LESSON 5: BUILDING VOCABULARY PERTINENT TO ABUSE, PREVENTION, AND INCIDENT REPORTING; AND GOAL IDENTIFICATION

OBJECTIVES OF LESSON 5

Participants will:
- Demonstrate knowledge of strategies for stopping abuse and helpful ways of coping (Activity 1)
- Define key terms related to abuse reporting (Activity 2)
- Develop greater awareness of self and identify personal self-protective goals (Activity 3)

MATERIALS

Chart paper

Markers

Activity Sheet: Vocabulary Cue Cards Game

Activity Sheet: Goals House Chart
LESSON 5: ACTIVITY 1
Demonstrate Knowledge of Strategies for Stopping Abuse and Helpful Ways of Coping

FOCUS OF ACTIVITY: Concepts from Lesson 4 will be reviewed to provide participants with an overview of abuse concepts.

PROCEDURE:
1. Review ways to stop abuse by asking participants to define terms previously presented.
2. This review should include concepts relating to stopping abuse (before it happens) and reporting abuse (after it has occurred).

MATERIALS: None

INFORMATION PRESENTED:

Review concepts of stopping abuse

In the last lesson we talked about what stopping abuse means. Can anyone remember what stopping abuse means?

We also mentioned that sometimes it is not possible to STOP abuse from happening right away - for example, if a person has a weapon it might be dangerous to try and stop it. But what we can do is to STOP it from happening AGAIN. What are some of things we can do AFTER the abuse has happened so that the abuse doesn’t happen again in the future?
LESSON 5: ACTIVITY 2
Define Key Terms Related to Abuse Reporting

FOCUS OF ACTIVITY: This activity builds on previously introduced terms to provide the participants with adequate vocabulary, which will enable them to accurately report incidents involving abuse.

PROCEDURE:
1. Review types of abuse (refer to script).
2. Prepare a list of terms pertinent to abuse and incident reporting.
3. Present each term to participants by listing on the chart paper and discussing with participants.
4. Provide definition for each term with supporting examples at start of activity.
5. Present participants with each card and have them provide the definition (prompt as needed.)

MATERIALS: Chart paper, Markers, Activity Sheet: Vocabulary Cue Cards Game.

INFORMATION PRESENTED:

Introduce key words linked with abuse identification and abuse reporting

In situations where we cannot stop abuse from happening right away, we need to know how to report it. Reporting abuse means telling someone about the abuse. We need to report abuse to people that can help us, people like the police and our counselors.

To know how to report abuse we need to know some of the words that are used. We already know a few.

• If someone was hurting us by hurting our body what kind of abuse would we call this?
  Write “Physical abuse”

• If someone was touching us sexually without permission or forcing us to do something sexually, what kind of abuse would we call this?
  Write “Sexual abuse”

• How about when someone says really mean things to us, and yells at us and hurts us with their words? What kind of abuse would we call this?
  Write “Verbal abuse”
Remember what we call good relationships?
Write “Healthy Relationships”. What are healthy relationships?

What are rights in relationships? They are things that are important to us to have in healthy relationships.
Write “Rights”. What are some of our rights?

There are some other words that we also have to know. Some of these words we may have mentioned before and some of them we may have not used so far.

• Rape – sexual intercourse by force
  Consent – saying it is okay. Giving your permission or okay to do something
  Illegal – against the law. Abuse is against the law.
  Abuse is illegal.

Group activity to label key abuse reporting words

Present Activity Sheet: Vocabulary Cue Cards Game.

We are going to play a game. This is a pile of cards with the words we just talked about. They are the words that we need to know. If we are going to report abuse, or tell people about what happened, they are helpful words to know.

Take cards and place in a pile, face-down. (There should only be one card for each word.)

Have participants take turns picking up one card.

Read card for participant.

Ask participant to define the word.

As participants take turns to play game, complete check-list on vocabulary (see next page).

If a participant gets a word correct, repeat the correct definition and remove it from the game. If an error is made, provide corrective feedback and have the participant place card at bottom of pile, so that someone else can define the word later.
FOCUS OF ACTIVITY: In this activity, participants will identify and evaluate personal goals in relationships that are important for their self-protection and can be used as a guide when making important interpersonal decisions.

Procedure:
1. Brainstorm with participants to identify their personal goals.
2. Summarize responses and introduce goals from lesson.
3. Use key questions listed below to facilitate this process.
4. Use listed goals to demonstrate to participants that these goals are self-protective in situations of abuse.

Materials: Markers, Goals House Chart.

Information presented:

Discuss personal goal identification and evaluation.

Making important decisions in your life and in your relationships is based on your goals.
Your goals are things you want to get for yourself.
It is important that when you make your decisions, you stick to your goals. Your goals help you to enjoy healthy relationships.

Brainstorm and record goals that are important to them.

In your relationships, what are some important goals to have?
Record answers.

Examples:
• Safety/Being Safe
• Speaking up on our own
• Doing things ourselves
• Acting now/on time (doing things right away)
• Having our respect/dignity
• Having our privacy
Summarize participant responses:

Now that we have talked about some of the goals that are important to us and that we want to get for ourselves, let’s see if we put them together into 3 categories of goals that we can easily and always remember.

Ensure the following 3 goal categories are discussed:

Goal 1: Independence

We have talked a lot about the importance of taking control of our lives and making changes in our lives if we want to. We also talked about the right to be independent. For example, to do things on our own.

To get things to change, we need to depend on ourselves and be independent. We need to first try to change things in our lives, NOT wait for others to make change. To get things to change we need to speak up for ourselves and take action ourselves. Do you agree?

In order to remember that we want to do things on our own and that we NEED to try to do things on our own if we want to change things in our lives, let’s make the goal….

1. BE INDEPENDENT: Act on your own to stop the abuse from happening.

Goals 2 & 3: Safety Now and Safety Later

Because our safety is ONE of THE MOST IMPORTANT things to us, we want to make sure we are ALWAYS safe in our relationships. When we think about safety, we must remember to be safe NOW (right away) and be safe LATER.

For example, if a co-worker starts to touch your private parts and you don’t want him to, you need to try and get safe NOW or RIGHT AWAY. You need to tell him to stop and get away from him. You also need to be safe LATER. Because he works with you, you need to make sure he doesn’t try it again. Maybe you would tell your boss so that you would ALSO be safe LATER.
So to help us remember that we ALWAYS want to be safe, let’s make these two of our goals:

2. BE SAFE NOW: Act on time to stop the abuse from happening
3. BE SAFE LATER: Prevent the abuse from happening again.

Present Activity Sheet: Goals House Chart.

Let’s write the three goals in our Goals House Chart so that we can look at them when we make decisions. Write goals on Goals House Chart.

Write the goals on the Goals House Chart and emphasize that these goals will be important to think about when making decisions.

We will use these very important goals to help us make decisions. Sometimes it is hard to make decisions when we are in abusive relationships. Our goals will guide us to make the best decision for ourselves.