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"WORKING TOGETHER FOR HEALTHY RELATIONSHIPS"

A Violence Against Women Prevention/Education Program

by

LYNNE ORECK-WENER

A Practicum Report

Submitted to the Faculty of Graduate Studies in Partial

Fulfillment of the Requirements for the Degree of

MASTER OF SOCIAL WORK

Faculty of Social Work

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WORKING TOGETHER FOR HEALTHY RELATIONSHIPS
A VIOLENCE AGAINST WOMEN PREVENTION/EDUCATION PROGRAM

BY

LYNNE ORECK-WENER

**A Practicum submitted to the Faculty of Graduate Studies of the University of Manitoba
in partial fulfillment of the requirements of the degree of**

MASTER OF SOCIAL WORK

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ABSTRACT

This is a report on the practicum which entailed the development, implementation, delivery and evaluation of impact of the program, "Working Together For Healthy Relationships." This program addressed the problem of violence against women through a delivery model which consisted of three components: (1) Teacher/school personnel inservice; (2) parent information workshop; and (3) in-class presentations to all male and female Grade 10 students. In addition, resource packages were developed and distributed to all students, school personnel and parents who received the program. The resource package contained relevant reading material, a list of resources and services available within the community, and information regarding how to respond if an abusive relationship is identified. An evaluation of the impact of the program was built into the delivery of the program.

This prevention/education program was driven by a feminist perspective, in order that violence against women be viewed within the social and political framework that allows for its continued existence. The focus of the program was to enhance knowledge and understanding of violence against women and to begin to eliminate tolerance for abusive behaviour. It intended to enable participants to define and identify the many forms of violence and abuse in relationships and sought to identify and teach non-violent options for conflict resolution. Other areas of focus were the effects on children who witness violence in their homes, the portrayal of gender and violence in the media and how to access help once an abusive relationship has been identified.

It was felt that the program, "Working Together For Healthy Relationships", was successful in facilitating an increase in participants' knowledge, attitudes and behavioural intentions with respect to the issue of violence against women.

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INTRODUCTION

The impetus for this practicum began with my desire to work in a proactive, preventative manner to end violence against women. I am gravely concerned about violence in our society and I am committed to its prevention.

I came to the Faculty of Social Work with a background in working with women and children in numerous different settings, in a variety of Canadian cities. The overwhelming majority of these women and children had experienced many forms of abuse in their lives. I began to realize that this type of work was worthwhile, meaningful and much needed, however my dreams expanded to work towards the elimination of violence against women and children in our society. My interests began to shift towards primary prevention programming, the prevention of violence before it occurs.

It is often noted that the prevention of violence needs to begin with children. Many reports including the Pedlar Commission (1991) and the Canadian Panel on Violence Against Women-Final Report and Action Plan (1993), clearly recommend that mandatory domestic violence education programs be integrated into the school curriculum for children of all ages, however, no formal policy directing this type of action has been created, to date in Manitoba. After many interviews (Beiner, 1994, Lucas, 1993), a review of pertinent literature and an examination of the government publication, Hansard (March 1992), I came to realize that the often touted provincial policy on zero tolerance of violence against women was in fact non-existent. The government had a philosophy and thinking around zero tolerance but in fact nowhere is it documented that the province has a policy on zero tolerance of violence against women. The policy which does exist is the Winnipeg Police Department's charging policy in the area of domestic violence, touted as one of the toughest in Canada. At the time of its development this policy was a forerunner in its field and is now a model for other cities in North America.

The focus of this practicum is a method of intervention which attempts to bring about change on a larger societal level, by addressing the issue of violence against women from a prevention stand point, in order to create awareness regarding the seriousness and frequency of this social problem and work towards its elimination. Through education, this intervention attempts to enhance the coping and problem-solving skills of adolescents as well as linking them with systems that provide resources and services. The strong presence of feminist principles incorporated into the development and delivery of this prevention/education program enables one to view this as a form of feminist social work. This program also explores the possibilities of working collaboratively, in an integrated fashion with other systems to consider society's role in ending violence against women.

My initial thinking was that if indeed programming to address the prevalence of violence was to be implemented in schools, it was necessary to investigate what was presently being done and identify gaps which existed.

It soon became evident that some work in the area of violence prevention was being done in elementary and middle schools in Manitoba. Programs such as Second Step: Violence Prevention Curriculum; K-8(1990) and other individual presentations were being requested by specific teachers, on an ad hoc basis. Other schools, such as the Technical Vocational High School, have integrated a great deal of valuable curriculum materials on violence against women into their women's studies courses, however by and large this is mainly offered to female students. What is lacking is comprehensive on-going programming on violence against women for both male and female high school students.

I then began to focus on directing my efforts towards high school students. If no policy existed, I came to realize that a different plan would have to be developed in order to integrate an educational component around violence against women. With the absence of

policy, mandated programming would not be a reality, therefore individual administrators, who view violence against women as a significant problem needed to be identified and approached.

It then came to my attention that there was a Manitoba Education and Training Curriculum Support Series which included the issue of violence against women. It is a skeleton curriculum which in fact had never been utilized. I speculated and then it was confirmed to me by the Guidance and Counselling Curriculum Services Branch that implementation had not occurred due to varied circumstances. In fact, most people within the educational system were unaware of the existence of these materials. In addition, the materials, which dealt with an extremely sensitive issue, required that those using it must feel comfortable and knowledgeable in the area and in reality intensive work still needed to be completed in order to use the materials, in an effective manner. It was also questionable as to whether or not the often cited crowded curriculum, could afford valuable classroom time to be allotted to the exploration of this issue. Flowing from this discovery came the purpose of this practicum, to develop, implement and deliver a prevention/education program to high school students on violence against women.

A review of the curriculum and interviews with school administrators and teachers (Colmat, 1994), indicated that the most likely place for programming of this kind to be integrated, is the Skills for Independent Living Curriculum, which was recently mandated for all Grade 10 students in Manitoba. After a more in-depth examination of the curriculum, it became evident that the module entitled Self-Management would lend itself most clearly to this type of programming. This module addresses issues such as: (1) understanding human needs; (2) self concept; (3) communication; (4) recognizing and accepting emotions; (5) countering racism, prejudice and stereotyping; (6) stress; and

(7) conflict management. All of these units would be incorporated while focusing on the issue of violence against women.

The place for curriculum integration had now been clearly identified, and the task of securing a setting for the program was to follow.

I began to approach school administrators and discovered a limited number of high schools which were very enthusiastic with regard to the idea of a program addressing the issue of violence against women. In order to incorporate programming of this nature it is necessary to have the full support and understanding of the administration. Upon identifying one school in particular, numerous meetings ensued with administrators, school counsellors, guidance counsellors and Skills for Independent Living course teachers. It was then determined, after permission was granted, from one local division's school board and superintendent that the program would be offered in a high school, to all Grade 10 students (approximately 330 students), their parents and all school personnel .

This particular population of Grade 10 students can be described as "typical" in terms of youth residing in a middle class suburban community. The issues which the students were dealing with were prevalent to adolescents in general, including pregnancy, teenage parenting and truancy.

The following report describes the program "Working Together For Healthy Relationships". Chapter One is an overview of the literature which pertains to violence against women. This chapter delineates the historical roots, scope and consequences of the insidious problem of violence against women. Chapter Two describes the practicum which entails the development, implementation, and delivery of the program, "Working Together For Healthy Relationships". An evaluation of the practicum and the impact of the program is detailed in Chapter Three. In addition, the goals of the program as well as my own

personal objectives are explored in terms of analysis of strengths and weaknesses. Chapter Four concludes the report with recommendations for future programming and my own self-reflection.

My Personal Learning Objectives:

I believe that through this practicum, I have been able to achieve my personal learning objectives which were:

- (1) To increase my knowledge, skills and experience in program development, implementation, delivery and evaluation.
- (2) To determine the process by which programs of this sensitive nature can be integrated into school curriculum.
- (3) To discover whether or not programming of this type is seen as beneficial and worthwhile.

CHAPTER ONE

A LITERATURE REVIEW

"THE DEATH OF ONE WOMAN IS A TRAGEDY.
THE DEATH OF ONE HUNDRED BECOMES A STATISTIC."

Linda MacLeod

1.1 Overview

The past decade has witnessed a growing awareness of violent behaviour in our society. Research studies and surveys across North America have indicated that the majority of this violence, 95% of reported incidents, involve women and children as victims (Jaffe, Hurley & Wolfe 1990). The threat of violence in the lives of women and children is a reality. The phenomenon of violence against women transcends economic, social, cultural, racial, religious, age and sexual orientation boundaries. It affects married and unmarried women as well as lesbian women. It is clear that it threatens adolescent women, elderly women and disabled women.

In 1989, we experienced with horror the Montreal massacre which involved the murder of 14 women at Montreal's Ecole Polytechnique. Here in Winnipeg, in the winter of 1993, we had the shooting death of Terri-Lynn Babb at a downtown Winnipeg bus stop and the following May, 1994, the stabbing death of Kelly Stewner by her estranged husband. In Manitoba, 14 women were murdered by their partners or ex-partners in 1994. These, and many other acts of violence against women, including the killing of Nicole Brown Simpson, in June of 1994, signify that violence against women and children must be acknowledged as a serious problem in our society.

Violence is one of the most crucial issues affecting our society. It is pervasive and systemic in our society. Our culture appears to condone the use of force and violence as an acceptable means of acquiring or maintaining power and control over women and children. Violence in relationships does not occur within a vacuum but instead reflects the broader social reality of violence in the lives of women. The violence against women endemic in our society is both a symptom and a result of entrenched male structures. It is based in the political, economic and social inequality experienced by women (Canadian Advisory Council on the Status of Women, 1991). MacLeod (1989) indicates, "there is widespread consensus that to eliminate violence against women in the home, values and social structures which promote and condone violence, as well as values and social structures which emphasize the power of men over women and children must be identified and changed". (p.15)

The "training", in terms of socialization of males to be violent, abusive and in control maintains the system and perpetuates the existing inequalities. Although women have the capacity to be violent they are not "trained" to be and their violence is neither supported nor encouraged by societal norms and institutions. Male violence is by and large more dangerous and, as indicated by research, occurs significantly more frequently. The fact remains that women are less likely to be abusive and more likely to be abused.

"Two major cultural norms support violence against women. The first is the unequal distribution of power between the sexes, which is associated with traditional sex roles. The second norm condones the use of physical force to resolve disputes." (Straus 1988 p.153).

The Violence Against Women Survey (1993) undertaken by Statistics Canada indicated that 51% of women have experienced physical or sexual violence at least once in

their adult lives. In Canada, 1 in 4 women is assaulted by an intimate partner or date. Over 1 million Canadian women are beaten each year by their husbands or boyfriends. Leaf Lines (1990) indicates that 62% of all women murdered in Canada are victims of domestic violence. In Canada, in a given year, 2 or 3 women are murdered each week by their partner or ex-partner. Over the course of one year, approximately 150 women are killed by partners or ex-partners (Statistics Canada 1993). In Manitoba alone, 1994 brought the deaths of 14 women who were killed by their partners or ex-partners. Children witness over 40% of wife assaults. More than 10% of young high school women are treated violently in their relationships. (Violence Against Women Survey, 1993) Studies indicate (Ontario Native Women's Association, 1989) 8 out of 10 aboriginal women and 4 out of 10 aboriginal children have been assaulted. The batterer is identified as the husband in 84% of the cases (Ontario Native Women's Association, 1988). The literature reveals that in the instances of violence against women, in most cases, the victim and perpetrator are not only known to each other, but may well have a relationship of some dimension. It is estimated that between 40% and 60% of assaultive men witnessed violence by their father or were beaten as children. (Dutton 1982; Statistics Canada 1993)

1.2 Historical Perspective

Historically, wives were often considered to be their husbands' property. Men were considered to be the head of the household and their authority in the family was unquestioned.

Historical laws governing the rights of men and women were based in English Common Law. The "Rule of Thumb" guideline permitted husbands as head of the household to "discipline" their wives with sticks no broader than their thumbs, thus the "Rule of Thumb". This gives us a legal and historical insight as to why the tolerance of

violence against women. While laws and religious beliefs have changed, often old attitudes and myths remain.

1.3 Adolescents And Dating Violence

The original term, date rape, has been broadened to dating violence, which includes sexual, physical or emotional abuse of one partner by another in a dating relationship where the couple is not living together.

Violence in teenage dating relationships has many similarities to violence in adult relationships. Many types of abusive behaviours are present; intimidation, isolation, emotional abuse, economic abuse, sexual abuse, threats and physical abuse. However, the manner in which the abuse is experienced may appear to be somewhat different, from abuse experienced in adult relationships. For example, jealousy and possessiveness may be exhibited by expecting her to be home whenever he calls, and getting angry if she's not, questioning her love, faithfulness and commitment to the relationship. Blackmail may involve threats to destroy her reputation at school by telling others she's been sexual regardless of whether or not this is in fact true. Sexual coercion has been documented as rampant amongst the teenage population (Jaffe and Reitzel, 1990). Other forms of abuse are threats to withdraw from the relationship or to commit suicide if she leaves.

Some of the aspects which are unique to violence within high school dating relationships are that the victim is often unable to avoid the abuser because they attend the same school. This fact may well increase her fear, sense of entrapment or ability to continue attending classes.

Many teens resist seeking help from their parents and other adults, particularly those which represent authority such as the police. They typically struggle to solve their problems themselves or with their peers.

Schools may well be one of the last places society has an opportunity to transmit information regarding healthy relationships.

Snowman and Biehler (1986) suggest that for high school students who are developmentally in the stage of adolescence, this seems to be an opportune time to introduce and impart information regarding appropriate behaviour for healthy relationships, issues pertaining to abuse, and, as well, gender stereotyping. These issues impact significantly on one's identity, self-esteem and self concept and it is the search for a sense of identity which is central to adolescence.

Mercer (1987) concludes, "adolescents know a good deal about intimate relationships before they actually begin to date. They have learned a lot by observing women and men in relationships within their own family and friendships circle. They have learned a lot about societal attitudes towards women and men through film, literature, advertising, humor, lyrics, popular magazines, pornography and the media. The values, attitudes and behaviours they have learned through this broad exposure are brought to their own intimate relationships for experimentation." (p.23)

Violence during dating relationships often seems to precede violence in marriage. Dobash and Dobash (1979) argue that when adolescents begin to date they are experimenting and practicing with adult gender roles which have been proscribed by the patriarchal ideology of our present society. Adolescents are forming patterns of relationships in their own lives which will shape their familial social behaviour as adults.

Jaffe, Reitzel, Sudermann and Killop (1990) conducted research indicating that 62% of secondary school students knew someone who has been a victim of abuse, and 54% of students knew someone who was abused in a dating relationship. At least one in nine high school students reports involvement in an abusive dating relationship. This abusive behaviour often begins in early adolescence, when young people extend their desire for emotional and physical contact beyond the family environment and into peer groups. For girls, having a boyfriend is often a symbol of status, upon which her identity and worth is established. For a teenage boy, having a girlfriend may enable him to experiment with asserting power and control over another individual. The importance of having a boyfriend intertwined with the learned male aggressive behaviour may lead to an abusive relationship. There is a clear indication that male children who witness partner abuse in the home, are ten times more likely than men from nonviolent homes, to use violence in their relationships with women (The Crown Prince, Study Guide 1989; Straus, Gelles, and Steinmetz 1980).

One study of sexual assault among adolescents found that nearly all the female teen victims knew their attackers (Ageton, 1983). The Ageton study found that 78% did not tell their parents about the incident, although 71% confided in one or more of their own teenage friends. These findings identify and reinforce the importance of imparting information within a prevention/education program on how a young woman/man can help a friend if an abusive relationship is identified.

For adolescents, in particular, it is often difficult to separate normal dating habits from abusive treatment. Many young women don't know the meaning of dating violence. They are not aware of the fact that they have rights; the young women often believe they did something wrong. Young men report experiencing confusion in dating relationships regarding presenting the "new age" sensitive image or the "macho" image. Young women

and young men are consistently receiving conflicting and confusing messages from society about appropriate behaviour in intimate relationships. Adolescence, the developmental stage between childhood and adulthood, brings an unprecedented emotionally charged stage, in which many lack self confidence and one in which young women are vulnerable and unprepared to deal with the violence they may experience. In addition to feeling ill equipped, experiencing violence by someone they know, can further erode self-esteem, causing detrimental uncertainty and confusion. The isolation which results from abuse compounds a young woman's difficulty in comparing her experiences with others, in terms of determining whether or not the relationship is abusive.

1.4 The Effects On Children Who Witness Violence In Their Homes

If adolescents have witnessed or experienced violence in their homes, they are likely to perpetuate this cycle of violence and repeat what they have experienced. If the family either implicitly or explicitly condoned violence, as a proper mode of response to anger, stress and frustration and thus as an acceptable means of relating in a relationship, then it may well be a case of knowing no other way of maintaining a relationship. The female may learn the role of victim and the male the role of perpetrator. A social learning theory approach (Bandura, 1973) would suggest that the behaviour that is most frequently and most consistently reinforced will be the one which is most often imitated. The importance and necessity of teaching boys and girls, respectful, responsible and appropriate behaviour and effective ways of creating and maintaining healthy relationships becomes evident (Kincaid, 1985).

In addition to the likelihood of repeating in their own relationships, the violence they have witnessed, living with violence negatively affects social and psychological development. Research has documented a variety of detrimental effects on children who

observe violence in their homes. The range of emotions and behavioural reactions vary from one end of the spectrum to the other. Some turn to aggression or stealing, others try to be "perfect". Some adolescents demonstrate severe psychological and emotional distress which may result in school absences, dropping out, suicide attempts, or the use of drugs and/or alcohol to try and avoid the situation or dull the pain. Adolescents may increase their responsibility in the family to try and protect mother and younger siblings and then often experience guilt, powerlessness and a sense of failure when they are unable to protect other family members. Many feel responsible for the violence and need to receive a clear message that the violence is in no way a reflection of them or their behaviour, that it is solely the responsibility of the offending adult. These false perceptions often affect self-esteem and lead to self blame. An inconsistent and violent family life may impair the child's competency with respect to school work, involvement in extra curricular activities and ability to socialize effectively within their peer group. The lack of control over one's environment and constant fear of future eruptions of violence in the home interferes with the student's ability to concentrate and set goals. These children are often living in chaotic and dysfunctional families.

Pagelow (in Kincaid, 1985) suggests, "It is not inevitable that all boys learn from childhood onward to be aggressive and all girls learn to be victims. But strict adherence to dichotomized (traditional) sex roles, taught within the home and reinforced by the social structure, seems to provide the most potential for violence in intimate relationships." (p. 89) For boys, the best predictor of who will grow up to be violent are those who have witnessed the abuse of their mother by their father. According to the Violence Against Women Survey (1993) women currently in violent relationships were twice as likely as women in non-violent relationships to have witnessed their own fathers assaulting their mothers.

If the cycle of violence is not broken, then the cycle of sexism may well evolve, and this in turn leads future generations back into the cycle of violence. The rationalization for both males and females begins to occur and attitudes such as "she deserves it", "it's her fault", "the man's the boss", begin to be accepted. Identification begins along specific gender lines, legitimizing abusive behaviour. Then these roles become incorporated into future relationships.

Information imparted to young women and young men needs to question the acceptance of these values and allow for the rejection of them. The acquisition of knowledge pertaining to the culture of violence enables other choices to be imparted and then chosen.

1.5 Gender Portrayal And Violence In The Media

Gender issues that deal with how men and women are socialized are central to the issue of violence against women. Violence as an acceptable means of conflict resolution becomes a reality when it is reflected in numerous and varying mediums. The media has an extremely powerful influence on the lives of young people.

