KNOWLEDGE OF ABUSE AND EMPOWERMENT
UNIT I
LESSON 1

DEFINITIONS OF ABUSE

OBJECTIVES OF LESSON 1

Participants will:
- Establish general rules for group participation (Activity 1)
- Define and give examples of abuse (Activity 2)
- Distinguish between different types of abuse (Activity 3)
- Summarize key concepts of abuse (Review Activity)

MATERIALS

Chart paper

Markers

Stickers: Symbols of Abuse

Vignette Booklet: Lesson 1
FOCUS OF ACTIVITY: The purpose of this activity is to establish a foundation and build rapport with the group in order to facilitate productive learning and acquisition of the goals and objectives of the curriculum. The main goal of this lesson is to establish rules and procedures that create a comfortable and respectful atmosphere for all members of the group. Issues of sensitivity and confidentiality also will be explored.

PROCEDURE: Devise rules for group participation by brainstorming together with group members and listing 5-6 guidelines on the chart paper.

1. The instructor should begin the lesson by addressing the members as a group and calling on volunteers to suggest rules.
2. Once a rule is suggested group members should be asked if they agree or disagree.
3. If group members are in agreement, then the rule should be explained clearly to ensure the full understanding of each member.
4. Full understanding can be assessed by asking members if they understand what the stated rule means for them and if they understand what is expected on their part to uphold that rule.
5. If disagreement arises, then the instructor should ask questions to establish why a rule is not acceptable. This discussion can also be used as an opportunity to establish fair procedures for all members of the group.
6. Once each member is in agreement on every rule, the rules should be written and posted for each session. Alternatively, the instructor may choose to make copies of the rules for each group member.

MATERIALS: Chart paper, Markers.

INFORMATION PRESENTED:

Discuss:

We are going to start a new group here for men and women. Our group is going to give us a chance to learn about how to make good decisions so that we can try and protect ourselves from getting hurt. In talking to a number of men and women, we are seeing that many of us can get into difficult situations. People sometimes say things to us, or do things to us that hurt. When people hurt us, we may feel angry and sad. These people may be our friends, boyfriends, girlfriends, family, or strangers. Sometimes we are able to say, “NO, STOP,” but many times we don’t know what to do, who to talk to about things, or where to go. When people hurt us on purpose it is called ABUSE. No one should hurt us on purpose. We want to learn how we can stop people from hurting us. Therefore, this group will give us a chance to help one another learn how to make decisions and protect ourselves.
When groups meet, it is sometimes good to have some rules. The rules can help us work well together. In our group, we want everyone to feel important and share their ideas. One rule could be “Everyone gets to talk”. Is that a good rule?

If the group agrees on this rule, write on chart paper, “Everyone gets to talk”

Brainstorm and record other possible rules:
*Can you think of other rules that would help us work together?*

Some important group rules could be:
- *We take turns*
- *We talk one at a time*
- *We don’t put each other down*
- *We don’t call anyone names*
- *We don’t leave anyone out*
- *We respect each other’s feelings*
- *We do not make fun of others*

Discuss issues of CONFIDENTIALITY:

*In our group we are going to get a chance to talk about our feelings. It is important that everyone feels safe in sharing. We want our group to be a place where we can talk and share. We want CONFIDENTIALITY.*

Write “Confidentiality”

*What does it mean to want confidentiality?*

One important rule that we must keep in mind is to not tell other people outside our group what we say in the group, i.e., keep what we say in this room. We sometimes call this being confidential. What we talk about here is confidential. We don’t tell other people what we say here. Confidentiality means to keep things confidential.
FOCUS OF ACTIVITY: This activity presents the participants with a clear, concise, operational definition of what abuse is and why it needs to be stopped. The activity describes different types of abuse. The types of abuse will be defined by utilizing the group members’ participation and letting them draw on their experiences. Participants can later draw on their knowledge about the various types of abuse and use it to develop prevention procedures to increase their level of personal safety.

PROCEDURE:
1. Establish a concept of abuse by introducing to the group that abuse is happening to many men and women in their daily lives.
2. Introduce the possibilities of the physical and emotional impact of the abuse on the victim.
3. Establish why it is important to stop abuse, using participants’ discussion responses about the physical and emotional impact of abuse.
4. Brainstorm definitions of abuse with group and then summarize utilizing the following information.
5. Present the concept and raise questions that evoke exemplars of abuse. Have the group discuss the examples and develop a clear and concise definition of each.

