up with her boyfriend, she should do so over the phone or in a public place and not have further contact with him. She should know the num-

bers of hotlines and local resources. If needed, she and her parents can take out a restraining order.

4. What steps can Ramona take to be helpful to Mimi?

Ramona can be a good listener. She should stick by Mimi even if Mimi does not break up with her boyfriend right away. She should tell Mimi that abusive relationships can be dangerous and tell Mimi to talk with an adult, particularly her parents.

Role play no 2 - Too Much of Good Thinks

This role play can be used to demonstrate that controlling behaviors happen in friendships as well as in unhealthy dating relationships.

Scenario: Natasha and her best friend Jessica are always hanging out together. Jessica always wants to know what Natasha is doing and who she is with every minute. One day, Natasha can't answer Jessica's phone call because she's babysitting. Jessica gets angry and tells Natasha she is mad at her for not taking her call. What should Natasha do?

Options for response:

- a. Natasha tells Jessica that she's sorry for not answering her right away and says it won't happen again.
- b. Natasha tells Jessica that she can't always be available.
- c. Natasha tells Jessica that she wants to be friends but that she also needs time for herself.
- d. Choose your own ending.

Role play no 3 - Facebook Fiasco

Scenario: Bob tells Nick that he really cares about his girlfriend but she has become frustrated with some of the things she has been doing behind his back. Bob is frustrated because his girlfriend has been signing onto his Facebook account and reading messages from Bob's female friends. She has been accusing him of cheating on her. Lately, she has been threatening to spread nasty rumors about Bob on Facebook if he doesn't confess to cheating on her. Bob has never cheated on her. Bob really cares for his girlfriend but doesn't know what to do, so he turns to his friend Nick.

Options for response:

- a. Nick should tell Bob that his girlfriend loves him and that breaking up would only make things worse.
- b. Nick tells Bob that his girlfriend is trying to control him by reading his private messages and that he should break up with her
- c. Nick tells Bob that he has a right to have female friends and to exchange messages with them. Nick tells Bob to talk to an adult he trusts if she continues to threaten him.

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