In addition, exposure to violence in the media is also seen to contribute to the acceptance of violence in relationships. The media portray many scenarios which present women as the victims of violence. Straus (1980) found that "television contributes to attitudes which favour the use of violence to control and punish people. It emphasizes a macho image for males — encouraging the expression of masculinity through violent behaviour." (p. 239) The entire range of behaviours and attributes associated with males and females encompasses a value-laden expression of roles. Females are associated with home, family, romantic interests and less with the role of expert, authority or in exercising decision making. Their value is clearly being placed in close connection with males, beauty

and body image. Males are generally associated with paid work, prestige, power, vehicles and violence. Maleness is portrayed in connection with power and identity.

Women are routinely sexually objectified, either symbolically or explicitly and victimized in popular culture. This is often reflected in music videos, lyrics, print and television. "Signorelli (1990 in Health 1993) showed that women are disproportionately portrayed as victims, that violence against women is often sexual in nature, and that retribution for the aggressor is often absent." (p. 35)

Gender stereotyping and the effects of the portrayal of violence against women influence the viewers in terms of perpetuating many of the myths surrounding violence against women. Scenes may depict women enjoying the "rape" scene. Images of this nature increase the likelihood of the normalization and desensitization towards violence against women. Gender issues that deal with how men and women are socialized are central to the tragic consequences of violence against women.

The CRTC(1991) review of violence research concludes, "Although television violence is not solely responsible for aggressive tendencies and antisocial behaviour.....it is among the risk factors involved. In fact, most studies agree that there is a positive, though weak relation between exposure to violence and aggressive behaviour." (Health Canada p.37)

Educators observe that students have a growing interest and are actively participating in a wide range of electronic media, including music videos, computer games, store-bought videos, movies and pay TV. Many of these depict a range of violent behaviours and particularly violence against women.

The Sega Toy's "Night Trap" game, depicts scantily clad young women being attacked by hooded men who use drills to drain women's blood. This game was a videograph, which enabled the user to interact and intervene with the players, not just stand apart and outside of the game. Public outcry forced the manufacturers to withdraw this particular game from the shelves, however other games in which children can be physically part of the violence on the screen are available and accessible in enormous numbers.

Violence against women permeates many aspects of society; legal, religious and social institutions are part of our culture which tolerate the multi-million dollar pornography "industry", the pervasiveness of sexual harassment, the epidemic proportion of sexual assault and partner abuse and the victimization of children by either witnessing or directly experiencing violence.

1.6 Definition

Woman abuse and violence against women, terms commonly used, include physical, sexual, emotional and psychological abuse and exploitation against women in intimate relationships. Research suggests that many forms of violence exist, spiritual, emotional, physical, sexual and/or financial. Any forms of violence may occur in isolation or may well occur in combination with one another. The following definition of violence in relationships is provided by A.S.A.P. - A School-Based Anti-Violence Program, London Family Court Clinic Inc. (1994)

"Violence includes physical, sexual and psychological abuse. 95% of domestic assaults reported to police are perpetrated by men against their female partners.

Being a victim of violence can include one or more of the following:

- Physical Abuse can include slapping, kicking, hitting, pushing, shoving, the use of a weapon, and other forms of physical assault.
- Sexual Abuse is unwanted, forced sexual activity.
- Psychological/Emotional Abuse includes undermining a person's self-esteem, self confidence or sense of well-being using some or all of the following means:

Verbal Abuse: Put downs, name calling, abusive language.

Threats: Abusers may threaten to take the children from their spouse, to harm the victim or children, and/or commit suicide. Extreme fear and anxiety in the victim can result.

Intimidation: Abusers may frighten victims by actions, gestures, use of loud voice and/or destroying property.

Extreme Controlling Behaviour: Those who abuse their wife or partner are often extremely controlling of their partner's activities. They permit few contacts outside the home, and allow little or no freedom of choice or action.

Economic Domination: To ensure economic dependence abusers may assume complete control of family finances and/or may discourage the victim from working outside the home.

Isolation: To render the victim even more vulnerable, many abusers isolate their partner from friends, extended family and community contacts.

Undermining Parental Role: Abusers often sabotage their partner's relationship with their children and usurp their authority to discipline."

(p.30)

1.7 Prevention Programming

Prevention programs are necessary to refute attitudes and behaviours which condone violence against women.

Young men should not be victimized by being forced into a dominant and oppressive role, and young women should not be victimized by being treated as property, of less value, or as objects of male dominance, control and violence.

Issues such as sexual harassment, sexual assault and stalking have recently been identified as serious problems facing school administrators. Students have identified conflict resolution and violence prevention programming as important information worthy of being taught and imparted through the school system (Jaffe & Reitzel, 1990).

Awareness and education are crucial if society is to eradicate violence against women. Warshaw (1988) states that it is important to understand that violence is socially, not biologically, programmed. It is, therefore, incumbent upon society to re-educate by way of teaching new models which will guide relationships in order that they are violence-free. When students come from homes in which violence is the norm for dealing with anger, schools must teach other methods for dealing with anger. The school can begin to encourage alternative attitudes and values which refute the acceptance of the use of violence to obtain power and control and to deal with stress and/or anger. Students need the

opportunity to learn and practice skills such as handling conflict, in the same way as they need practice learning physics, geometry, poetry writing and soccer skills.

Programs aimed at the prevention of violence against women represent a relatively new dimension. However, an examination of the literature on prevention programming, emphasizes the necessity for critical examination of the underlying philosophy and content of these programs. There are a number of innovative approaches in terms of prevention now being utilized to educate youth about violence against women. Programs must ensure they do not perpetuate sexist stereotypes, inadvertently blame the victim or advocate victim control. It is advantageous to consult with feminist organizations due to their immense knowledge base in the area of violence against women and the dynamics of abuse.

The changing role of the school in the prevention of violence against women needs to be viewed in the context of changing roles and functions within communities and society. A successful and comprehensive approach to ending violence against women demands that we address social and educational norms in our society, acknowledging that education must move beyond the realm of pure academia and collaborate with others, in a community effort to end this serious social problem. The Standing Committee on Health and Welfare (1991) suggests,

"The school is one of the main socializers of children in our society... educators are well positioned to increase students' knowledge, awareness and comfort level with such subjects as violence, sexuality, relationships, and gender inequality. Appropriate classroom discussion can break the silence and dispel the myth that violence in the family or in other intimate relationships is a private matter, and thereby give students permission to talk about the abuse." (p.18)

The focus of short-term education is the dissemination of information and increasing the knowledge base about violence against women, stressing the fundamental principle that violence is unacceptable. The long-term educational goal must incorporate institutional and societal changes directed at the root causes of violence against women. This would involve a recognition of feminist analysis of society, that in the nature of a patriarchal society, the lesser value accorded to women is directly connected to violence against women and an outgrowth of religious, cultural and legal institutions in our society. A lack of information contributes to vulnerability. An important key to eliminating violence against women relies on societal change, the perception of the role and status of women.

Change can begin through the educational system, by developing, implementing and delivering proactive programs which address the issue of violence against women. Education and prevention become increasingly pertinent as the enormity of the problem emerges.

1.8 Framework (Current Models and Approaches)

The many programs reviewed differed in a number of aspects, these included: target group, age of child, kinds of materials, focus of materials, number of sessions, parental involvement, teacher involvement, student evaluation and teacher evaluation.

One such program, Lewis (1987) is most appropriate for an all female group as it focuses on the experiences and needs of young women. "Thumbs Down - A Classroom Response to Violence Towards Women" (1990), sets out one time lesson plans for a multitude of age levels. The Manitoba Education & Training (1991) package contains student worksheets to be used by Grades 9 - 12 and includes limited background material for teachers. Gamache (1988) initiated a program designed to train teachers to incorporate violence prevention information into their regular curriculum. Education Wife Assault

(1993) developed a teaching guide including a resource package for students. However, evaluation of the program was not included as part of the delivery of these programs.

The Feeling Yes, Feeling No: A Child Sexual Abuse Prevention Program originally incorporated live theatre, parent information evenings and teacher in-servicing, however, in its present form, it is only available as an audio-video resource.

The A.S.A.P. - A School-Based Anti-Violence Program (1994) offers in-depth materials for elementary, middle and high school male and female students. It advocates parent and teacher involvement as well as additional initiatives to take place throughout the school year, aimed at addressing the issue of violence against women. Both the "Feeling Yes, Feeling No" program and the "A.S.A.P. - A School-Based Anti-Violence Program" incorporate an evaluation component into program delivery.

Additional programs exist which use peer counselling, theatre, photo-novella (story telling through a series of photographs, accompanied by narration in photo captions), comic books, puppets, audio and videotapes and public education workshops. (Manitoba Women's Directorate 1992)

The method of delivery chosen for this program is the public education workshop format. This approach provides the opportunity to raise public awareness and increase sensitivity and concern regarding violence against women, as well as impart valuable information on available community resources and services. Therefore, for the purposes of this project, concentration will be directed at addressing methods and frameworks utilized for public education workshops.

An examination of prevention program evaluations, indicate that effective program delivery is dependent both on program components as well as implementation strategy. It

has been determined that prevention strategies are best begun in childhood, when young people are just beginning male/female relationships. The first step to addressing the problem is creating awareness of and sensitivity to the issues. Research conducted by Jaffe & Reitzel (1990), indicated that students felt and expressed a perceived need for more education and public awareness in the area of domestic violence. Schools were viewed to be the logical vehicle for dissemination of materials and provision of knowledge.

It is important that prevention materials gear the conceptual ideas appropriately to the age level of the target population. Awareness and exposure to the issue of violence against women may alter perceptions and vary understanding depending on age. Individualized programming is necessary to a certain extent in order to reach the target group. If material presented is beyond the grasp of the students, meaning will be lost, confused or distorted. If the material does not accurately reflect the reality of the participants it may well lose its credibility.

Evaluation of programs is scarce, however preliminary recommendations from Ferguson & Mendelson-Ages (1988) suggest an effective model includes, teacher training and parent workshops prior to delivery of programs in the classroom to the students. This model has proven to be effective in the area of elementary age programming — specifically, "The Feeling Yes/Feeling No: A Child Sexual Abuse Prevention Program" (Winnipeg School Division No.1, 1985). Recently, The London Family Court Clinic Inc. successfully delivered the A.S.A.P.-A School-Based Anti-Violence Program incorporating a similar model for high school students addressing the issue of violence against women. This integrated approach supports and encourages teacher, parent and student involvement.

Attitude change takes time. It needs to be addressed at all levels; in the family unit, in the community and in schools.

CHAPTER TWO

THE PRACTICUM

This chapter describes the intervention program, "Working Together For Healthy Relationships", from its inception to its conclusion. A tremendous amount of time and energy was expended at the pre-program planning and implementation stages. The nature and philosophy of the program necessitated numerous meetings at all levels of the school system in order to create a receptive and trusting atmosphere in which to deliver the program. A collaborative and comprehensive approach was needed to facilitate incorporating the program into existing curriculum and accessing valuable classroom teaching hours.

2.1 Purpose

"It is precisely because many men have a strong potential for violence that we must do everything possible to discourage it and encourage the development of empathy and other qualities which are inversely related to violent behaviour. Violence can be very significantly reduced. It is never claimed that it can be abolished."

(Miedzian p. xxvi)

The general purpose of this practicum was to develop, implement, deliver and evaluate the impact of a violence against women prevention/education program, for Grade 10 students.

The goal of the program, to be called, "Working Together for Healthy Relationships", was to educate and create an awareness to eliminate and prevent violence against women, by educating high school students, their parents and teachers about the cause, scope and consequences of violence against women. The program aimed to teach

skills such as effective communication, functional conflict management skills, and critical analysis of issues such as stereotyping and power imbalances. The nature and content of the program was grounded in a feminist perspective, in order that violence against women be viewed within the social and political framework which allows for its existence. It encouraged values which promote non-violence.

"Attitudes and values underlie the ways in which people view and relate both to themselves and to the world around them. How people perceive violence, interpret the factors that contribute to it and relate to both the abused and the abuser, are affected by their underlying belief system. People are not born with values. Values are developed as a result of life experiences. Attitudes and values are not static. They change over time." (Health Canada p.7). Recognizing this to be true, the program addressed the need for increasing awareness and knowledge in an attempt to change attitudes surrounding violence against women and stressed values which incorporate non-violent choices and encourage equality of women and men in relationships.

2.2 Objectives

For students:

- (1) to increase skills in identifying abusive relationships.
- (2) to demonstrate knowledge of the societal values, beliefs, attitudes and history that support violence against women.
- (3) to develop conflict management skills.
- (4) to accept responsibility for their own behaviour.

- (5) to teach skills that reduce the likelihood of students being abused or abusing partners.
- (6) to identify and increase knowledge of community resources.

For teachers and parents:

- (1) to increase awareness and enhance knowledge, regarding violence against women.
- (2) to reduce apprehension regarding program content.
- (3) to increase and open avenues of discussion around the issues of violence against women.
- (4) to help reinforce concepts taught to students.
- (5) to identify and increase knowledge of community resources.

2.3 Pre-Program Planning Process

Planning for the practicum began with the initial idea of creating a program for high school students addressing the issue of violence against women. In April 1994, I attended a conference sponsored by Winnipeg School Division No.1, outlining the A.S.A.P. Program - A School-Based Anti-Violence Program developed by the London Family Court Clinic Inc. I obtained the manual and following discussions with Kim Clare (advisor), I decided this would be the manual from which I could draw valuable information. I then began to gather many other manuals and information on other programs which were offered throughout North America. At this point in time I did not know which school would be interested in allowing me to pilot this project, nor how many actual teaching hours I would be permitted with the students. I began to peruse the material with the intent

of analyzing the number of hours I would require to present the material adequately, thus being prepared for the meetings with the schools.

The practicum committee was selected in April, 1994. The committee included Professor Kim Clare (advisor-Director, School of Social Work Winnipeg Education Centre) Professor Joe Kuypers (University of Manitoba Faculty of Social Work) and Professor Wendy Josephson (University of Winnipeg Psychology Department).

During the summer of 1994, I met with four female Winnipeg-based Grade 10 students as well as one female Grade 10 student and one male Grade 11 student from Vancouver. The main purpose of these meetings was to pre-test the evaluation instruments and to discuss with these young people the program content and purpose, in order to grasp their perceptions of the problem and what, from their perspectives would be worthwhile including in a program of this nature. It quickly became evident that they felt a program like the one I was suggesting was much needed and wished they could have the opportunity to avail themselves of this type of programming at school. The other concern expressed, was that they have information to help each other, in that it would be their peers they would most likely turn to, in the event that they had a problem. In addition, they suggested that I make it known to the students that I would be available for them to turn to while I was presenting the program in their school.

In each group, stories were told of abusive situations that either they themselves, a sister or friends had experienced. (At this point my concern turned to them, and I informed them of resources that were available to them and gave them my phone number in the event they wanted to talk to someone further). This certainly validated for me, that the issue of violence against women was most certainly a grave concern for young women and a

program addressing violence and abuse in intimate relationships would in all likelihood be seen as fulfilling a need for young women and men and relevant to the reality of their lives.

2.4 Implementation Process

Commitment to the programming on the part of administration was imperative in order that school staff and teachers see the program as worthwhile and beneficial. Due to the fact that the implementation of this program required co-operation and additional work on the part of the teachers, both outside and within the classroom, their participation and suggestions were needed in order to facilitate a smooth integration into the classroom.

After many meetings, a school setting was secured and the actual number and content of the modules agreed upon. It was also agreed upon that the program would involve an inservice for all school personnel and parents of Grade 10 students and that five program modules would be offered to all Grade 10 students. In addition to program content, meeting agendas involved the actual naming of the program. My initial suggestions were thought to be too direct in terms of naming the violence, as "violence against women" and administration felt it would immediately set the males on the defensive (which did prove to be the case in terms of the staff inservice). At this point I chose to go with the name "Working Together for Healthy Relationships". In essence this issue was not worth going to battle over, because the program content was not to be altered, just the name. After consultation and discussion with my advisor Kim Clare, I felt I could live with this adjustment. Meetings began with the child guidance clinic counsellor, school counsellor, social studies department head, vice-principal, principal, and all the Skills for Independent Living course teachers. It was then brought to my attention that a program of this nature would require the permission of the superintendent of the school board. Written permission was granted and the program was scheduled to be offered in November of

1994. The actual scheduling of the pre and posttest as well as time tabling the delivery of modules in a consistent manner required many hours of meetings with the school counsellor. (Appendix 1)

The inservice for teachers was scheduled from 3:00 P.M. to 4:00 P.M. on November 15, 1994, the parents evening from 7:00 P.M. to 8:00 P.M. on November 15, 1994. It was decided to offer a second parent evening on November 17, 1994 also from 7:00 P.M. to 8:00 P.M. in order accommodate any parents who may wish to attend. A notice was sent out to all parents informing them of the evening and the topic for the evening. Once again the wording for this notice was carefully scrutinized in order that it address the issue of violence and abuse within relationships, but not expressed in words considered to be too feminist in tone. However, through compromise on all our parts a satisfactory letter was developed and distributed. (Appendix 2)

The program was scheduled to begin Monday, November 21, 1994 for six of the eleven Grade 10 classes and end Friday, November 25, 1994. The remaining five Grade 10 classes would receive the program from November 28, 1994 to December 2, 1994.

Finally, I contacted local agencies such as Child and Family Services East, The Family Centre of Winnipeg and Evolve, to inform them of the "Working Together for Health Relationships" program in order to prepare them for any referrals which may result from the program.

I had ongoing consultations with my practicum advisor and committee members throughout the development and implementation process, in order to clarify, modify when needed and obtain ongoing support and feedback. What appeared to be a tightly scheduled task on paper proved to be an incredible learning experience in reality. I became known within the school as "the travelling road show".

2.5 Method of Intervention

The implementation of programs which address sensitive issues must adhere to a well defined process. Firstly, it is imperative that the materials are presented and approved at the school division level. Secondly, support and acknowledgment by the individual school's administration eases and facilitates co-operation and program delivery within the specific school. Thirdly, it is necessary to obtain commitment from teachers, counsellors, school personnel, and parents through inservices and parent information evenings. Due to the sensitive nature of the material, principals, vice-principals, teachers, counsellors and parents must all be informed and educated in terms of the materials that will be incorporated into the curriculum. If these steps are not adhered to, the likelihood of implementation will be extremely limited. If the parties delivering the information are not knowledgeable or comfortable with the material, the impact will be negligible. If parents are misinformed about materials, apprehension will arise.

"Working Together for Healthy Relationships" addresses the problem of violence against women through a delivery model which consists of three components: (1) Teacher/school personnel inservice; (2) parent information workshop; and (3) in-class presentations to students (for all male and female Grade 10 students as part of the Self-Management module in the Skills for Independent Living curriculum). The in-class presentations to students were delivered to approximately 330 students. There were eleven class sections of approximately thirty students per class. Each section received all five module units. The program ran eleven times over the course of two weeks. In addition, resource packages were developed and distributed to all students, teachers and parents who received the program. An evaluation of the impact of the program was built into the

delivery of the program, incorporating pre and posttesting and less formal subjective written evaluations.

The focus of the program was to enhance knowledge and understanding of violence against women and to begin to eliminate tolerance for abusive behaviour. It intended to enable participants to define and identify violence against women, in its many forms. In addition the purpose was to emphasize non-violent and non-abusive ways for maintaining relationships and dealing with conflict, through introducing the development of conflict management skills.

The program sought to provide students with the tools they could use to protect themselves and others from becoming abusive or abused.

In any relationship, equality between two people can exist, however, it is dependent on the existence of respect, trust, support, non-threatening behaviour and shared responsibility. If attitudes are to change it is imperative that participants acquire an understanding of the dynamics of violence against women. Attitudes and stereotypes which perpetuate violence against women must be identified and addressed.

Teacher/School Personnel Orientation:

The teacher/school personnel inservice took place prior to both the parent evenings and in-class presentations to students, thus permitting teachers to become comfortable with materials and increase awareness and knowledge about the subject. It was intended that any apprehension on the part of the teachers would be addressed during these sessions.