MATERIALS: Chart paper, Markers, Stickers: Symbols of Abuse.

INFORMATION PRESENTED:

Discuss: What is abuse? Why do we need to stop abuse?

Many men and women like you and me are being abused.
Abuse is when someone hurts someone (or threatens to) on purpose
Many men and women get scared of someone hurting them. They don’t feel good about themselves.
Abuse can happen to anyone.
Abuse can happen once. Abuse can happen many times. Abuse can be ongoing.

No one should be hurt physically. No one should be hurt sexually. No one should have their feelings hurt by being made fun of or by being called names.

It can be difficult to know what to do if you have been in an abusive situation. In our group we will focus on learning how to stop abuse from happening in the future. We won’t talk much about things that have happened in the past.
If you (the participants) want to talk about things that have happened in the past, you should talk to (provide name of their counselor). If you want, you can talk to me after the group sessions, and I can help you talk to (name of counselor).

If we are going to stop abuse from happening to us in the future, we need to learn what abuse is, and how to make good decisions.

Discuss and probe for background knowledge:
What is abuse?

Summarize discussion with:
When someone hurts you on purpose.
There are 3 different types of abuse. They are sexual abuse, physical abuse, and verbal abuse.

SEXUAL ABUSE

Discuss:

What is sexual abuse?

Summarize discussion with:

- Any sexual behavior or contact that is forced upon a man or a woman is sexual abuse. When someone does something to your body that is harmful to you or not liked by you, it is sexual abuse. Abuse is when someone forces you to have sex when you don’t want to.
- When someone threatens to do something sexual with your body that you do not want.
- When someone touches your body without your permission or consent. That means when someone touches your body without asking you and you saying yes.

Example: Chart paper with Stickers of symbols of abuse, key words, and examples of the 3 different types of abuse
Place SEXUAL ABUSE symbol (sticker) on chart paper. Explain the picture in the symbol.

Discuss:

**What are some other words that are used to talk about sexual abuse?**
- sexual assault (when someone sexually hurts you)
- rape (when someone forces sexual intercourse)

Discuss:

**What can someone do to you (participants) that would be sexual abuse? For instance, if someone touched your body in a way you do not like, that would be sexual abuse.**

**Can you think of some other things people could do that would be sexual abuse?**
(Encourage each participant to give an example.)

The following list gives examples that can be included in the discussion. Items in bold must be included.
- **Kissing without permission**
- **Touching private parts of your body without permission**
- **Forcing sex** or intercourse
- **Showing their private parts without permission** (also called flashing)
- **Verbal threats to rape you** (e.g. someone warning that they will hurt you)
- Forcing you to look at sexual materials - pictures of naked people in magazines or video tapes that you do not like
- Not respecting a person’s privacy (e.g. walking in on you while dressing or in the bathroom)
- A group of people forcing a person to do sexual things
- Someone urging you to touch them in a way that you do not like
- Sexually touching a child or someone much younger (e.g. an adult man molesting a child; father, uncle or older brother forcing sex on a younger person), i.e. taking advantage of a person’s age
- A boss taking advantage of an employee -- A person in authority taking advantage of another person (e.g. sexual contact between a student and staff member; supervisor at work touching an employee)

**PHYSICAL ABUSE**
Discuss:

**What is physical abuse?**
Summarize discussion with:

- *Actual or threatened physical harm to a person’s body by another person or persons is physical abuse*
- *When someone hits you*
- *When someone hurts your body physically*

Place PHYSICAL ABUSE symbol (sticker) on chart paper. Explain the picture in the symbol.

Discuss:

**What can someone do to you that would be physical abuse (hurting your body)?**
*For instance, if someone shoved you, that would be physical abuse.*

**Can you think of some other things people could do that would be physical abuse?**
(Encourage each participant to give an example.)

The following list gives examples that can be included in the discussion. Items in bold must be included.

- Pushing
- Throwing things at someone to hurt them
- Threatening/wanting to hurt or kill someone
- Choking
- Pulling hair
- Beating someone
- Hitting
- Kicking
- Grabbing
- Twisting someone’s arm

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**VERBAL ABUSE**

Discuss:

**What is verbal abuse?**
Summarize discussion with:

- *Any form of name-calling or put-downs is verbal abuse*
- *When someone makes fun of you*
- *When someone talks to you in a mean way*
Place VERBAL ABUSE symbol (sticker) on chart paper. Explain the picture in the symbol.