The inservice included an overview and description of the materials which was to be used with the students. The main focus areas were presented. The process by which the materials would be introduced and actual learning activities, such as role-plays,

videotapes, discussion questions, individual and group activities would be examples of the exercises covered in this presentation. A resource package specifically designed for teachers was distributed. (Appendix 4) The package contained relevant literature, a community resource list and bibliography. In addition, school reporting procedures and methods for handling disclosures effectively and supportively were included.

Parent Information Evening:

The parent evening occurred prior to the student presentations in the school, thus allowing parents an opportunity to become comfortable with the materials and increase awareness and knowledge about the subject. The parent information evening included an overview and description of the materials which were to be used with the students. The main focus areas were presented. The process by which materials would be introduced and the actual learning activities were part of the presentation. A resource package (Appendix 6) specifically designed for parents was made available. The package contained relevant literature, a community resource list and bibliography. In addition, methods for handling a child's disclosure effectively and supportively were included.

Student Presentations:

The presentations to the students involved five classes in total, presented in 45 minute blocks on five different occasions and completed within two weeks. Many teaching strategies were employed. The learning activities included: discussion groups, lectures, worksheets, videotapes and audio tapes. The small groups utilized student recorders and reporters who presented findings to the rest of the class. The information was then charted and discussed with the entire class.

The curriculum intended to develop an awareness of violence against women, the pervasiveness of the problem and its existence as a serious social problem within our society. Students were able to briefly delve into an analysis of the causes of the problem, and then present responses and reflect on recommendations for future solutions. Intergenerational violence and the cycle of violence were explored through the use of the videotape, "The Crown Prince" (NFB, 1989). Myths, signs and indicators of violence against women were addressed. Issues such as historical context of violence against women, sexism, gender stereotyping, media portrayal of women and violence, conflict management skills and others were explored. A resource package (Appendix 12) specifically designed for students was distributed. The package contained age appropriate relevant literature, a list of community resources and bibliography. In addition, information was included on how to help a friend when an abusive relationship is identified.

2.6 Setting/Procedure

Sessions were held for the staff and parents in a large classroom of the high school. The inservice for staff was scheduled and began at 3:00 P.M. and ran until 4:00 P.M. The presentations to students took place in the students' regular geography classrooms. For the most part the teachers were present, however, some were more actively involved than others, this factor will be further described in the section to follow describing program delivery.

Session/Module Format:

The general format of each session consisted of responding to the questions presented in the question /comments box, the 'lesson/presentation', the student activity and then concluded with a minute or two writing session where the students commented on the

learning which took place in that particular lesson and/or took the opportunity to address a particular concern, issue or question to be written and placed in the question/comment box.

2.7 Supervision

My advisor Kim Clare came to the setting and observed the delivery of Module Two and Module Three. We met after to debrief and for me to receive feedback regarding the sessions.

Any classroom issues were dealt with either through the specific classroom teacher, the child guidance counsellor or the school counsellor. I spent a great deal of time discussing issues pertaining to individual students, class personalities or content of the modules, with the child guidance counsellor and school counsellors.

I was in constant telephone contact with Kim Clare, Wendy Josephson and the school's Child Guidance Clinic counsellor who had great insight into the actual interpersonal relationships and workings within the school. The Child Guidance Clinic counsellor also attended Module One in order to provide feedback.

2.8 Program Description "Working Together For Healthy Relationships"

2.8.1 School Personnel Inservice

The presentation to the entire staff of the high school was one hour in duration. The philosophy behind including the entire staff, not just the specific Skills For Independent Living teachers, whose students would be receiving the program, involved many aspects. Firstly it was a vehicle to enable all present to increase their knowledge and awareness regarding the tragic consequences of violence against women, secondly all present would be informed of resources they could access for themselves as well as for the

students. By means of pure statistics, given that approximately 70 people were present, undoubtedly some had experienced or were aware of an abusive relationship and this information could prove to be most worthwhile in and of itself. Secondly, the inservice would impart information regarding the actual program that students would be receiving and lastly the inservice enabled the staff to learn how to respond to a student should they come to a staff member and disclose being involved in an abusive relationship. Given that the students would likely turn to an adult they trusted for help, we had no way of knowing whom that would be for each student in the system. Thus the importance of having all staff knowledgeable about the issue, its resulting consequences, appropriate responses and services which are available.

The inservice occurred one week prior for some classes and two weeks prior for other classes in terms of when the students would receive the actual program, "Working Together For Healthy Relationships".

School Personnel Inservice Format

INTRODUCTIONS

The principal introduced me, then the school counsellor introduced the topic. From there, I gave a brief overview of what would be taking place over the hour session.

INFORMATION ON VIOLENCE AND ABUSE IN RELATIONSHIPS

I presented the information regarding the historical perspective, incidence rates, definition, myths surrounding and consequences of violence against women. I used overheads to aid the process. (Appendix 3)

VIDEO - KIDS STUFF

I showed this short, five minute video which is an animated film without words, reflecting the anguish of a child over parents' conflict.

HANDLING DISCLOSURES AND REPORTING PROCEDURES

This information was presented verbally, as well as visually through the use of overheads and I indicated that this information was also contained in the resource package.

THE PROGRAM, "WORKING TOGETHER FOR HEALTHY RELATIONSHIPS"

The overview and outline of the program, "Working Together For Healthy Relationships" was presented verbally as well as visually with the aid of overheads.

OPEN DISCUSSION & QUESTIONS

There was only one question formally directed to me after the presentation and that pertained to the issue of the abuse of men by women, specifically citing some examples which had been covered by the local newspaper a few days prior to my presentation. I responded firstly by stating that violence is not acceptable, under any circumstances. I then repeated statistics in terms of male violence against women and the socialization process of males and females, suggesting that male violence was present in the overwhelming number of cases and that the female violence was acting outside the norms of female behaviour. I also referred to the recent newspaper article directly, suggesting that the results of only one study had been presented. I noted that perhaps we should be calling this behaviour, 'violent tactics', as was suggested by Dr. Sid Frankel, of The University of Manitoba, in the same article. I also spoke to the fact that we have no indication of what these women were responding to in terms of previous behaviour-was it self defense? were they involved

in an abusive relationship? etc. I reiterated the message that I would be transmitting, that violence is unacceptable and that the zero tolerance charging policy states that domestic violence is a criminal offense. Offenders of either gender will be charged.

DISTRIBUTION OF RESOURCE PACKAGES (Appendix 4)

The resource packages contained relevant written information, a bibliography, listing of resources and services available within the community and written guidelines for responding to a student who may disclose being involved in an abusive relationship.

EVALUATION

The questionnaire used to evaluate this program segment is included in Appendix 5.

There were not as many written evaluations as I would like to have seen. Only ten teachers responded on the evaluation forms. However, the ones I did receive addressed the presentation in terms of it being boring, not gender neutral and that my style of presentation could have been improved by being more humorous and less monotonous. The other concern related to a scheduling conflict due to parent/teacher conferences later that evening. The actual information was felt to be good and the film chosen to be excellent and very powerful. A more detailed description is presented in the evaluation chapter of this report.

Prior to the parent information evening, I took the teachers' concerns to the principal, school counsellor and child guidance clinic counsellor to resolve how to adjust the parent evening presentation. They were most supportive and minimal adjustments were seen to be needed and I immediately made the necessary alterations to the presentation. I also checked with one of the teachers of the Skills for Independent Living course to allow

him the opportunity to voice his concerns. He said he had no concerns and felt very positive about the program.

The less formal, anecdotal feedback, which I received verbally from staff members was that it was very good and that in terms of raising awareness, this was accomplished. Apparently a group of female staff members went out for dinner together later that evening and the focus of the dinner conversation was directed specifically at the issue of violence against women.

2.8.2 Parent Information Evening

The parent information evening was offered on two separate nights in order to accommodate and encourage the largest number of parents to attend. In total there were 17 parents in attendance. Each presentation was one hour in duration and occurred the week prior for some classes and two weeks prior for the other classes to the program going into the actual classrooms.

The format and information imparted followed directly that of the staff inservice, with the exception of omitting school specific information. The information regarding responding to a student was altered to reflect and address the issues pertaining to responding to a child. (Appendix 6)

Distribution Of Resource Packages (Appendix 6)

The resource packages contained relevant written materials, a bibliography, a list of resources and services available within the community and written guidelines, in terms of how to respond to a child if an abusive relationship is identified.

Evaluation

A total of ten parents responded on the evaluation forms. Parents appeared to be very positive in their responses. All were extremely pleased that this program was being offered to their children, and felt it would be beneficial. One parent approached me after the session and described two situations involving violence against young women that her family was presently dealing with. She stated that she was extremely encouraged with the information that was presented. Also interestingly enough, other parents commented to the fact that they were very pleased that the school had taken the time and effort to include them in the process of their children's learning, by informing them of the program which would be offered to their children. This is further described in the evaluation section of this report.

2.8.3 Student Sessions

A pre-test was administered prior to going into the classroom in order to assess attitudes, behavioural intentions and knowledge prior to the intervention. The pre-test was administered November 8, 1994 and November 9, 1994, two to three weeks prior to the presentations to the students. All the Grade 10 students in attendance responded to the modified Revised Conflict Tactics Scale and the London Family Court Clinic Questionnaire On Violence In Intimate Relationships. (Appendix 7).

The following outline was developed prior to program delivery. The predetermined topics and agenda were altered slightly due to time tabling issues, input from the teachers and the fact that I became more flexible as time progressed. I had also begun to get to know the students and was able to more accurately assess their needs and desires from this type of programming. I decided it would be more effective to reverse Modules Two and

Three, because some of the classes were double blocks. I also chose to omit the video, "Right from the Start" strictly due to limitations of time. Instead I reflected on the dating violence which presented itself in the "The Crown Prince" and moved on in Module Four to group exercises which I deemed to be a better use of the time. The legal information was imparted sporadically throughout the five modules, by responding to the question/comment box responses and as a part of the myth/fact sheet exercise.

Module One

General Overview

Goal: To raise awareness and increase knowledge on the issue of violence against women

Process:

- Group building- due to sensitive nature of the issue
- Present initial results and analysis of pre-test (ensuring confidentiality) - not able to do as results were not compiled to date
- Myth/fact sheet exercise

Topics:

- Naming and identifying the violence (incidence rate/statistics)
- Historical perspective
- Issue of power and control contributing influences

Module Two

The Effects on Children Who Witness Violence

Goal: To gain an understanding of the effects of witnessing violence

Process:

- Showed video - The Crown Prince
- Discussion and activities (stress, recognizing and accepting emotions - anger)

Topics:

- Overview - learned behaviour
- Intergenerational transmission of violence
- Cycle of violence
- Cycle of sexism

Module Three

Gender Portrayal and Violence in the Media

Goal: To increase knowledge and awareness of the effects of gender stereotyping and violence in the media.

Process:

- Discussion and small group activity

Topics:

- Overview
- TV, rock music and videos, video games, gender portrayal and violence (self-concept, stereotyping)
- Assertiveness

Module Four

Dating Violence - Partner Abuse

Goal: To identify abusive relationships and recognize emotions

Process: - Video - Right from the Start-omitted
- Activities and discussion (communication and conflict management)

Topics: - Overview
- Characteristics of violent relationships
- Anger

Module Five

Wrap Up

Goal: To gain awareness on how to help a friend, conflict resolution and increase knowledge of community resources.

Process: - Discussion
- Administer posttest
- Distribute resource packages

Topics: - The law (dealt with in less detail through answers in question box)
- What can you do to help yourself or a friend?
- Conflict resolution

Practicum Modules

MODULE ONE

INTRODUCTIONS

a) Myself

All the Module One classes began with the teacher introducing me to the class as Ms. Oreck-Wener. As I began I suggested to the students that they call me Lynne, for two reasons, that Ms. Oreck-Wener was a mouthful, as well as the fact that it was my desire to have the atmosphere be informal. I reminded them that I was the person who was in their class a few weeks ago administering the questionnaires about conflict and violence in relationships. I moved on to let them know that I would be with them for the next five classes until the end of the week and we would be talking about violence and abuse, specifically that which occurs within relationships.

b) Resources

Prior to starting the actual lecturette portion of the class, I spoke about the sensitive, and for some emotional, aspect of this issue. I then showed them the front page of the phone book which lists resources that are available to them should they feel the desire to talk with someone. I also let them know the counsellors and teachers were all aware of the work we were doing and were also available for them, as well as the fact that I would be in their school over the next few weeks. I put the room number up on the board where I could be found. I informed them that at the end of the week they would all be given resource packages with more information and a list of community resources and services .

c) Philosophy of Program

Due to the feedback from the school personnel inservice, I felt it was important to mention and be clear about the fact that these sessions were not intended to be anti-male or present as male-bashing, and we were not in any way intending to blame the individual males in the room. Rather, what we would be looking at, was the effects of stereotyping, the messages we get about gender and the issue of violence in terms of power and control. I suggested that if indeed the sessions began to feel like they were being unfair to the males, they could either tell me or write it down and put it in the question/comment box. I was trying to avoid the males becoming defensive and then not participating or participating in a negative fashion.

d) Students' Name Triangles

I then proceeded to have the students make name triangles for their desks, so I could start putting names to faces. I did some group agreement work with the class, focusing on listening and respect for each other.

STATISTICS/INCIDENCE RATES

The next part of the class dealt with statistics and incidence rates of violence against women, it was presented with the aid of overheads. (Appendix 8) I was unable to present to the students the actual statistics which came from their pre-test information due to the fact that it had not been completely compiled at this point in time. Instead I presented results from high school students in London, Ontario. After presenting these results I checked, via short discussion form, whether or not the students felt these statistics were in keeping with what they knew to be true in the reality of their lives. For the most part the students

agreed that these statistics were not really any different than that which was happening in the lives of Winnipeg high school students.

DEFINITION

I began by asking the students what they think of when they hear the word abuse? What comes to mind? How they would define it? What is it? I listed their responses on the chalkboard.

Then I presented a definition and examples of the forms of violence and the three common factors associated with abuse, in order that the students could begin to name, understand and identify abusive relationships. I used overheads to aid in the process (Appendix 8). This moved into identifying abusive behaviour as 'learned behaviour', and that we can all learn and choose different ways of behaving. We then had a discussion about what influences our attitudes and behaviours.

MYTH/FACT SHEET

In the next part of the class, the students individually answered the Myth/Fact sheet (Appendix 8). We then checked the answers and I listed the correct answers on the blackboard, and had a brief discussion. The myth/fact sheet was used as a teaching strategy to impart important information regarding attitudes, causes, scope and consequences of violence against women. In the first class I answered the myth/fact sheet verbally and did not put it on the board. The teacher suggested it may be more effective if I actually put the answers on the board allowing for more discussion as well as enabling the students to actually mark their own answers. I tried this suggestion in the following classes and found this adjustment to be much more effective and continued with this method for all remaining classes.

WRITTEN STUDENT EVALUATION FOR QUESTION/COMMENT BOX

Prior to the end of the class I asked each student to write for a few minutes on a piece of paper, without putting their name on it, the following: the most important thing I learned during the class today and/or any questions or comments they'd like addressed. They then put this piece of paper into the question/comment box on their way out of the classroom.

I also requested that each student bring with them for the next class a popular tape, magazine, video, CD, newspaper article, or else before the next class, to play a video game or watch a favourite TV show, and be able to discuss it in terms of how gender and violence are portrayed by the media .

MODULE TWO

Module Two for some classes was the next day, however for others it was the day after.

QUESTION/COMMENT BOX RESPONSES

The class began by spending a few minutes addressing the comments and questions which were presented in the question/comment box (Appendix 13) .

This part of the class was most interesting to me and I suspect to the students as well, because here they were able to set the agenda and actually have their concerns and issues addressed. I felt it also showed the students some respect, that I was here to listen to their concerns and attempted to respond to them. I decided to group the questions together and answer them in a general sense rather than reading each question out and answering them individually. I also answered all the classes' questions, for each class,

suspecting that some were wanting to know the answers to the questions not only for their individual classmates but for all the other Grade 10 students as well. After I finished, I suggested that if the answers I offered weren't sufficient would they please either give me more details, come and see me or put the question back in the box so I would know I needed to address it again.

GENDER PORTRAYAL AND THE MEDIA

Next I divided the class into groups (which had been predetermined by the teachers) and gave them two tasks. The first task was to either listen to their music, peruse magazines, discuss popular TV shows or movies, and to look at how males and females were being portrayed in terms of dress, employment, stereotypes, and, if noticed, how portrayed in relationship to violence. I distributed a music awareness sheet to assist them in this process. (Appendix 9) (I brought with me tapes, CDs and magazines in the event that they forgot- which many did) The second task was to complete the following phrases, "people think males are....." and "people think females are....." Each group needed to determine who would be the recorder and who would report their findings back to the larger group. (I walked around the class offering guidance to the students as did some of the teachers). I then recorded their responses on the board and we discussed them. The group responses were fairly similar both amongst groups and between the classes. The students' responses were in keeping with what I had expected in terms of stereotypes. Some of the discussion was around "girls have to be perfect", "sex objects", "we girls settle for less", "guys can be any shape", "what were females valued for?" "what were males valued for?" Some of the ideas discussed were the pressures on males to be in charge; such as the one to initiate the date, to pay, to ask to dance, and to be macho and emotionless. The females were seen as needing to be skinny, wimps, inferior, fragile, weak, emotionally confused, "dumb blondes", pretty, passive, needing a boyfriend and

were viewed in relation to household duties and child care. The latter views carried with them a negative connotation and were not seen as valuable and worthwhile careers. The boys were seen as strong, smart, in control, athletic, insensitive and dominant. The discussion entailed the pressures to act more stereotypically, where we learn about being male and being female, the mixed messages stereotypes can give and the difficulties entailed if one was to step outside of gender stereotypes. For example, the students felt it would be more difficult for a male to become a nurse, than for a female to become a scientist or engineer. The discussion briefly addressed the harmful nature of these generalizations and the link to violence and the need to learn appropriate and effective skills in order to get our true needs met in a relationship. This discussion was attempting to encourage the expression of feelings and emotions, so that stereotypes aren't continued to be accepted as the reality for each individual in a relationship.

ASSERTIVENESS DEFINED

Using an overhead to aid in the process (Appendix 9), I then moved on to define assertiveness and to present it as an appropriate skill to develop and use in relationships. The students formed dyads and tried the exercise, "Saying No". This exercise involved one student choosing an object they brought with them which represents something they value. These students were instructed NOT to give away the object. The other student in the pair was instructed to attempt to get the object in any way they deemed possible without using physical violence in the classroom. We then discussed what strategies worked, and what didn't. Some of the strategies involved threats, grabbing when the other student wasn't looking, blackmail, persuasion, trickery. Successful strategies reported on the part of the possessor of the valuable object included speaking loudly and persistently saying, "No", "No Way ", shaking of the head and turning away. We ended with a discussion around how we sometimes use our relationship to persuade someone to do something. The

discussion also noted the importance of consistent clear messages, for example, saying 'no', but giggling and smiling presents a confusing, mixed message for the receiver. However, the receiver must be conscious of respecting the other's statement and desires.

WRITTEN STUDENT EVALUATION FOR QUESTION/COMMENT BOX

MODULE THREE

Due to time restrictions questions/comments postponed until next class

VIDEO: THE CROWN PRINCE

I showed the video, The Crown Prince, which explores the complex problems and choices teenagers who witness violence in their homes are forced to face. It depicts the feelings and frustrations of two children witnessing wife assault at home. It demonstrates the cyclical nature of woman abuse, as well as student disclosure to teachers and explores issues related to family secrecy. The students were generally riveted to their seats with full attention given to the video. Their responses were very positive in terms of the film and all the teachers commented that it was an excellent film and also noted that they felt the students were very focused on the film.

DISCUSSION OF THE VIDEO

I presented the following questions in order to facilitate discussion of the video. Is hitting the only form of violence in the film? Why does Billy resort to violence in the garage? Is Billy doomed forever?

WRITTEN STUDENT EVALUATION FOR THE QUESTION/COMMENT BOX

MODULE FOUR

QUESTION/COMMENT BOX RESPONSES

This class began by spending a few minutes addressing the responses from the question/comment box. (Appendix 13)

ANGER /DATING VIOLENCE

The idea presented next was that all of our emotions are acceptable and both males and females have a right to express a full range of emotions. However, what needs to be looked at is how the emotions are expressed in terms of what behaviour is acceptable and what is not. Abuse was presented as involving power and control, and the need for one person to dominate another person. I stated that nobody deserves to be abused, and in fact, abuse is a serious crime which is against the law. It is important to recognize that violence, emotional as well as physical, is not an acceptable way to resolve conflict. We must all be responsible for the choices we make in terms of how we deal with conflict.

UNDERSTANDING ANGER

With the aid of an overhead, (Appendix 10) I presented an overview of anger. Next I divided the class into small groups and gave them the following exercise.

Exercise: List situations which make you angry.

How did you react mentally/physically? How did you behave?

How can you cope with these reactions in order to deal with your anger more effectively? What can you do differently?

The discussion which followed involved the group presenter reading out the responses or in some instances I presented the group results. The reason for this was

because by this point I had developed somewhat of a relationship with the students and asked them if this type of group work was hard in and of itself or was it difficult because of the actual subject matter that was being addressed. For many of the students they suggested it was the subject matter. Therefore I made an agreement with them that if they did the work I would present it to the group.

Discussion followed the exercise, addressing the responsibility to act appropriately when angry and suggesting coping strategies to deal with anger more effectively and appropriately.

Many of the situations which made them angry were repeated from class to class. Some of the issues identified were as follows; bothers, sisters, parents in general, when parents don't allow something, friends talking behind your back, people lying about you, rumors, put downs, insults, teasing, friends who break plans, bad teachers, bad grades, someone being mad at you and you don't know why. These responses led to a brief discussion around communication, respect within a relationship and how to deal more effectively with siblings.

Their individual coping mechanisms were also similar from class to class. The ones identified most frequently were as follows; punching, screaming, yelling, slapping, silent treatment, hands start clenching, getting hot, bribe, threaten, ignore, swear, tell them off, fight, automatically shut up, say something you don't mean, talking back, shouting, crying, insulting and slamming doors.

Some of the mechanisms identified for more effective ways of dealing with the situation were; take a walk and then try to talk about it, call a friend, read, listen to music, watch TV, ignore it, go to the gym, go to your room, calm yourself and try to think rationally, take two deep breaths or more until you've relaxed, think happy thoughts, work

it out-talk calmly-listen to both sides of the story, take a break. Discussion from these responses was around how to take time to calm down and think rationally about the conflict and then how to go back and in some cases, with whom, to discuss resolving the issue.

IS YOUR FRIEND THE VICTIM OF DATING VIOLENCE?

This information was presented with the aid of an overhead. (Appendix 10)

A guided discussion began around the information on the overhead. I chose to include this information at this point because of the many responses in the question/comment box pertaining to identifying and helping a friend in an abusive relationship.

WRITTEN STUDENT EVALUATION FOR QUESTION/COMMENT BOX

MODULE FIVE

QUESTION/COMMENT BOX RESPONSES

The class began by spending a few minutes addressing the comments and questions which were presented in the question/comment box. (Appendix 13)

RULES TO CONFLICT RESOLUTION

I then presented information on conflict resolution using an overhead to aid in the process. (Appendix 11) A guided discussion followed which involved asking the students that if they couldn't resolve a conflict on their own in the past, who had they brought in to assist them? A few students responded, one had brought an older sibling to help resolve the conflict between herself and her father, another had used a friend's mom and another had utilized a teacher. We spoke about the importance of neutrality on the part of the third

party as well as some people needing the third party not only to resolve the conflict but also in some instances to ensure safety and fairness.

HOW TO HELP A FRIEND

This was presented with the aid of an overhead. (Appendix 11)

IF A FRIEND TELLS YOU THAT THEY ARE ABUSING THEIR PARTNER

This was presented with the aid of an overhead. (Appendix 11)

POSTTEST

The posttest was administered to all students who were in attendance.

RESOURCE PACKAGES DISTRIBUTED

After the students had completed the posttest, I distributed the resource packages (Appendix 12). The resource packages contained information on how to help a friend who may be involved in an abusive relationship, a list of resources and services available to youth in the community, appropriate reading material, including a comic book describing dating violence, and as well, a list of fictional books which address the issue of violence and abuse in relationships.

THANK YOUS AND GOOD-BYES

I then informed the students that I would still be in the school for another week and repeated the room number, where I could be found if they wished to talk. At the end of week two I referred the students to the resources in their packages and the school counsellors.

2.9 Session Notes

After each class I quickly made notes on my impressions of the lesson and what was accomplished. The largest hurdle for me to overcome with respect to the entire program was the issue of time. The classes were maximum 45 minutes in length. However some were shortened by the end of day announcements and by the opening day announcements. In addition on November 22, 1995 all classes were shortened by ten minutes due to an early dismissal for a staff meeting.

Another interesting realization was the fact that each class had its own "personality" in terms of what information I could impart, and how ready they were to listen and how able they were to work co-operatively in a group and to respond to individual as well as group activities.

Module One

Generally speaking this module was quite successful. The material was covered, however not in extensive detail. The classes initiated some good questions and comments. I found some classes were harder than others in terms of initiating discussion. The myth/fact questions, particularly the items addressing alcohol abuse and abuse occurring to people in all walks of life, seemed to generate the most discussion.

I found the most difficult class seemed to relate to the maturity level of the students and the students' inability to settle into the class in order for the lesson to begin. The largest class in terms of the number of students was also very difficult because a considerable number of students were often talking and interrupting during the presentation. This particular class was scheduled near the end of the day when the students were perhaps more restless. After discussions with the staff and school counsellor this

behaviour was not seen to be outside of the norm and was quite typical of the classes identified, thus could not be solely attributed to module content.

Module Two

An effective strategy for the group work seemed to be to go around the class and get each group started, by repeating the purpose and specifically asking them while in their small groups, questions such as; how does the media piece you are looking at portray, or show women and men and what are the characteristics of the males and females? Then to go around the room and to identify the group reporter and see who was on there way and ask them, if they would go first, second, etc.

On November 22, 1994 due to early dismissal I did not get to the assertiveness piece or "Saying no" exercise and in a few classes did not have time for the question/comment box. This was rectified in these particular classes by including these exercises in Module Four.

In the class in which I had the full forty-five minutes, time allowed for the initial links to be made about assumptions, stereotypes, living up to images and communicating clearly. I would like to have had more time to expand on the issue of submissiveness and passivity versus dominance, control, aggression and the connection with violence.

Both the females and males seemed to indicate that males have more inherent value, and that females are expected to place highest priority on their appearance.

Again the "personality" of one class, the same one identified in Module One, seemed to prohibit as much work as I would have liked to have gotten done. I spent a great deal of time asking students to be quiet and to speak one at a time. I decided to talk to the teacher and enlist his help in terms of "crowd control".

Module Three

In some instances Module Three was scheduled in a one and half hour block with Module Two, in others it was grouped with Module Four and in some it stood alone. The least effective classes resulted when it stood on its own, merely due to the time factor. The single 45 minute class, did not allow for adequate debriefing or evaluation, because the video was 36 minutes in duration. In most instances I felt given more time we could have elaborated in much more detail and used the video as a vehicle for in-depth discussion around the cycle of violence, coping mechanisms and myths about the causes of violence.

The fact that the video was made in Winnipeg was very interesting for most students, as they could identify schools and neighbourhoods that they were familiar with. Some of the students that had gone to a particular school for Grade 9, had seen the video, however, they commented that it was a good movie and it was alright to see it again. The majority of students were very attentive to the movie and the teachers thought it was excellent. Interestingly enough, the class which exhibited the lower maturity level and inability to focus in Module One and Module Two, once again had the most difficulty watching the movie. Some of the students told others to be quiet because they were interested in watching the video. I intervened and suggested that those who didn't want to watch could take out a book, do their homework or whatever, but please be quiet so others could watch the movie if they so desire. This seemed to work, although some students still needed individual reminders.

The video was very powerful. In Module Four and Module Five, we were able to reflect and use different scenes from the video for further discussion. The discussion addressed issues such as the expression of anger, and student opinions about whether or

not Billy could change and the behaviour that is learned from role modelling. They also wondered that if change could happen, how would they see it occurring?

Module Four

I chose not to show the movie, "Right From The Start", purely in response to limitations of time. I wanted to respond to the information from the Question/Comment Box, and do some group activities. It was in this class that we talked about the group reporter being either myself or one of the students, I left it up to each group to decide who would report the information. I got the sense that they were hearing my message and quite enjoyed looking at and being able to report publicly about what things made them angry. The discussion evolved around all emotions being acceptable, however it is perhaps more how we deal with them and what we do with them that's the problem. I feel that this is a good fit in terms of Module Two's identification of stereotypes and the range of emotions portrayed in "The Crown Prince". It was also interesting for me to see (and perhaps for them as well) how many similarities there were amongst students in terms of what angered them and their ways of responding when angry. I felt that the groups came up with good strategies for how they could be more effective. My fear around this exercise was the philosophical piece that violence against women would then be viewed as an anger management issue rather than one which is systemic in our society, based in inequality and male dominance and issues of power and control. I hope that these latter issues were well dealt with in the context of the other modules. In retrospect I feel that I could have put more emphasis on the area of power and control through the use of an exercise specifically designed for this purpose

The classes seemed to flow quite smoothly at this point. The students were more familiar with me and I was able to direct them in terms of what I felt would work in the group and what they might have more difficulty with.

Once again the more "difficult" class proved to be more draining and I question whether or not the information was integrated for many students in this class.

I ended the class by clearly naming and identifying what constitutes dating violence. This information was identified as one of the major concerns presented in the Question/Comment Box.

Module Five

More so than in any other session, I feel closure would have been more effective if time would have allowed for a more free flowing discussion to evolve around issues that the students could have brought forward. For many reasons this may have been successful because now that I had been with them for a week, I could have prompted them on issues we had looked at or on topics they had presented but we hadn't had time to explore.

Because Module Five stood on its own and was always on Fridays, these classes felt like they had less energy. The second Friday was my last day and initially I questioned myself as to whether or not I was losing momentum as I would be finished at the close of the day. However, perhaps bringing my attention to this was all I needed as my session notes reflected that by the second class I was right back on track.

Overall this module went well, in terms of my feeling very comfortable with most classes, and the information I was presenting. It was directly what many of them had requested so I felt they were also very interested in the specifics of conflict resolution and ideas on how they could help a friend. The students took anywhere from 15 - 30 minutes

to complete the posttest. This worked out fine because those that were finished had the opportunity to look at the resource packages which were handed out in this class. I had a sense that the students in all the classes were much more committed to the questionnaires at this point than they were at the pre-test stage, when they didn't know me and we hadn't covered any of the information.

General Notes

I was unable to incorporate role-playing into any of the sessions. This was disappointing as I feel this technique could have been most worthwhile. The counsellors had forewarned me that this technique had not been successful in the past for them when working with Grade 10's. However, I feel that had I had more time I could have chosen, with the assistance of the teachers, those students who would have been amenable to role play and tried it.

I was approached directly following class on four instances. Those coming to me were all females. The first student, "A", wanted to discuss her past abusive situation, another student, "B", wanted legal information, student "C", explained that because of the abuse she had experienced these classes may well prove to be too difficult for her to attend. Student "D" stated she had put her concern into the question/comment box but still wanted to discuss further, her brother's abusive behaviour.

In terms of the student "C", after a discussion with the teacher and the school counsellor, she was excused from the program. After contacting the Winnipeg Police Department Youth Division, I followed through with student "B" the next day and gave her the legal information she had requested. After a brief discussion, I encouraged student "A" to meet with me later as I didn't have time to discuss her issue in length, as I had to deliver another lesson immediately following. She didn't feel this was necessary however, as it

happened, the next week student "A" did approach me in the hall and felt she would like to talk further. We met at an arranged time to discuss the issues which were presenting difficulties. I acknowledged, validated and normalized the feelings she was experiencing and suggested other services should the need arise in the future and that her reaction was indeed very normal, and that the issues could arise in the future. Student "D" said that she would like to meet with me and discuss something that was bothering her. We arranged a meeting time. Student "D" arrived at the prearranged time with a friend. After a lengthy discussion student "D" agreed to have the school counsellor pick up the case after I left and student "D's" friend also at this point requested counselling for issues she was dealing with. With her permission I also referred her to the school counsellor.

Throughout my time at the high school, students immediately saw me and responded to me in connection with the issue of violence. For example, if they were pushing or shoving and I came around the corner the response was always one of consciousness around the perceived notion of their behaviour being violent. I would overhear them telling their friends, oh "she's the one whose talking about abuse or violence". This in my mind is another way of actually allowing, legitimizing and creating an avenue by which students can address and talk about the issue of violence and abuse within intimate relationships. Perhaps my presence to some extent has broken the silence and enabled the problem to be brought out in the open, for some of the students.

CHAPTER THREE

EVALUATION OF THE PRACTICUM

In this chapter I will explore the impact of the program, "Working Together For Healthy Relationships". An examination of strengths and weaknesses will draw from the students' pre- to post-intervention questionnaire results, their question/comment box responses, the staff and parent evaluation results, as well as my own personal insights regarding the program. The majority of the focus of the evaluation was directed at the effects of the intervention on the high school students.

3.1 Student Component Evaluation

3.1.1 Evaluation Instruments for Student Component

A 35 - item questionnaire entitled, the London Family Court Clinic Questionnaire ("LFCCQ") on Violence in Intimate Relationships was utilized in conjunction with an 82-item modified Conflict Tactics Scale ("CTS-R") entitled, Disagreements. (Appendix 7).

The LFCC Questionnaire was designed to determine behavioural intentions in terms of violence-related scenarios, knowledge and attitudes about violence against women and children, and attitudes regarding gender roles.

The modified CTS-R was designed to elicit degree of approval for using a wide range of behaviours in handling a disagreement with a partner.

Anecdotal evidence and informal reporting, such as dialogue with students, school counsellors and teachers and the written responses in the question/comment box were also used for the purposes of this evaluation.

These instruments and methods were included in the assessment, because increased knowledge, attitudinal change and change in behavioural intentions were all considered important to the success of the intervention.

3.1.2 Pre- To Post-Intervention Questionnaire

Design And Procedure

Questionnaires (Appendix 7) were administered two weeks prior to the intervention for 6 classes and 3 weeks prior to the intervention for 5 classes, and on the last day of the intervention for all classes. I administered the questionnaires, which were coded with a number determined by the student according to explicit instructions. This allowed for the matching of the pre- and posttest responses on an individual student level, without using students' names.

Statistical analyses were conducted in terms of changes in response from pre- to post-intervention. Results were also compiled for change from pre- to post-intervention responses for the matched group by gender.

Tests involving sets of questions from the LFCCQ or the CTS-R were conducted with a multi-variate analysis of variance (MANOVA), followed by univariate F tests of whether the questions (or change from pre-test to posttest for that question) were statistically significant.

A criterion of at least $p < .05$ was used to detect change.

Description Of Sample

The target population was approximately 330 male and female Grade 10 students. There were 200 matched questionnaires in total. The gender breakdown was 99 females

and 98 males with 3 participants who did not answer the question about gender. In particular analyses, these numbers varied slightly, as some students did not attend the pre-test or posttest, or omitted some items. At the pre-test, 19% of female students and 16% of male students report having experienced verbal or emotional abuse in a dating relationship, 12% of female students and 7% of male students report having experienced physical abuse in a dating relationship, and 11% of female students and 4% of male students report having experienced sexual abuse in a dating relationship. At the posttest, 25% of female students and 19% of male students report having experienced verbal or emotional abuse in a dating relationship, 11% of female students and 12% of male students report having experienced physical abuse in a dating relationship and 9% of female students and 11% of male students report having experienced sexual abuse in a dating relationship.

These results suggest that the students' level of awareness was raised somewhat by the intervention. Rates were higher in all categories at posttest except for females reports of sexual abuse and physical abuse at posttest. The small reduction in reports of sexual abuse and physical abuse by female students may be due to some females withdrawing from the intervention if they had experienced abuse in a relationship. These results are reported in Table 6.

Results

PRE- TO POST-INTERVENTION CHANGES IN STUDENTS' RESPONSES ON THE LFCCQ

The knowledge items about violence against women were multiple choice response format. For attitude items, a five-point Likert-type scale with responses ranging from "strongly agree" to "strongly disagree", was provided.

Three of the four knowledge items showed statistically significant changes after the intervention, all in the positive, desired direction. These results are presented in Table 1. The greatest lack of knowledge was question 4: "The police can only lay a charge if the woman wants a charge laid". At pre-test, only 18% answered the question correctly. After the intervention, this rose to 35%. The least improvement with regard to knowledge was, on the item, "what percentage of family violence is directed at women and children" with 32% accuracy at pre-intervention and 35% at post-intervention. The students, however, seemed extremely sensitive to the impact on children of witnessing abuse. Fully 90% disagreed with the statement, "As long as children are not abused, they are not affected by witnessing violence at home." (Item 9, Table 2) Knowledge regarding prevalence of partner abuse showed a marked increase from 40.5% at pre-intervention to 53.5% at post intervention of knowing, "What proportion of Canadian women are assaulted by the man they live with"? (Item 1, Table 1) The greater likelihood of women being assaulted by their partner than by a stranger was known by 48.5% of the students prior to the intervention, and 55.5% at post-intervention. (Item 3, Table 1)

Four out of the 13 attitude items showed statistically significant changes after the intervention. All four changed in the desired direction. These results are presented on Table 2. The greatest movement in the desired direction was in response to Item 8, "Alcohol causes family violence", 80% agreed pre-intervention and 49% post-intervention. In response to Item 7, "Poverty causes family violence", 23.5% agreed pre-intervention and 21% post-intervention. There still may be some concern regarding attitudes about the causes of violence.

Student responses to questions about excuses for sexual assault are presented on Table 5. Small percentages of students (range 3% to 9%) accepted each of the excuses for forced intercourse. These results indicate a clear understanding that there is no justification

for sexual violence. Knowledge around the dynamics of wife abuse showed considerable change. At pre-intervention, 51% thought "Assaulted women could just leave their partner if they really wanted to", (Item 5, Table 2) only 28% agreed with this at post-intervention. Item 16, Table 2, shows change in the desired direction in ability to name and identify emotional/ psychological abuse. At pre-intervention 66.5% said that, "If someone swears at or intimidates another person, this is abuse". At post-intervention, 78% agreed with this item.

Item 17, Table 2 indicates students strongly supported the idea "that schools should play a role in increasing awareness of the effects of violence and how to prevent it", with 83% agreeing with this item pre-intervention and 86% post-intervention. Table 4, presents the students' responses with regard to their own behavioural intentions. At pre-intervention, in response to Item 21, Table 4, "If you were at a party and you saw a guy grab the arm of his girlfriend because he did not want her to leave the party, would you", 22.5% of the students indicated that they would not say something to him then and there, increasing to 29.5% at post-intervention. This response could be attributed to either concern for their own safety, or wanting to defer to a time to resolve the conflict when the situation might be less volatile. Statistically, significant change in the desired direction was found on Item 23. Students' responses at pre-intervention indicate only 8% would talk to their teacher and some 12% would do so post-intervention.