Discuss:

What can someone do to you that would be verbal abuse (talking in a mean way)? For instance, if someone cursed at you, that would be verbal abuse.

Can you think of some other things someone could do that would be verbal abuse?
(Encourage each participant to give an example.)

The following list gives examples that can be included in the discussion. Items in bold must be included.

- **Yelling at someone**
- **Cursing at someone**
- **Putting someone down** (e.g. saying that you are stupid)
- **Calling someone names**
- **Saying shut up loudly**
- **Disrespecting someone** – not listening or responding to you; putting you down in front of other people; saying bad things about you
- **Making fun of a your disability**; or calling names to make you look weak or incapable (e.g. stupid, slow)
- **Blaming someone**
- **Making fun of the way someone looks**
- **Making fun of the way someone dresses**

Review using visuals

*The three types of abuse are…*

**Sexual abuse is…** (Use/reinforce key words)

**Physical abuse is…** (Use/reinforce key words)

**Verbal abuse is…** (Use/reinforce key words)
LESSON 1: ACTIVITY 3
Distinguish between Different Types of Abuse

FOCUS OF ACTIVITY: The focus of this activity is to define and distinguish between different types of abuse. When presented with a visual and vignette group members will categorize the situation presented by establishing what type of abuse is taking place.

PROCEDURE:

1. Flip through the Lesson 1 pages in the Vignette Booklet and show the pictures and read the vignettes of the different situations of abuse.
2. After reading the first vignette aloud, ask the group to identify the type of abuse that is occurring (“What type of abuse do these situations represent? Sexual, Physical, or Verbal? What type of abuse is this?”).
3. Once participants identify types of abuse, have them respond why (“Why?” “It is physical abuse because he is hitting her.”). Provide corrective feedback as necessary.

MATERIALS: Vignette Booklet: Lesson 1, Chart with types of abuse

INFORMATION PRESENTED:

Show the lists of three types of abuse on chart paper.

Present vignette 1 from Vignette Booklet: Lesson 1. Show and read vignette 1.

What type of abuse is this? Is it Physical, Verbal or Sexual Abuse? (The participants should take turns answering the questions. Note any incorrect responses for possible individual remediation if a participant seems to be having difficulty grasping the material.)

“Why?”

When group member answers, respond with “Yes (or No). It is PHYSICAL ABUSE because she is pushing him. It is physical abuse because she is hurting his body (key words)”

Continue with remaining 5 vignettes.
Reinforce each response with “Yes, (or No) it is ________(type of abuse) because ____________”.

Vignette One: Tyrone lives at home with his grandmother. Whenever Tyrone makes a mistake, his grandmother pushes him.
List of Vignettes 1-6 from Vignette Booklet: Lesson 1

(V1) Tyrone lives at home with his grandmother. Whenever Tyrone makes a mistake, his grandmother pushes him.

(V2) John and Karen live together in Karen’s apartment. One night, Karen tells John she wants to have sex but John says no because he has a headache. Karen tells John that if he does not have sex with her, she will throw him out of her apartment.

(V3) Andrew lives with his father. Everyday, Andrew’s father calls him ugly and other mean names until he begins to cry.

(V4) One day at work, Theresa bought a Coke from the vending machine. Her coworker, Joe, came up behind Theresa while she was buying her Coke. He grabbed her bottom and told her to kiss him.

(V5) One day, Christine and her supervisor, Matt, were having an argument. Matt got mad at Christine, so he grabbed her arm and threatened to hit her.

(V6) Leah comes into her program every morning. One morning, Al, who works with her, said, “Hey stupid.”
FOCUS OF ACTIVITY: This activity is a review of Lesson 1. Key concepts are reviewed. Review focuses on reviewing the general rules for participation and defining and distinguishing the three types of abuse.

PROCEDURE:
1. Summarize information presented in lesson by reviewing the three types of abuse.
2. Recap key rules, terms and concepts with maximum participant input.

MATERIALS: Completed charts.

INFORMATION PRESENTED:

Ask: What are the THREE TYPES of ABUSE?

For each type of abuse, ask each participant to give an example.

Remind group of key rules.