TABLE 1
CHANGES IN STUDENTS' RESPONSES FROM PRE- TO POST-INTERVENTION
(KNOWLEDGE BASED ITEMS)

Questionnaire Items	Change % Correctly Answered	
A. FOUR KNOWLEDGE-BASED ITEMS ABOUT WOMAN (ABUSE AND DOMESTIC VIOLENCE)	Pre	Post
1. What proportion of Canadian women are assaulted by the man they live with?	40.5	53.5*
2. What percentage of family violence is directed at women and children?	32	35
3. Which one of these statements is true? A. Women are much more likely to be assaulted by their partner than by a stranger on the street.	48.5	55.5**
4. Which one of these statements is most accurate? D. The criminal code of Canada treats wife assault the same stranger assault.	18	35**

* $p < .05$

** $p < .001$

TABLE 2

CHANGES IN STUDENTS' RESPONSES FROM PRE- TO POST-INTERVENTION
(ATTITUDE ITEMS)

Change
% Responding in the Affirmative

**B. ATTITUDE ITEMS ABOUT
WOMAN ABUSE**

	Pre	Post
5. Assaulted women could just leave their partner if they really wanted to.	51	28**
6. Some women deserve the violence they experience.	3	4
7. Poverty causes family violence.	23.5	21*
8. Alcohol causes family violence.	80	49**
9. As long as children are not abused, they are not affected by witnessing violence in the home.	5.5	3.5
10. Violence is a private matter.	6.5	4.5
11. The community has no right to intervene in family violence.	8	5
12. If someone is abusive on a dating relationship, they will stop when married.	1.5	3
13. A violent fight can "clear the air"; it probably will not happen again.	4.5	3
14. When a man abuses a women he tries to control her.	72.5	68.5
15. When a husband and wife share equal power in a marriage, it is bound to cause some violent fights.	9	15
16. If someone swears at or intimidates another person, this is abuse.	66.5	78*
17. Schools should play a role in increasing awareness of the effects of violence and how to prevent it.	83	86

* $p < .05$

** $p < .001$

TABLE 3

**CHANGES IN STUDENTS' RESPONSES TO SCENARIO
FROM PRE- TO POST-INTERVENTION
(SPECIFIC EXAMPLE - EMOTIONAL ABUSE)**

Change
% Correctly Answered

**C. RESPONSES TO SCENARIO #1
"TONY IS VERBALLY ABUSIVE
WITH KRISTA"**

	Pre	Post
18. If Tony spoke to Krista like this often, it would have serious effects on her.	95.5	94.5
19. If Krista continues to date Tony, he will likely continue to treat her this way.	92	94
20. Krista should try harder to remember what Tony wants.	5	1.5

TABLE 4

CHANGES IN STUDENTS' RESPONSES FROM PRE- TO POST-INTERVENTION
(REGARDING INTERVENTION IN DATING VIOLENCE)

Change
% Yes — No

**D. ATTITUDES ABOUT
INTERVENTION IN DATING
VIOLENCE
(BEHAVIOURAL INTENT)**

	Pre Yes/No	Post Yes/No
If you were at a party and you saw a guy grab the arm of his girlfriend because he did not want her to leave the party, would you . . .		
21. Say something to him then and there.	27.5/22.5	27.5/29.5*
22. Talk to him about it at a later time.	31/26	33/22
23. Talk to a teacher.	8/67	12/52 **
24. Talk to another friend.	60/13	59/10
25. Ignore it - it is a personal issue.	8/62	6/72

* $p < .05$

** $p < .001$

TABLE 5

**CHANGES IN STUDENTS' RESPONSES FROM PRE- TO POST-INTERVENTION
(REGARDING JUSTIFICATION FOR SEXUAL ASSAULT)**

Change
% Yes — No

**E. ATTITUDES REGARDING
SEXUAL ASSAULT
(JUSTIFICATION FOR)**

	Pre	Post
Responses to question, "Is it all right if a male holds a female down and forces her to engage in sexual intercourse if . . .		
26. He spends a lot of money on her?	3	3
27. He is stoned or drunk?	2.5	3
28. They have dated a long time?	2	3.5
29. She gets him sexually excited?	6.6	5
30. She has led him on?	9	5

TABLE 6

STUDENTS' EXPERIENCE WITH VIOLENCE IN DATING RELATIONSHIPS

% Responding in the Affirmative

F. STUDENTS' EXPERIENCE WITH VIOLENCE IN DATING RELATIONSHIPS

	Pre Female/Male		Post Female/Male	
33. Have you experienced verbal or emotional abuse in a dating relationship?	19	16	25	19
34. Have you experienced physical abuse in a dating relationship?	12	7	11	12
35. Have you experienced sexual abuse in a dating relationship?	11	4	9	11

Pre n = 270 129 females 141 males
Post n = 244 123 females 121 males

PRE- TO POST-INTERVENTION CHANGES IN STUDENTS' RESPONSES ON THE MODIFIED (CTS-R)

The items from the modified Revised Conflict Tactics Scales (entitled Disagreements in Appendix 7), listed numerous behaviours people may choose when they have disagreements. A five point scale with responses ranging from "never alright" to "always alright" was provided. The modified CTS-R was designed to measure approval of the use of reasoning, blame, avoidance, manipulation and physical violence between a young man and his partner or girlfriend and a young woman and her partner or boyfriend.

The five modes of dealing with conflict generate the following scales.

- 1) Reasoning Scale (Questions 1 to 9)
- 2) Escalation/Blame Scale (Questions 10 to 18)

- 3) Avoidance Scale (Questions 19 to 23)
- 4) Passive-Aggressive Tactics Scale (Questions 24 to 32)
- 5) Physical Violence Scale (Questions 33 to 41)

Three out of the five scales changed significantly in the desired direction. For both males and females, Reasoning was approved of more and Avoidance and Passive-Aggressive tactics less, regardless of whether these tactics were used by males or females. There were no gender differences in approval of the five conflict tactics, or in the degree of change in approval after the intervention. The average change for approval for males using Reasoning was 1.9 and for females, 1.2. These results may indicate that exploring the issuing of expressing emotions in relation to gender roles enabled both the males and females to look at rational discussion in a positive manner and as a viable option for both.

After the intervention males and females were considerably less approving of Avoidance as a tactic to be used by either males or females. The change in approval for males using Avoidance was -2.1 and for females it was -1.5. Both males and females approved less, after the intervention, of using Passive-Aggressive methods for solving disagreements. The change in approval for males using this tactic was -1.1 and for females, -1.5. This pattern of changes is consistent with the message of the intervention and may lead one to conclude that the modules addressing non-violent options and conflict resolution skills imparted worthwhile information.

3.1.3 Question/Comment Box Student Responses

At the end of each presentation, students were requested to write for a few minutes about what they had learned during the session and/or pose questions or comments they'd like addressed. Rich information can be extracted from the question/comment box responses. (Appendix 13) I categorized the responses to reflect the program objectives for each module presented to the students.

Results

The following examples of students' responses, indicate an overall increase in awareness around the issue of violence against women. For example:

- "I never realized that I had been abused, until now. I know what abuse is and I know that it's happened to me."
- "I learned that no matter how much you love your boyfriend, you shouldn't stick with him, if he hurts you. You must tell someone."

Many students indicated that the film was information. For example:

- "I liked the movie, it got its point across."
- "The film is very real and it happens in many homes, unfortunately."
- "I thought the video was very good. This program has taught me a lot. I have a question. If somebody forces you to do something, other than sexual intercourse, what is it called?"

A number of questions described particular situations and the students inquired as to whether or not these were examples of abuse. Others requested information on how to help a friend if an abusive relationship was identified. For example:

- "What do you do if you have been sexually harassed and you didn't say anything and now you find out that it is happening to others?"
- "Two of my friends have come to me saying they have been sexually molested. What can I do for them or say to them? They have asked that I won't tell anyone else. I promised I wouldn't."
- "If you were raped and you blame it on yourself because you let the guy in your house and all the facts, I say point to me. Isn't that okay?"

A few questions arose which identified some concerns with the program, that should be considered in terms of future programming. For example:

- "This is useless because it's gonna happen whether you say so or not (abuse)."
- "Why are we doing this?"
- "Doesn't incest include extended family?" My friend used to beat up her boyfriend - badly (tell the class this).

3.1.4. Discussion of Student Component Evaluation

It is interesting to note, that for both the LFCCQ and the modified CTS-R, there was no significant difference in the way males and females changed. Males and females changed from pre- to post-intervention approximately the same. Both males and females were affected by the intervention in the same way and in the way that was intended.

The students' responses clearly indicate that the goal of increasing basic knowledge was met. Their comments, questions and responses suggest that learning occurred in the following areas: identification of abuse, affects on children who witness abuse, violence is not caused by alcohol, violence is not an acceptable way to solve problems and the development of conflict resolution skills. There were many responses, both in writing and

a few in person, around past or present abusive situations, in terms of what they could or should do for themselves or their friends. This suggests that the students were beginning to identify abusive behaviour and wanting to know how to help a friend or themselves and beginning to recognize the importance of being able to reach out for help in order for the abuse to end.

A large proportion of students commented in the question/comment box that their belief prior to Module One was that alcohol caused family violence and that they had now learned that this was a myth. This change in knowledge was further reinforced by the LFCCQ, in which the change in desired direction was statistically significant for "Alcohol causes family violence." (Table 2, Item 8)

The LFCCQ responses in conjunction with the question/comment box responses indicate that students are increasing their ability to name and identify violence against women, specifically with reference to verbal and emotional/psychological abuse. (Table 2, Item 16)

The questions asked, the comments made and the ideas presented suggest that the program, "Working Together for Healthy Relationships" facilitated an increase in students' knowledge pertaining to violence against women.

The results from the behavioural intention items reinforced that which research has indicated in terms of students reaching out to their peers for support, thus reinforcing the importance of providing information to adolescents on how to help friends. (Table 4, Item 24) The students' responses suggest that students were beginning to identify abusive behaviour and desired information on how to either help a friend or themselves. A beginning recognition of the importance of being able to reach out for help in order for the abuse to end, was appearing.

The fact that a few students approached me to get help with the violence that was occurring or had occurred in their lives, may be an indication that they were now being given permission to talk about the abuse and thus were able to reach out and get help with their problem and identify appropriate resources to approach.

This evaluation has shown encouraging and positive changes in knowledge, attitudes and behavioural intentions with respect to violence and abuse in relationships. It has also indicated positive changes in approval for appropriate behaviour for resolving conflict.

For future programming, the following changes to the pre-posttest questionnaire could be considered. First, the inclusion of items that would indicate which program modules were attended and which were not would be informative. A question that would address a student's desire to talk to a counsellor or parent as an intervention option in the case of dating violence would increase the sense of options open to the students. In addition, the coding system for subject identification needs to be revamped to a simpler system in order to avoid the confusion that was experienced by some students.

I feel the successful incorporation of the program into the course curriculum was largely due to the fact that I provided, as well as presented, all the materials and information to the school personnel, the parents and the students. In addition, I was able to clearly identify and outline where the materials would "fit" in terms of the curriculum.

3.2 Parent Component Evaluation

Parents were requested to complete an evaluation form directly following the presentation. (Appendix 5)

Results

The overall results of the information evening for parents were most favourable as reflected in Table 7. 10 out of the 17 parents who attended the information evening completed the questionnaire. One of the parents inquired as to whether this could be offered to Grade 11 and 12 students as well. One change I would envision would be the order of the presentation, as well as substituting she/he for she both in the presentation as well as in the resource packages, in relation to handling child disclosures.

TABLE 7

PARENT EVALUATION RESULTS

QUESTION	RESPONSE
1. The things I liked best about the session were	<ul style="list-style-type: none">• the information on how to try to help children that face the problems, that teens have today.• I am very pleased that this course is going to be presented to the students because they do need to be aware of messages being presented today.• defining abuse.• parents invited to see what their children will be learning and hearing.• "open" mind to what is really happening.• no favourites.• discussion was open. I appreciate this course being offered.• finding out what the course will consist of.• 1. well planned, 2. educational, 3. interesting, 4. factual, 5. brief yet informative, 6. direct and tactfully presented for such a sensitive issue.

QUESTION	RESPONSE
<p>2. The things I liked least about the session were . . .</p>	<ul style="list-style-type: none"> • not enough "concerned" parents attending. • speaker was hard to hear. Promoting non-violence but still "bought" the C.D. (how about just the poster and not support the C.D. sales). • none really. • the opening on and on about wife/spouse abuse. • low pressure. • that it was so poorly attended by the parents.
<p>3. The most important thing I learned during this session was . . .</p>	<ul style="list-style-type: none"> • that the school does care about what happens to our children. • that a problem exists and there are ways and methods to deal with them - help is out there. • school help available for children if not able to communicate with parents. • the picture on the CD. I personally would not see this as degrading to women, naked, tailed doghouse, but as an artistic rendering of some point on the CD. I have not heard of them so I can't say what's on it. The picture itself would not raise in my mind that it is degrading. • what is being done. • that the silence must be broken surrounding the issue of violence and abuse of any form and it's everyone's problem and therefore everyone's responsibility to make themselves aware and to become part of the solution.

QUESTION	RESPONSE
<p>4. I'd like to know more about . . .</p>	<ul style="list-style-type: none"> • constructive ways to deal with anger. • how you are going to get an introverted (if you can call it) child to open up and expect to get help from this program. • agencies and services available that do not have 6 month waiting lists and exorbitant fees. • programs such as this one that might be geared for the elementary school age children.
<p>5. Please change . . .</p>	<ul style="list-style-type: none"> • Is this program available to other Grades, 11, 12? • what to look for to recognize an abusing relationship. • I came to find out about this new program being offered to our children. It seems like a good program dealing with a common problem. This should help the children to understand and deal with problems of violence in their lives. • overall - very good thank you. • keep material related to male and female. • he/she. • I'd only like to see one thing changed and that would be the gender in reference to What can a Parent do? If your child tells you to (she/he)...otherwise I felt the program was excellent.

3.3 School Personnel Component Evaluation

The school staff were requested to complete an evaluation form directly following the presentation. (Appendix 5)

Results

A very small percentage of the teachers, 10 out of a total of 70, completed the evaluation form. The overall results are shown on Table 8.

TABLE 8

SCHOOL PERSONNEL EVALUATION RESULTS

QUESTION	RESULTS
1. The things I liked best about the session were ...	<ul style="list-style-type: none">• pieces of information to reinforce what I knew and new bits and pieces to add to my knowledge. Video was excellent for discussion.• handout. Video. Timing right on.• low key yet informed presentation, however, perhaps more voice inflection would be beneficial.• resource package appreciated• consciousness raising is always worthwhile.• the discussion on the program itself.• handouts. Outline of the program.• well prepared, excellent handouts.

QUESTION	RESULTS
<p>2. The things I liked least about the session were . . .</p>	<ul style="list-style-type: none"> • the mode of delivery of information-to be read to for an hour was not conducive to keeping the audience motivated. • lots of talking. more time needed to interact. • having to face a full evening of parental interviews (many of which can be most stressful) following the session. The session itself was fine. • somewhat repetitive/dry. • long emphasis on opening rationale for the program.-this could be shorter. Most people electing to be at such a session know that violence is a problem. • most info in presentation is redundant-found in handouts. • far too long. The message could have been briefly given, consider main points and emphasize what you would like us as teachers to do for students and family. • lecture approach -monotonous. • timing is terrible-hardly a pep talk for going to see parents. incredibly biased, slanted, prejudiced in one direction-a better focus would be as presented in WPS purple brochure-domestic violence/partner abuse.
<p>3 The most important thing I learned during this session was . . .</p>	<ul style="list-style-type: none"> • abuse-of any kind-by anyone-is a crime. It's a choice. The abuser is not helpless. • I feel you had excellent information. Perhaps a different style of presentation would be more interesting. • process to follow re disclosure of abuse. • high statistics re occurrence. • violence is a choice and a learned behaviour-it can be unlearned. • nothing was a surprise. I had a few statistics to support a subconscious awareness of the problem. Many have been directly or indirectly reported in the media or fictionalized on TV.

QUESTION	RESULTS
4 . I'd like to know more about . . .	<ul style="list-style-type: none"> • strategies for conflict resolution. Classroom/subject area implementation.
5 . Please change . . .	<ul style="list-style-type: none"> • should have spent time just on the modules. • I would have appreciated this session on a PD Day. I felt it quite inappropriate to overload an already full day. I am sure some people attended with "silent baggage" as many thoughts are on the important issues of parent-teacher interviews. • delivery style - thanks for your time. • loosen up on the delivery. • don't read - make contact with your audience. • add some humour, somehow.

Discussion

Unfortunately when preparing the brief evaluation form (Appendix 5) for the staff I failed to include enough specific information to truly address the goals of the inservicing. Therefore what resulted was information regarding delivery of the program rather than content, as presented in Table 8. In the future, including questions such as the following would be advisable, "Do you feel prepared to handle a problem of this nature, if it was brought to you by one your students?" As well, addressing whether or not they understood the purpose of the program, what the students would be learning and if they felt this program was worthwhile for the school to offer should be added.

For future use, the evaluation form needs to be revamped in order to specifically address the issues of content, in terms of what was learned and helpful to staff.

An additional flaw, which I addressed with administration, (for which they took full responsibility), was the fact that this inservice ran directly into parent/teacher conferences. When I entered the room I felt an aura of negativity, which I had no way of knowing was attributed to the fact that the staff were extremely concerned about the parent/teacher conferences that were to follow and felt strongly that this was not the time for an inservice of this nature. Also, many teachers felt they had not been adequately informed about the content of this inservice so were not prepared for receiving information of this sensitive nature.

In the future I would adjust the agenda to begin with the actual curriculum being presented to the students and incorporate the information and brief overview of the issue of violence against women, directly into this section, next show the video and lastly deal with handling disclosures, and questions. In response to the feedback I received I would change the information both in the presentation and in the resource packages on handling disclosures to read she/he rather than just she.

3.4 Conclusion

The approach used for this intervention had many strengths and would be considered successful on many levels. More time for follow-up and general discussion might well prove to be valuable. The tight agendas allowed little time for free flowing discussion addressing the issues, values and attitudes of violence against women.

CHAPTER FOUR

CONCLUDING REMARKS

The prevalence of violence against women in our culture needs to be challenged. As long as our society tolerates the domination and control by the powerful, of those perceived as weak and powerless, violence against women will continue to exist within our society.

Violence against women prevention programming must be delivered with the presence of a feminist perspective. This strategy is necessary in order that the patriarchal ideology, which continues to keep women from achieving equality and perpetuates the attitudes and values towards women that encourage violence, be addressed and challenged. This perspective offers the link between violence and the inequality experienced by women.

Prevention has not been seen as a priority in our society. Raising the level of consciousness about the issues our education system encompasses will reverse this trend. It is time to make prevention and education on violence against women a compulsory component in programming.

Barbara Antone, a Board of Education Trustee for the City of London states, "If they are coming into our classrooms, say on a Monday morning, and there's been a weekend of seeing violence, there isn't much that even the best teacher in the world can do with that child. That experience, that feeling, must be dealt with first, before any learning can go on; it is the school board's responsibility. I feel that violence prevention programs must be in our schools." (A.S.A.P. video, 1993).

Educational institutions play a significant part in influencing attitudes and behaviours and have an important contribution to make in ending violence and promoting equality.

4.1 Recommendations

The following recommendation flowing from this practicum is that schools throughout the province should be encouraged to implement comprehensive programming which addresses violence and abuse in relationships. The students clearly indicated that this is a focus they felt to be important to their education. This was further supported by parents' responses. The evaluation results support the necessity of consistently integrating programming of this nature into the curriculum and evaluating its effectiveness.

The education system is constantly fighting and trying to balance "the back to basics", "no frills" philosophy with perhaps what could be seen as the 4R's, Reading, Writing, Arithmetic and Relationships. It is imperative to find a place within the crowded curriculum to impart information on healthy relationships.

Finally, schools should consider emphasizing gender equality in all areas of the curriculum in order to assist in addressing the systemic nature of violence against women.

4.2 Self-Reflective Comments

A self evaluation process was used to evaluate my methods, feelings and reactions at the end of each session. Following the school personnel, parent and each student session, I summarized content covered, what went well and what could have been improved upon. Whenever possible I would consult with the teacher or school counsellor after making these notes. This process enabled me to make changes as I progressed as well as acting as a debriefing for myself.

My session notes reflect that these two weeks were very intense, physically, on the run from class to class, emotionally, due to the nature of the subject and intellectually, in order to meet the needs of the class and the objectives I had laid out both for myself and the program accomplishments. I believe that my commitment to the information and true belief that education to young people would make a difference enabled me to keep the momentum growing. A concern which was voiced by one of my committee members was how would I be able to avoid sounding rote or monotonous after delivering the same message eleven times. At that point in time my only response was I hope this doesn't happen. In reality, I feel that each class was made up of such different students that I in fact was asked different questions and given somewhat different responses so even given the rigorous schedule I had, there was no time for monotony and/or boredom to set in. Each time I went into a class I felt on some level, this is the future, here is the potential for change, and this certainly guided my enthusiasm for doing the work each day.

The learning experience for me encompassed many different aspects and certainly far exceeded my expectations. It began with learning the implementation process of how and whom needed to be presented with information in order that the program would be accepted and given actual teaching hours within the school. I realized from the onset of the scheduling to the delivery of this program that my organizational skills would be put to the test.

I began to understand how crucial the teaching staff as well as the peer group are, in terms of what will work and be accomplished with each group of students. My faith and respect for youth was once again restored. Their energies and insights were truly a learning experience for me. I was able to remain flexible which was key, both in terms of content delivery and how the class would unfold. The anticipated difficulties in terms of working with the adolescent population never came to be a reality. I was truly tested in

terms of having one student disclose past abuse to me directly after a class, needing me to respond to her and then knowing that I had to move on, leave this behind and give the next class my complete effort and best work.

This practicum experience enabled me to practice social work in partnership with other disciplines in order to promote social change. It gave me the opportunity to reach out to young people and present them with alternatives and offer better choices to break the cycle of violence.

However, an unanticipated difficulty in terms of the teachers' response to the inservice initially sent me on an emotional roller coaster. With the ability to consult with my advisors, school administrators and a few staff members, some of my fears and concerns lessened. In terms of presenting to a teacher's group in the future, I feel that because that it would be my second time I would indeed be much more relaxed and confident, but would certainly make adjustments to reflect the concerns presented by those present at the inservice. I would look at changing the order in which I presented the information, starting with the actual modules to be presented to the students, incorporating the rationale for the program into this section, then view the video, deal with student disclosures next and finally allow more time for comments, questions and discussion. I would change the wording in the teacher resource packages to reflect concerns regarding she/he, not solely she. It appears to be crucial to have staff better informed of the content of the inservice prior to the presentation as well as ensure administratively that the inservice occurs on a day when there would be ample time for time to debrief, rather than when another school function is occurring directly following the presentation.

The parent information evening would remain very similar, as it seemed to be very effective, however, I might once again reword some of the information in the resource packages with respect to disclosure information to be less gender specific.

As a practicum experience I was most pleased with the outcome, not only was I able to impart information to the target population, but the experience also proved to provide me with the opportunity to meet my own personal learning objectives. There were many times I noticed feeling that my work was being validated; when the students were riveted to their seats watching the video, as I transcribed their positive responses from the question/comment box, when a few young women felt safe to confide in me and also, as I perused the parent evaluation forms. The entire process enabled me to reach a better understanding of how to incorporate programming into the school system and which avenues proved to be the most beneficial. With the extensive aid of Dr. Wendy Josephson, I was able to evaluate the impact of the program on students, in terms of which areas showed changes in the desired direction in terms of knowledge, attitudes and behavioural intentions.

This experience proved to be an invaluable learning experience for me, in many areas, which far exceeded my initial expectations. The constant feedback and support which directed my work was crucial to my being able to sustain such an arduous schedule.

The path to creating social change is a long and winding journey, if perhaps I have planted but a few seeds my work will have been a success.

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APPENDIX 1

MODULE DELIVERY SCHEDULE

PRE-TEST SCHEDULE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:15 - 9:00	EB	EB	EB	EB	EB
9:00 - 9:45	A	A	A X	B	A
9:45 - 10:30	B	B X	A	C	B
10:30 - 11:15	C	B	C X	C	C
11:15 - 12:00	D	D X	D	D	D
12:00 - 12:45	L	L X	L	L	L
12:45 - 1:30	E	E	E X	E	E
1:30 - 2:15	F	F X	G	F	F
2:15 - 3:00	G	G X	H X	F	G
3:00 - 3:45	H	G X	H X	H	H

SCHEDULE FOR MODULES

Week 1

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:15 - 9:00	EB	EB	EB	EB	EB
9:00 - 9:45	A MODULE 1	A MODULE 2	A MODULE 3	B	A MODULE 5
9:45 - 10:30	B	B	A MODULE 4	C MODULE 3	B
10:30 - 11:15	C MODULE 1	B	C MODULE 2	C MODULE 4	C MODULE 5
11:15 - 12:00	D	D	D	D	D
12:00 - 12:45	L MODULE 1	L MODULE 2	L MODULE 3	L MODULE 4	L MODULE 5
12:45 - 1:30	E	E	E	E	E
1:30 - 2:15	F MODULE 1	F MODULE 2	G ₁ MODULE 4	F MODULE 3	F MODULE 5
2:15 - 3:00	G ₁ MODULE 1	G ₁ MODULE 2	H ₁ MODULE 2	F MODULE 4	G ₁ MODULE 5
3:00 - 3:45	H ₁ MODULE 1	G ₁ MODULE 3	H ₁ MODULE 3	H ₁ MODULE 4	H ₁ MODULE 5

SCHEDULE FOR MODULES

Week 2

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:15 - 9:00	EB	EB	EB	EB	EB
9:00 - 9:45	A	A	A	B MODULE 4	A
9:45 - 10:30	B MODULE 1	B MODULE 2	A	C	B MODULE 5
10:30 - 11:15	C	B MODULE 3	C	C	C
11:15 - 12:00	D MODULE 1	D MODULE 2	D MODULE 3	D MODULE 4	D MODULE 5
12:00 - 12:45	L	L	L	L	L
12:45 - 1:30	E MODULE 1	E MODULE 2	E MODULE 3	E MODULE 4	E MODULE 5
1:30 - 2:15	F	F	G ₂ MODULE 4	F	F
2:15 - 3:00	G ₂ MODULE 1	G ₂ MODULE 2	H ₂ MODULE 2	F	G ₂ MODULE 5
3:00 - 3:45	H ₂ MODULE 1	G ₂ MODULE 3	H ₂ MODULE 3	H ₂ MODULE 4	H ₂ MODULE 5

APPENDIX 2

LETTER FOR PARENTS

PARENT INFORMATION LETTER

Dear Parents/Guardians

We have attached to this letter the Term 1 report on your son's/daughter's academic progress up to October 26, 1994. As well as marks and comments, the report indicates the accumulated number of classes that have been missed in any given area.

OUR PARENT/TEACHER CONFERENCES ARE:

Tuesday, November 15 - 4:00 p.m. to 9:00 p.m. *by appointment only*

Thursday, November 17 - 2:30 p.m. to 9:00 p.m. *by appointment only*

AND

Friday, November 18 - 1:30 p.m. to 3:45 p.m. *open... no appointment necessary*

We look forward to seeing you and hope that you will take the time to carefully review your son's daughter's academic record. Please encourage your son or daughter to attend the conferences with you as we feel it is appropriate that they are present.

* FOR PARENTS OF SENIOR 2 (GRADE 10) STUDENTS

Our Senior 2 students will be taking a special program "Working Together for Healthy Relationships" which is offered within the Self Management Unit Module of the Skills for Independent Living Curriculum. This program is designed to emphasize values, attitudes and behaviors which promote fair, non-violent and effective ways for maintaining and interacting in relationships. We invite you to attend a parent information our describing the program. These sessions will take place on:

Tuesday, November 15 - from 7:00 p.m. to 8:00 p.m.

and

Thursday, November 17 - from 7:00 p.m. to 8:00 p.m.

Please indicate on the interview response form if you would like to be scheduled for the "Working Together for Healthy Relationships" session. We will do our best to avoid a conflict in scheduling.

We look forward to seeing you!

APPENDIX 3

SCHOOL PERSONNEL INSERVICE (OVERHEADS)

ADOLESCENT ATTITUDES RE: WIFE ASSAULT

- 67% reported that their fathers were verbally abusive to their mothers.
- 73% reported that their fathers were verbally abusive to them.
- One out of three students reported that their fathers physically abused their mothers.

D. Reitzel M.A. 1992

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London, Ontario 1993

- 51 % of girls in steady dating relationships experienced verbal abuse.
- 31 % of the girls reported sexual abuse.
- 28 % of the girls complained of physical abuse.

Jaffe and Sudermann

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FORMS OF VIOLENCE

Dimensions:

Forms include:

Psychological

shouting, swearing, taunting, threatening, degrading, demeaning, inducing fear, gender harassment, witnessing

Sexual

rape, incest, unwanted sexual touching, date rape, harassment

Physical

slapping, shoving, hitting, mutilation, stabbing, assault, murder

Financial

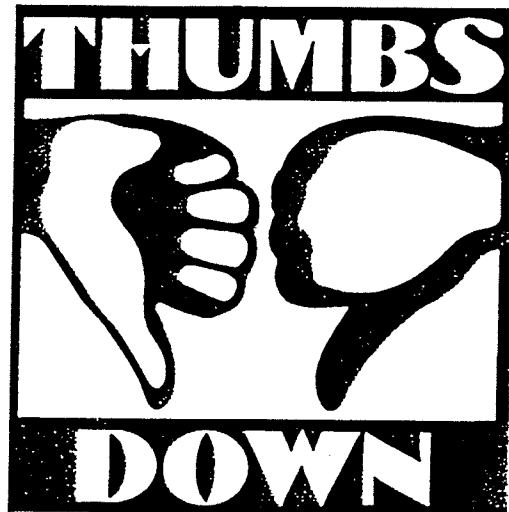
withholding, diverting, embezzling or controlling funds

Spiritual

degrading one's beliefs, withholding means to practice, forcing adherence to a belief system

With abuse there are three common factors:

- the abuse is a misuse of power;
- the victim of abuse is manipulated into accepting a distorted view of reality - that they deserve the abuse.
- the victim's self-esteem is destroyed.



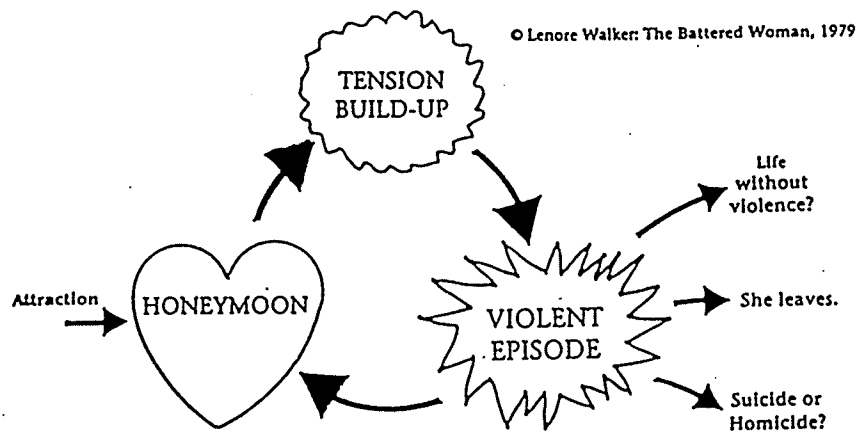
Thumbs Down!, the name of this project, reminds us of the expression "rule of thumb". For most of our history, wife assault has been legal. In 1767, a British common law decision determined that men could "enforce domestic discipline" so long as the instrument they used to beat their wives and children was no broader than the width of a man's thumb. This rule of thumb persisted in social and legal affairs; it was not until 1968 that physical cruelty became grounds for divorce under Canadian law.



Canadian Teachers' Federation
November 1990

Under British common law, a husband's rights included the infamous "rule of thumb" --- he could beat his wife so long as he didn't use a stick thicker than his thumb --- and the battered wife who objected was usually dismissed as having provoked or deserved the beating.

DIAGRAM OF THE
CYCLE OF VIOLENCE



Judge Frank Allen made these comments during the sentencing of a man who threatened to kill his girlfriend; "I can tell you from 60 odd year's experience that there isn't any woman worth the trouble you got yourself into."

L.F.P. 1993

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FACTS ABOUT CHILD WITNESSES OF WIFE ASSAULT

- In each class at school there are 3 to 5 children who witness wife assault at home.
- Abuse often begins during a pregnancy resulting in prenatal injuries for some children.
- Children are present during the majority of wife assault incidents, and are aware of 80% of the occurrences.
- Child witnesses of wife assault have equivalent levels of emotional and behaviour problems to children who are themselves physically abused.
- Children and adolescents who witness abuse usually have greatly elevated levels of both emotional and behavioural problems.
- Child and adolescent witnesses of wife assault typically experience numerous school difficulties including inattentiveness, lowered achievement, frequent absences, conflict with peers and teachers, and difficulties making adjustments to new schools.

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RESPONDING TO THE NEEDS OF CHILD WITNESSES:

"If they are coming into our classrooms, say on a Monday morning, and there's been a weekend of seeing violence, there isn't much that even the best teacher in the world can do with that child. That experience, that feeling, must be dealt with first, before any learning can go on; it is a school board's responsibility. I feel that violence prevention programs must be in our schools."

(Quote from the *A.S.A.P. Video*, by Barbara Antone, Trustee appointed by the Council of Indian Bands, the Board of Education for the City of London)

WHAT CAN SCHOOL PERSONNEL DO?

IF A DISCLOSURE IS MADE.....

DO:

- Listen calmly to the student.
- Take the complaint seriously.
- Reassure the student it is not their fault.
- Be supportive of the student -create an atmosphere of safety & trust.
- Involve appropriate school/system staff; respecting the student's privacy as much as possible.
- Consult with local resources listed in this package.
- Take appropriate action needed - ENSURE A REPORT IS MADE WHEN APPROPRIATE, record the information.
- Do talk to a colleague or someone you trust about your feelings (always maintaining confidentiality-respecting the child's rights to privacy by not identifying her/him to uninvolved persons).

IT'S HELPFUL TO SAY THINGS LIKE:

"I BELIEVE YOU."

"I'M GLAD YOU TOLD ME ABOUT THIS. YOU DID THE RIGHT THING."

"YOU'RE NOT ALONE-THIS HAPPENS TO A LOT OF PEOPLE."

"IT'S NOT YOUR FAULT."

"I'LL DO WHAT I CAN TO SUPPORT YOU."

DON'T:

- Make light of the situation, assume the crisis has passed or display strong emotional reaction of shock, disgust, embarrassment, etc.
- Guarantee confidentiality, secrecy or make unrealistic promises.
- Take responsibility for counselling alone.

Adapted from the London Family Court Clinic Inc.

IF A STUDENT DISCLOSES THEY ARE BEING ABUSIVE IN A RELATIONSHIP.....

- Listen to the abuser. Support change in behaviour. Don't be silent or ignore abusive comments about women.
- Help him understand that he is the only one responsible for the violence even if his girlfriend is responsible for other problems in the relationship. Violence is learned behaviour and can be unlearned.
- Encourage him to seek help in a counselling program for men.
- Consult the local agencies listed in your resource package. The violence will not stop on its own.

THINGS TO SAY WHEN A STUDENT DISCLOSES WIFE ABUSE/ASSAULT

- It took a lot of courage to talk about this.
- Telling a trusted adult is the first step towards reducing the violence.
- I'm glad you told me.
- You are not responsible for your parent's violence.
- You are not alone; this is happening in many families.
- Talk to your mom and tell her how you feel.
- Have you also been hit or abused?

AFTER A DISCLOSURE

- Do talk to the principal and record the disclosure.
- Do talk to a colleague or someone you trust about your feelings (ensuring the student's right to privacy).
- Do keep communication open with the student who will require ongoing support.
- Do contact a local agency listed in your resource package.

Adapted from the London Family Court Clinic Inc.

WHAT CAN A PARENT DO?

IF YOUR CHILD TELLS YOU SHE IS IN AN ABUSIVE RELATIONSHIP.....

- Believe her.
- Listen and let her talk about her feelings.
- Consult with local agencies listed in your resource package.
- Respect your child's right to privacy.
- Talk to someone you trust about your feelings (always maintaining confidentiality).

IT'S HELPFUL TO SAY THINGS LIKE:

"I BELIEVE YOU."

"I'M GLAD YOU TOLD ME ABOUT THIS. YOU DID THE RIGHT THING."

"YOU'RE NOT ALONE- THIS HAPPENS TO A LOT OF PEOPLE."

"IT'S NOT YOUR FAULT."

"I'LL DO WHAT I CAN TO SUPPORT YOU."

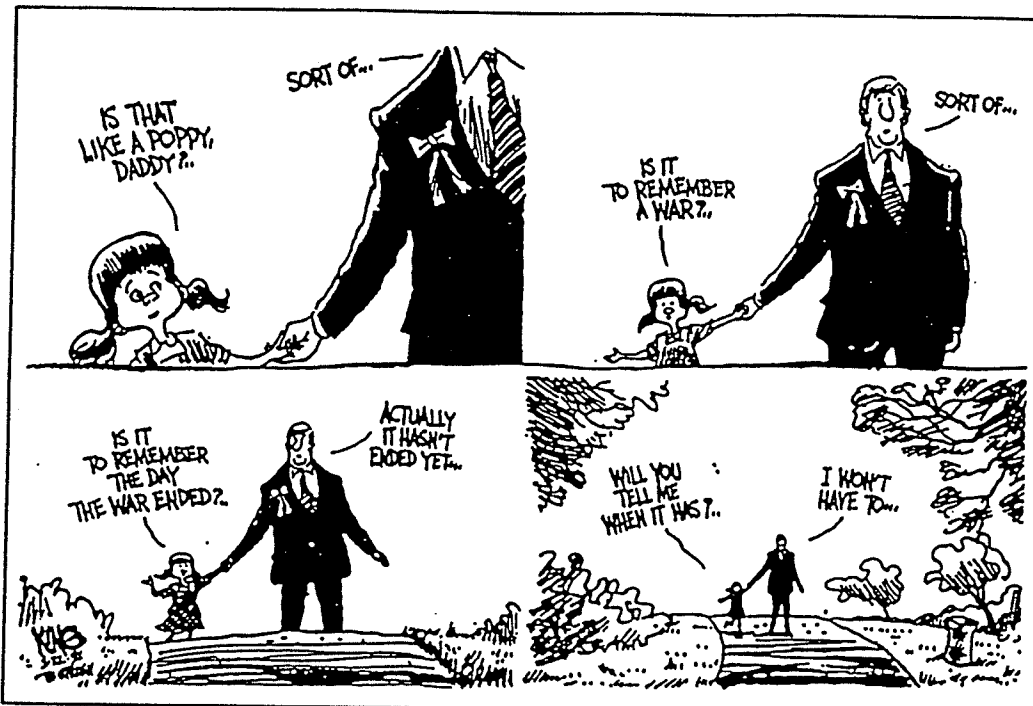
IF YOUR CHILD DISCLOSES THEY ARE BEING ABUSIVE IN A RELATIONSHIP.....

- Listen to your child.
- Support your child for recognizing the problem.
- Encourage your child to get the help they need to change their behaviour. The violence will not stop on its own.
- Help him understand that he is the only one responsible for the violence even if his girlfriend is responsible for other problems in the relationship. Violence is learned behaviour and can be unlearned.
- Consult with local agencies listed in your resource package.

Adapted from the London Family Court Clinic Inc.

MAKING A PLEDGE TO END VIOLENCE AGAINST WOMEN:

The following cartoon was published in December, during the *White Ribbon Campaign*, when men demonstrate their pledge to end violence against women by wearing a white ribbon.



Ottawa Citizen, December 1, 1991

Reprinted by permission of Alan King

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"WORKING TOGETHER FOR HEALTHY RELATIONSHIPS"

Pre-test prior to going into the classroom

Module One OVERVIEW

*historical perspective
naming the violence-creating awareness around the issue
incidence rate/statistics
issue of abuse as a means of maintaining power and control
contributing cultural influences*

Module Two VIOLENCE AND THE MEDIA

*gender violence and the media
T.V., rock music, videos, magazines, movies.
gender stereotyping*

Module Three EFFECTS OF WITNESSING VIOLENCE

*cycle of violence-cycle of sexism
learned behaviour-violence is a choice*

Module Four DATING VIOLENCE

*qualities desired in a relationship
understanding anger
effective coping skills-handling stress*

Module Five WRAP UP

*The Law
What can you Do?
Resources
Post-test*

RESOURCES AND SERVICES

Osborne House (YM-YWCA) Crisis Line and Shelter for Abused Women (24 hours)	942-3052
Toll-Free Province-wide Crisis Line	1-800-362-3344
Sexual Assault Crisis Line	786-8631
Suicide Prevention Clinic Crisis Line	786-8686
Teen Touch	783-1116
Kids Help Phonenumber	1-800-668-6868
Youth Resource Centre	477-1804
Contact Community Information	944-4050
Fort Garry Women's Resource Centre	477-1123
Immigrant Women's Association	943-8612
North End Women's Resource Centre	589-7347
Women's Advocacy Program	945-6851
Evolve	784-4070
Elder Abuse Resource Centre	942-6235
Family Centre of Winnipeg	947-1401
Children's Home of Winnipeg	786-7051
Child and Family Services (east)	944-4286
After hours-emergency	944-4050
Child Guidance Clinic	257-0202
School Counsellor	233-3986
Pluri-Elles Centre de Femme	233-1735
Ma Mawi Chi Itata Centre, Inc.	925-0300

APPENDIX 4

SCHOOL PERSONNEL RESOURCE PACKAGE



Health Santé
Canada Canada

Information from ...

The National Clearinghouse on Family Violence

Wife Abuse – The Impact on Children

Violence against women and children of all socio-economic and cultural groups has been acknowledged as one of the most pervasive and serious problems in today's society. It is estimated that one in ten women in Canada is the victim of assault by her partner.¹ It is increasingly recognized that the children of these women are also profoundly emotionally and psychologically affected by the abuse. The majority of these children personally witness the injury and suffering of their mothers. In addition there is a strong likelihood that children of abused women will directly suffer some form of abuse themselves.

How many children are affected?

- A Toronto study has documented that in families with children, a child was present and witnessed the assault of his or her mother in as many as 68 percent of incidents.² Based on clinical experience it is estimated that as many as 80 percent of children of abused women witness the abuse of their mothers.³
- Research has demonstrated that in one out of three families where the mother is assaulted the children are also directly abused.⁴

Canada

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What are the links between wife assault and child abuse?

- Children living in violent homes suffer emotional abuse as a direct consequence of witnessing or being subject to the violent behaviour of their fathers or their mothers' partners.
- Children who witness the abuse of their mothers and are also physically or sexually abused themselves demonstrate the most negative longterm consequences.⁵
- Women are often abused during pregnancy. The abuse can have detrimental effects on the pregnancy and the development of the fetus.
- Infants can be particularly vulnerable to injury during the course of the assault on their mothers.
- Studies conducted in women's shelters have documented that children may also be at risk of neglect or abuse by their mothers.⁶ The cumulative stress of being victimized herself may diminish a woman's coping skills and undermine her confidence as a parent.

What is the impact on the child's life?

- Children whose mothers are abused grow up in a family atmosphere of tension, fear, intimidation and tremendous confusion about intimate relationships.

- When a woman decides to leave her abusive partner a child's living arrangements can be dramatically affected by the crisis in the family and the adjustment to a new living arrangement, in many instances a shelter for women and children.
- Separation and divorce can have many negative effects on a child's development. Children with abusive fathers experience the combined impact of the separation and the violence that caused it. They may experience guilt about positive feelings they have for their father or they may be anxious and fearful about contact with him.⁷

What is the social, emotional, and psychological impact ?

- Low self esteem, a lack of self-confidence and insecurity are often the result of living in a violent home. Children's feelings of fear and vulnerability can cause high levels of anxiety. Children do not feel safe in their own homes.⁸
- Feelings of guilt and a sense of responsibility for their mothers' suffering are common for these children. Children may feel responsible for their fathers' anger.
- Children from violent homes may not develop social competence and often become socially isolated and have poor relationships with peers. A sense of shame and a need to hide the

chaos at home from others affects their ability to express their feelings openly.⁹

- At an early age children may begin to exhibit behaviours such as nightmares, sleep disturbances, bed-wetting, and poor impulse control.¹⁰
- As children grow older they may begin to demonstrate extremes of behaviour. Many children internalize their experiences and are depressed, withdrawn, or passive, experiencing feelings of hopelessness or powerlessness.
- Other children externalize their feelings and become involved in delinquent acts and aggressive behaviour. They may begin to mimic the belittling behaviour toward their mother. Boys particularly may begin to be aggressive in their relationships with their mothers or girlfriends.¹¹
- Adolescents may assume a burden of increased responsibility in the family in attempts to protect their mothers or shield their younger siblings. Some adolescents demonstrate severe psychological and emotional distress that may culminate in running away or in a suicide attempt or the abuse of drugs or alcohol.¹²

What is the impact on learning?

Children often experience school difficulties resulting in poor academic performance, difficulty in concentrat-

ing, frequent absences, behavioural difficulties, conflict with other children, and disruption in schooling or adjustment to a new school.¹³

What is the economic impact?

Most women who leave an abusive partner suffer significant economic consequences¹⁴. It is well recognized that poverty can be a highly significant factor that compromises a child's physical and psychological development¹⁵. Becoming poor further compounds the impact of the violence on the child.

What are the long term consequences for children living in a violent home?

In addition to the negative psychological impact of violence, children may also develop inappropriate attitudes about violence that can stay with them throughout their lives. Children learn that violence is an accepted way for men to relate to women and to resolve conflict within a family – often without negative consequences for the offender.

Children develop attitudes and may begin to act out learned behaviour. For boys this may mean perpetuating a cycle of violence in future relationships with women by imitating the behaviour of their fathers. In the event that girls become involved in relationships with violent men when they grow up they may see few options for themselves to escape from the situation.

Are all children affected to the same degree?

Research demonstrates that the response of children to violence against their mothers or themselves differs greatly. The duration and degree of the violence is a significant factor. Protective factors related to the child, the family and/or the community can influence the degree of negative impact on the child to the extent that some children do remarkably well in the face of great adversity.

Such factors may include a good relationship with the mother, a good network of social support outside the family and the resilience of the individual child.¹⁶

Does the child's reaction to the violence affect the mother's actions?

It is increasingly recognized that a woman's motivation to leave a violent partner is strongly influenced by her concern for her children.¹⁷ The decision to leave is often precipitated by an awareness of the harmful effects of the violence on her children or when the father begins to directly abuse the children.

What can be done for children who experience the negative impact of wife abuse?

- Professionals who work with women and children, and the general public,

must be made aware of the realities of wife abuse and the extent of the impact on children.

- When wife abuse is identified resources must be made available to assist the woman and to support the child as well. There must be a recognition that abuse of the child is also a strong possibility.
- Resources for children for their support, protection and treatment should be developed in coordination with the development of resources for abused women.
- The education system can play a critical role through the training of teachers, the development of curriculum, liaison with the systems designed to intervene on behalf of the woman and the child and by meeting the educational needs of individual children whose mothers are abused.
- Primary prevention programs need to be developed to ensure that all children recognize the impact of the use of violence and power in relationships and so that they can develop alternative conflict resolution strategies.

What are the implications for the systems that respond?

- Coordination and integration among the many complex systems that intervene in wife abuse, and development of multidisciplinary training

programs, are critical to an effective response. A recognition of the impact on the child emphasizes the need for coordination with the systems involved with the child as well.

- A recognition of the frequency of the co-existence of wife assault and child abuse reinforces the need for linkages between the efforts of service providers on behalf of abused women and abused children and an exploration of the commonalities of all forms of abuse. Consideration must be given to child welfare legislation reflecting the risks to children of exposure to wife abuse.
- Greater consistency and coordination in information gathering related to children, and further research, will enhance the knowledge base of the impact on children.

Suggested Reading

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Canada's Mental Health – Special Issue: Mental Health Issues Related to Family Violence, Volume 38, June/September, 1990.

Children of Battered Women, by Peter Jaffe, David Wolfe and Susan Kaye Wilson. Sage Publications, Newbury Park, 1990.

Children of Domestic Violence – Programs and Treatment, by Marguerite Watson. Office for the Prevention of Family Violence, Alberta, 1986.

Derrière les chiffres, Regroupement provincial des maisons d'hébergement et de transition pour femmes victimes de violence conjugale, Montreal, 1990.

A Handbook for the Prevention of Family Violence, Community Child Abuse Council of Hamilton-Wentworth, Hamilton, Ontario, 1990.

Interventions auprès des enfants exposés à la violence conjugale, by Yvette Garceau Durand, Centre local de services communautaires de Sept-Iles, 1990.

The Omitted Reality – Husband-Wife Violence in Ontario and Policy Implications for Education, by Pat Kincaid. Belsten Publications, Concord, Ontario, 1985.

Portrait de santé des femmes violentées et de leurs enfants, by Suzanne Kérouac, Elizabeth Taggart, and Joëlle Lescop, Faculty of Nursing, University of Montreal, 1986.

Books for Children

Family Violence – It Doesn't Have to Be, John Howard Society of the Regional Municipality of Waterloo, Kitchener, Ontario, 1990.

I Love My Dad But, by Leslie Wright, Is Five Press, Is Five Foundation, Toronto, 1986.

I Wish the Hitting Would Stop – A Workbook for Children Living in Violent Homes, by Susan Patterson. Red Flag Green Flag Resources, Fargo ND, 1987.

Audiovisual Resources

The Family Violence Audio-Visual Catalogue – National Clearinghouse on Family Violence including more than 70 films and videos on family violence. They can be borrowed free of charge through the regional offices of the National Film Board. Highly recommended is The Crown Prince.

For Educators

Thumbs Down – A Classroom Reponse to Violence Towards Women, Canadian Teacher's Federation, Ottawa, Ontario, 1990.

The London Secondary School Intervention Project on Violence in Intimate Relationships, P. Jaffe, D. Reitzel, M. Sudermann, and S. Killip, 1990.

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**For further information on wife
abuse – the impact on children or
on other family violence issues,
contact:**

National Clearinghouse on Family
Violence
Family Violence Prevention Division
Social Service Programs Branch
Health and Welfare Canada
Ottawa, Ontario
K1A 1B5
(613) 957-2938

or call the toll free number,
1-800-267-1291.



For TDD users, (613) 952-6396
or call the toll free number,
1-800-561-5643.

March, 1991

Information from ...

The National Clearinghouse on Family Violence

Wife Abuse

What Is Wife Abuse?

- Wife abuse involves physical and sexual assault, emotional and psychological intimidation, degradation, deprivation and/or exploitation of women by their intimate partners.¹
- Fear and pain affect women's personal strength and courage. As a consequence of abusive behaviour they can suffer:
 - bruises, broken and cracked bones, back and head injuries, loss of hearing, impaired eyesight, malnutrition, burns, disfigurement and death;²

- terror, depression, suicidal tendencies, severe anxiety, loss of self-esteem and power over their own lives and feelings of hopelessness and shame;
- feelings of isolation, due to the nature of abuse; abuse is often hidden from members of extended families, friends and neighbours.
- Children who witness this behaviour are also seriously affected.

How Widespread Is Wife Abuse?

- Estimates indicate that one in every ten women in Canada (one million) is abused by her partner each year.³

- In 1988, 15% of all Canadian homicide victims were women murdered by their male partners.⁴
- According to the Canadian Centre for Justice Statistics, in 1988, 75 921 men were charged with all forms of assault, including wife abuse.
- In 1987, the Ontario Ministry of the Attorney General reported 16 282 domestic assault occurrences. A total of 93.5% of resulting charges were laid against men.
- There are no social, cultural, religious, financial, geographic or occupation-related barriers to being abused or behaving abusively.

Is Wife Abuse a Recognized Problem?

- In the 1988/89 fiscal year, the National Clearinghouse on Family Violence received over 1000 requests for information on wife abuse. This number of requests is increasing rapidly.
- Over 13 000 Canadian individuals and organizations subscribe to the quarterly newsletter of family violence issues, *Vis-à-Vis* produced by The Canadian Council on Social Development.
- There are over 300 shelters, safe home networks, satellite houses, safe environments, multipurpose emergency and transition homes in Canada.⁵

- There are more than 100 Canadian treatment programs for men who abuse women.⁶

Wife Abuse Is in Every Community, Every Region, Every Province and Territory.

Questions to Consider:

Why Is Wife Abuse so Widespread?

It is widely held that wife abuse occurs because:

- historically, women have not been valued as equal partners in society;⁷
- as individuals, we learn to hold power over others and to encourage submission. We are taught these lessons through the process of socialization and through sex-role stereotyping. Negative messages about women reinforce the theme of inequality;⁸
- as a society, we tend to condone and value aggression in general (sports, war, violent toys);
- abusive behaviour is often accepted and condoned.

How Seriously Is the Abuse of Women Taken in Canada?

- Fourteen departments within the federal government are actively involved in the development of a national approach on family violence, including wife abuse.

- Across Canada, provincial and territorial governments have given high priority to public education and curricula on the issue of male violence against women.⁹
- There are thousands of Canadian women and men involved as workers or volunteers in sheltering and health/social services, employee assistance, treatment and training programs, education strategies, advocacy, research, community co-ordinating committees, policy planning, criminal justice intervention and prosecution.
- Comprehensive initiatives are now found:
 - in municipal, regional, provincial, territorial and federal governments;
 - in local, regional, provincial, territorial, and national non-governmental institutions, organizations and associations.
- Many religious groups and organizations within the corporate sector are committed to learning about abuse and to developing support and intervention strategies.
- The best effects often result when different groups and disciplines work and learn together. Focussing on prevention, intervention, advocacy, education, training and/or service and program development, such groups examine how societal values, norms and attitudes about violence, relationships and female and male roles influence the perpetuation or prevention of wife abuse.

Working Together, We Can Prevent Wife Abuse.

What does preventing wife abuse really mean?

To individuals it means:

- seeing prevention as a societal issue.
- taking responsibility.
- learning and acting on what we learn.
- thinking about how we live together.
- caring about ourselves, each other and our communities.
- respecting each other
- finding new, non-violent, non-oppressive ways to live together as men, women, parents and children.
- asking difficult questions about how we treat ourselves and others.
- becoming personally involved in some way.
- deciding to be part of the solution.

What Can You Do to Help?

As a parent, you can teach children to value the contributions, rights and responsibilities of individuals, regardless of gender, age, culture or disability.

As a member of your community, you can find out what is being done, what is needed and where you fit into the solution.

As a member of the working community, you can learn about employee

assistance programming on the issue, the needs of employees who are in crisis, as well as available and needed support services in your community.

As a member of an association, you can ask what is being done, what remains to be done, and what you and your association could be doing now and in the future.

As a member of a religious organization, you can follow the lead of your peers, determine what needs to be done and how you can participate.

As a member or consumer of media, you can think about positive and negative images and messages, you can make choices, you can act responsibly.

As an educator, you can learn about what needs to be taught.

As a professional, you can understand the needs and experiences of individuals, work with other professions and value the knowledge of those who work with abused women and men who abuse.

As an individual, you can help change this society into a safe place for individuals to live free from violence and abuse of every kind.

It Is Time for More of Us to Care

Audio-visual: The Family Violence Prevention Division of Health and Welfare Canada has compiled over 50

films and videos on family violence, which can be borrowed free of charge through the regional offices of the National Film Board.

Suggested Readings

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- The Canadian Council on Social Development, *Vis-à-Vis*, national newsletter on family violence; 55 Parkdale Ave., Ottawa, Ontario, K1Y 4G1.
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Endnotes

1. For a more detailed definition of wife abuse see Linda MacLeod, *Battered But Not Beaten: Preventing Wife Battering in Canada*, Ottawa: Canadian Advisory Council on the Status of Women, 1987, p. 16.
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For further information on wife abuse or on any other family violence issues, contact:

National Clearinghouse on Family Violence
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Health and Welfare Canada
OTTAWA, Ontario
K1A 1B5
(613) 957-2938

or call the toll free number,
1-800-267-1291.



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January, 1990



In the name of love

STOP

VIOLENCE AGAINST WOMEN

The Body Shop's Violence Against Women Campaign.

by Hargot Franssen, Oulq Tingley & Betty-Ann Franssen, Partners, The Body Shop Canada

The very foundation of The Body Shop's spirit and spunk is based upon the efforts of its franchisees and staff — 90% of whom are women. To know that half of the women in Canada have been physically or sexually assaulted not only alarms us, but ignites an anger that has compelled us to action. We are appalled that half of all Canadian women have been subjected to violence. Half of you — our customers — have experienced assault.

Men who abuse feel they have the right to dominate and control women through intimidation, threats and violence. This is not only wrong, it is against the law. The only way to stop violence against women is to change society, enlisting the help of both women and men.

We believe we have an obligation to contribute towards a solution. Our shops have always been used as a forum for raising awareness of

important issues, raising funds for worthy causes, and educating and informing our customers and staff.

The goal of our Violence Against Women campaign is to empower our staff with information and training which they can pass on to you. Campaign bookmarks, which customers received through Body Shops across the country, when returned, will generate 50 cents each towards the YWCA of/du Canada and The Canadian Women's Foundation. We'll also donate \$2 from the sale of each "In the Name of Love - Stop Violence Against Women" T-shirt.

With your help, we'll be able to make a significant contribution to education and prevention programs and activities across Canada. **Speak Out. Take Action. In the Name of Love — Stop Violence Against Women. Our Lives Depend Upon It.**



What is Violence Against Women?

Violence against women is a chosen action against a chosen victim. Violence has no boundaries. It occurs across all racial, ethnic, cultural, religious, social and economic lines. Violence against women includes sexual assault and physical, psychological, emotional and financial abuse.

- Emotional abuse, including insults, threats and put-downs, can be just as damaging as physical abuse because it endangers a woman's feeling of self-worth and her ability to control her own life.

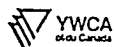
- Sexual assault is any unwanted act of a sexual nature imposed by one person upon another. Any kind of sexual assault is a crime, even in a marriage or dating relationship (sometimes referred to as acquaintance or date rape). Under the law, women have the right to say no to any form of sex or sexual touching. No means no — whatever the situation.
- Sexual harassment is an abuse of power in the workplace or other situations such as with a landlord or potential


employer. Sexual harassment includes any unwanted sexual remarks, teasing, insults, physical or sexual contact.

- Incest/childhood sexual abuse involves someone the child knows in nearly 90% of the cases. It is a profound violation of trust. In addition to the physical sexual acts, it often includes things such as having to participate in sexual conversations, the use of pornographic materials, and seeing and being forced to participate in sexual activities.

- More than half the women in Canada (51%) have been physically or sexually assaulted after the age of 16.
- 45% of all women surveyed experienced violence at the hands of men known to them.
- 60% of women fear walking in their own neighbourhoods after dark.
- Most violence goes unreported — only 14% of the violent incidents reported to Statistics Canada were reported to the police.
- In each of the past two years, more than 100 women in Canada were killed by their male partners.
- About 30% of abused children grow up to be abusive parents.
- Abused women are eight times more likely to abuse their children while living with their batterers than when they are safe from the violence.

IN SUPPORT OF

 **YWCA**
of/du Canada

 **THE**
CANADIAN WOMEN'S
FOUNDATION

Sexual Harassment in the Workplace.

Sexual harassment is an abuse of power and it is common in the workplace. Almost half of all working women have experienced at least one type of unwanted, sexual attention. It erodes a person's self-esteem, integrity and economic well-being and includes any unwelcome leering, looks, hints, sexual remarks, pressure, teasing, insults and unwanted physical or sexual contact.

Employers' Responsibility.

Employer responsibilities must be taken seriously to ensure a harassment-free workplace. Under the law, employers carry more responsibility than employees. The Ontario Human Rights Code states that those that have authority to prevent or discourage harassment may be held accountable for failing to exercise their ability to do so. According to the code, "harassment means engaging in a course of vexatious comment or conduct that is known or ought reasonably to be known unwelcome." Courts expect that employers have workplace policies to prevent harassment. The first step to ensure that your workplace has an effective program to prevent sexual harassment is to include a clearly defined policy based on legislative guidelines and organizational needs.

Emergency Plan

If you are living in an abusive relationship, denying the abuse is dangerous. It usually gets worse over time. Plan what you would do in a crisis. The most important thing is to make sure that you and your children are safe.

- Be aware of weapons in the house.
- Make a plan about what to do and where to go if you are in danger. Tell your children of your plan if they are old enough to understand.
- Take your children with you if you can. If you must leave them temporarily, make sure they can join you as soon as possible. Get a police escort if you fear violence in returning. The police will not decide who will be able to keep the children. See a lawyer as soon as possible about custody.
- Whatever your vehicle, make sure it has gas.
- Keep an extra set of keys in a secret hiding place.
- Try to keep your vehicle in good repair so it won't fail you.
- Always keep some money hidden to help you get away.
- Take identification, important papers and necessary medication for you and your children.
- Keep a list of important phone numbers in the hiding place with your money.
- Work out a code word that can be used on the phone with someone you trust if you are in danger.
- Know where you are going to go (a friend, a neighbour, a relative, a motel, an emergency shelter, etc.). If you safely can, call people in advance to tell them you are coming over so they can watch for you.
- Keep emergency numbers handy in a place where the abuser will not find them, including the police, and be ready to call if you need them.

"We all have a sense of invulnerability that allows us to get up in the morning and believe that bad things are not going to happen. That sense of invulnerability is destroyed after sexual assault; it's as though one is out in the world without a skin ... Loss of sense of safety (and) increased fears are often misdiagnosed. Our basic assumption that if we do the right things in living, our lives will be OK is destroyed. Victims experience an absolute loss of trust in others and loss of sense of justice. Women's sense of self and sense of attachment are fractured. With that comes a profound loss of self-esteem and self-worth. Sexual violence violates the basic tenets of our being."

If You Want To Help ...

- Find out about support services for women in your community.
- Learn more about violence against women.
- Talk to others about what you learn.
- Volunteer at an organization which works with and for abused or sexually assaulted women. Provide transportation, donated goods and services.
- Donate money or fundraise for shelters, sexual assault centres or other services for abused women.
- If there is no service for abused women in your community, organize informal support groups and a "safety network."
- Help your community set-up courses on violence against women in schools and workplaces.
- Help develop an effective policy to prevent sexual harassment in your workplace.
- Help post emergency phone numbers in common places in your community such as the post-office, library, grocery store, co-op or bank, hospital emergency room, etc.
- Ask support services and shelters in your area what they would like you to do.

If You Want to Support Political Action ...

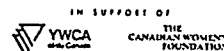
- Let your elected representatives know that ending violence against women is a priority for you. Ask them questions about what their government is doing, and could be doing, to work towards a zero tolerance of violence.
- Talk/write to your local government and transportation system about how public spaces and transportation can be made safer for women.
- Write letters to the editor or to governments about particular crimes or court sentences for violent offenders that you feel are not adequate.
- Find out from your local sexual assault centre, shelter or YWCA if there are local "Take Back the Night" marches or events in your community to mark the Montreal massacre. If there are not, talk to others about planning one.

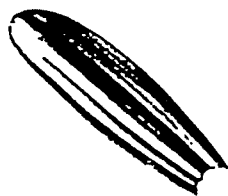
National Sources for Information and Action.

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| YWCA of/du Canada
Community Action on Violence Against Women
80 Gerrard St. East
Toronto, Ontario, M5B 1G6
(416) 593-9886 | Disabled Women's Network of Canada
458 Danforth Avenue, Suite 203
Toronto, Ontario, M4J 1L1
(416) 406-1080 |
| Canadian Women's Foundation
214 Marton St., Suite 208
Toronto, Ontario, M4S 1A6
(416) 484-8268 | National Action Committee on the Status of Women
57 Adelaide Drive
Toronto, Ontario, M4A 1H5
(416) 759-5252 |
| National Organization of Immigrant Women and Visible Minority Women
251 Bank Street, Suite 506
Ottawa, Ontario, K2P 1X3
(613) 232-0689 | Family Violence Prevention Division
Social Services Programs Branch
Health and Welfare Canada
Ottawa, Ontario, K1A 1S5
(613) 957-0622 |
| Native Women's Association of Canada
9 Makrose Avenue
Ottawa, Ontario, K1Y 1T8
(613) 722-3033 | Education Wife Assault
427 Bloor St. West
Toronto, Ontario, M5S 1X7
(416) 968-3422 |
| Federation nationale des femmes
conscience-francaises
325 Dalhousie St., Suite 525
Ottawa, Ontario, K1N 7G2
(613) 232-5791 | Paukhvutit Inuit Women's Association
200 Elgin St., Suite 804
Ottawa, Ontario, K2P 1L5
(613) 238-3977 |

SOURCES:

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|---|--|
| There's No Excuse for Abuse
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The Daily - Statistics Canada
The Violence Against Women Survey
Highlights |
|---|--|





Why does violence against women happen?

Violence against women happens because some men believe that their feelings are more important than a woman's feelings. Our society, in many ways, reinforces the belief that some individuals and groups have the right to control and have power over other people, and some people impose that control through violence and intimidation. Inequalities still exist. Some of these inequalities include day to day economic inequality, unequal political power, unequal protection under the law and unequal access to justice for women.

There is no evidence that alcohol or mental illness causes men to be violent with women. These are excuses. Men who assault women rarely assault their bosses, friends, or neighbours — they choose to threaten or assault a woman, most often a woman they are intimately involved with. Half of all women assaulted know their attacker.

Investing in the Power of Women

by Julie White, President, Canadian Women's Foundation

The Canadian Women's Foundation is the first and only national, public foundation for women and girls in Canada. CWF was founded several years ago by a group of women who were concerned about the poverty and violence in women's lives, and the shortage of money to address women's needs.

The vision of CWF is to fund positive change for women. To that end, CWF raises money and makes grants to results-oriented projects that help women to improve our economic lives and security.

We are excited about our partnership with The Body Shop and the YWCA of/du Canada. We recognize that violence, in all its forms, is a major barrier to the achievement of self-reliance and economic security for women and girls. More than half the women in Canada have directly experienced some form of violence. The fear of violence limits the lives of all

women and girls. But we also know that it has not limited our potential, our dreams, or our own ability to work for change.

In addition to the awareness and education value of The Body Shop campaign, some of the money raised as a result of your participation will go to the Violence Prevention Fund at the Foundation. We will use these funds to make grants to sexual assault centres, shelters and other women's groups working to change attitudes and prevent violence against women.

We look for support from those like The Body Shop and its customers who recognize that building a strong future means funding the development of equality in our society. This partnership gives us another

important way to work to end the violence in women's lives. It is another way that we can invest in the power of women and the dreams of girls.

Building a strong future means funding the development of equality in our society.

"My husband struck me on our honeymoon. He killed our first child by kicking the four-month child out of my uterus. My doctor asked me what did I do to make him so mad, our Anglican minister reminded me that I married for better or worse, the lawyer wanted to know where I would get money to pay the fees, and my mother told my husband where I was hiding."

YWCA Public Education Program

by Judith Wiley, C.E.O., YWCA of/du Canada

For more than one hundred years, the YWCA has been an equality-promoting organization of women committed to the empowerment of women and girls and social justice, internationally and in Canada.

The YWCA of/du Canada's anti-violence campaign, the Community Action on Violence Against Women Program, is working to increase public awareness of the issue and to promote effective community action responses.

We work with an Advisory Task Force including YWCA member associations from across Canada, the Canadian Teachers' Federation, the DisAbled Women's Network of Canada (DAWN), the National Organization of Immigrant and Visible

Minority Women in Canada, the Canadian Association of Chiefs of Police, and the Federated Women's Institute, among others.

The YWCA welcomes our partnership with The Body Shop to help get the message out. We must all work together to build a culture of equality for all.

- Violence Against Women will not be tolerated.
- There's no excuse for abuse. Violence is a chosen response.
- Violence is not a private family affair.
- Communities must engage in prevention programs.
- Everyone has a role to play in eradicating violence against women.

Why would a woman stay?

One of the biggest misconceptions and tragedies is society's willingness to blame the victim. We must place responsibility for the crimes on the offenders and stop blaming the victims. "Why doesn't she just leave him?" Well, there are lots of reasons why women stay. Here are just a few...

- she loves the partner, not the violence
- she made a commitment she feels she can't break
- she has nowhere else to go
- she has no money, or fears the poverty that may result for her and her children if she leaves
- relatives and in-laws want her to stay
- she believes her partner can't get along without her - he may have threatened suicide if she leaves
- she wants her children to grow up with their father
- he takes her confidence away so she doesn't think she can make it on her own
- she believes her partner will change
- she is afraid or ashamed
- he makes her feel guilty and tells her the abuse is her fault
- she believes she deserves the abuse
- she's afraid for her own and for her children's lives

Leaving a violent situation or relationship is the most dangerous time for a woman. One in five women who reported abuse said that violence occurred following or during a separation. In one third of these cases, the violence increased in severity at the time of separation. There are many reasons why a woman stays. But the real question is why some men choose to assault and intimidate women.

Women with special concerns

Immigrant and refugee women may face additional problems of language and immigration status. Visible minority and Aboriginal women may not call authorities for help because they may fear racist attitudes.

And even though 67% of disabled women have been sexually or physically assaulted as children, they may not report the abuse for fear of losing a needed service or, when they do report, often they are not believed.

All women need good legal advice if they decide to separate. Older women are more likely to be poor, and especially need to know about changes affecting pensions and other benefits. Immigrant and refugee women need to get advice from a qualified immigration lawyer.

Can we now act on women's violence? by Michele Landsberg, The Toronto Star

Now that Statistics Canada has nailed down the truth of women's lives in hard numbers, perhaps we can, at long last, begin to take violence seriously.

And by that I mean: no more passive hand-wringing, no more disingenuous whining about "anti-male bias," no more utterly puerile slanging matches about who gets hurt more, men or women.

One married woman in every six is experiencing criminal levels of violence from her spouse. Many have feared for their lives. Half of all divorced women were assaulted in their first marriage, most on a continuing basis. And half of all Canadian women have experienced violence from men known to them.

For the purpose of the survey, StatsCan chillingly informs us, "violence" was defined as behavior considered an offence under the Criminal Code.

"A significant number of women" says the survey, "reported being beaten up, sexually assaulted, choked, hit with something, and having a gun or knife used against them."

It's now the norm for threats and blows to go along with love, marriage and the baby carriage.

Let's face the fact that it is no longer possible to talk about "the family" or the pros and cons of day care, or the costs of Medicare, without factoring in, first and foremost, the ongoing social, emotional and economic costs of unreported male violence.

What does it mean, for example, to insist that schools' success depends on tough discipline, standardized tests and back-to-basics — when the documented reality is that countless numbers of our children are coming to school after trembling nights

of listening to the screams and thumps on the other side of the wall?

If 27 per cent of young women in the full flower of their youth and sexual power — ages 18 to 34 — have been victimized in the last year, how real is our much-vaunted boast of equal opportunity?

It's now the norm
for threats and blows
to go along with love,
marriage and the
baby carriage.

When you've decided to accept a certain level of pain, fear and humiliation in your intimate relationships, how does that make you feel about yourself? Do you feel dulled, hopeless, and helpless about your future? What do you communicate to your girl children? Your sons? Do you push for a promotion at work? Or settle for anything?

Are you liable to call yourself a feminist and speak up assertively on women's issues — or are you more likely to avoid controversy and non-

conformity, and go along passively with your spouse's point of view?

Recently, there's been a spate of articles and books by men expressing deep concern about the future of the family threatened — as they see it — by feminism and the working wife. But if half the women who get a divorce have experienced ongoing abusive assaults, shouldn't we cheer their escape?

The family, so solidly nurturing when it works, so poisonous when it is the hypocritical hiding place of brutality, needs tough new scrutiny. And this time, no crocodile tears, please. Lives are at stake. How can we change the frightening fact that only 6 per cent of wife assaults were reported to the police?

If 2 1/2 million Canadian women have experienced violence at the hands of a partner, what is the greater threat to a child's well-being — day care or the spectacle of mommy being beaten up? And what price all that societal sanctimony about mothers and infants — 21 per cent of the assaulted women in this survey were beaten or attacked by a partner during pregnancy?

The StatsCan report, the first of its kind anywhere, is a world-shaker, an icy splash in the face of Canadian complacency. It must directly change the way we think about education, children, marriage, divorce, crime, availability of weapons.

Start now. What bedtime story are you going to read to your little girl tonight? Will it end with marriage as "happily ever after"? And what will you teach your son about how to be a man?

The Toronto Star, November 22, 1993
Reprinted with permission — The Toronto Star Syndicate

"About six months after we were married, he told me never to talk unless it was something important. I had no way of knowing what he considered important. So, I didn't say anything at all. After seven years of isolation, physical and emotional abuse, I became almost mute ... I gradually lost control of my vocal cords. After leaving (my husband), I decided to try to learn to speak again. I went to a full year of weekly speech therapy lessons."

What about kids?

Children witness violence against their mothers in four of the 10 marriages where violence was reported. Not only are they at risk of being assaulted themselves, they may develop adjustment problems. Children are emotionally hurt by living in a violent home. They live in fear. They don't feel safe or secure in their homes. They may have nightmares or headaches, and may withdraw from people or become aggressive. Boys and girls who see violence at home quickly learn that violence is the way to solve problems. Violence is a learned behavior. Girls may believe that abuse is "normal" and become more likely to stay in an abusive relationship. Boys may learn that it's okay to control a woman through violence or intimidation, and grow up to be an abuser.

It is estimated that half of all women and a quarter of all men are sexually abused before the age of eighteen. The offender is almost always an adult man who is a family member or otherwise known to the child. Such abuse is a violation of trust and power the adult has over the child. It is difficult for people to share their memories of childhood sexual abuse, or sometimes even remember it at all. Many people struggle their whole lives to overcome the fear, pain and other difficulties caused by childhood sexual abuse.

If your child tells you directly about sexual abuse, believe them. Children rarely lie about such an experience. It's better to get help from someone who works with sexually abused children, such as a sexual assault centre.

If you are an adult survivor of child abuse, it's also a good idea to look for experienced help — it's a difficult issue to deal with alone.

We are all responsible for keeping our children safe.

What about the men?

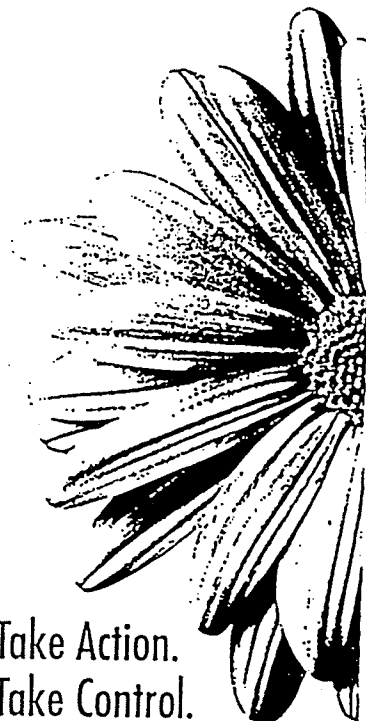
Of course, not all men are abusive. But overwhelmingly, men are the abusers and women are the victims. One in five men living with a woman admits to assaulting her. Almost 99% of all sexual assaults are committed by men.

If a man really wants to stop the violence against his partner, he must take responsibility for what he does. He must stop blaming his partner, alcohol, drugs, stress or anything else for the violence. Men who abuse must want to change.

In some areas there is help from a counsellor who is trained to work with abusive men and who understands issues of power and control in relationships. There may be a group for men who abuse women in your area.

It is possible for men to learn to change how they act and to learn new ways of relating to women. But it is not easy. And it can't be done in one or two counselling sessions.

Men can help stop violence by telling other men and boys that intimidating and assaulting women is never acceptable.



Take Action.
Take Control.

WHAT CAN SCHOOL PERSONNEL DO?

IF A DISCLOSURE IS MADE.....

DO:

- Listen calmly to the student.
- Take the complaint seriously.
- Reassure the student it is not their fault.
- Be supportive of the student -create an atmosphere of safety & trust.
- Involve appropriate school/system staff; respecting the student's privacy as much as possible.
- Consult with local resources listed in this package.
- Take appropriate action needed - ENSURE A REPORT IS MADE WHEN APPROPRIATE, record the information.
- Do talk to a colleague or someone you trust about your feelings (always maintaining confidentiality-respecting the child's rights to privacy by not identifying her/him to uninvolved persons).

IT'S HELPFUL TO SAY THINGS LIKE:

"I BELIEVE YOU."

"I'M GLAD YOU TOLD ME ABOUT THIS. YOU DID THE RIGHT THING."

"YOU'RE NOT ALONE-THIS HAPPENS TO A LOT OF PEOPLE."

"IT'S NOT YOUR FAULT."

"I'LL DO WHAT I CAN TO SUPPORT YOU."

DON'T:

- Make light of the situation, assume the crisis has passed or display strong emotional reaction of shock, disgust, embarrassment, etc.
- Guarantee confidentiality, secrecy or make unrealistic promises.
- Take responsibility for counselling alone.

Adapted from the London Family Court Clinic Inc.

IF A STUDENT DISCLOSES THEY ARE BEING ABUSIVE IN A RELATIONSHIP.....

- Listen to the abuser. Support change in behaviour. Don't be silent or ignore abusive comments about women.
- Help him understand that he is the only one responsible for the violence even if his girlfriend is responsible for other problems in the relationship. Violence is learned behaviour and can be unlearned.
- Encourage him to seek help in a counselling program for men.
- Consult the local agencies listed in your resource package. The violence will not stop on its own.

THINGS TO SAY WHEN A STUDENT DISCLOSES WIFE ABUSE/ASSAULT

- It took a lot of courage to talk about this.
- Telling a trusted adult is the first step towards reducing the violence.
- I'm glad you told me.
- You are not responsible for your parent's violence.
- You are not alone; this is happening in many families.
- Talk to your mom and tell her how you feel.
- Have you also been hit or abused?

AFTER A DISCLOSURE

- Do talk to the principal and record the disclosure.
- Do talk to a colleague or someone you trust about your feelings (ensuring the student's right to privacy).
- Do keep communication open with the student who will require ongoing support.
- Do contact a local agency listed in your resource package.

Adapted from the London Family Court Clinic Inc.

RESOURCES AND SERVICES

Osborne House (YM-YWCA) Crisis Line and Shelter for Abused Women (24 hours)	942-3052
Toll-Free Province-wide Crisis Line	1-800-362-3344
Sexual Assault Crisis Line	786-8631
Suicide Prevention Clinic Crisis Line	786-8686
Teen Touch	783-1116
Kids Help Phonenumber	1-800-668-6868
Youth Resource Centre	477-1804
Contact Community Information	944-4050
Fort Garry Women's Resource Centre	477-1123
Immigrant Women's Association	943-8612
North End Women's Resource Centre	589-7347
Women's Advocacy Program	945-6851
Evolve	784-4070
Elder Abuse Resource Centre	942-6235
Family Centre of Winnipeg	947-1401
Children's Home of Winnipeg	786-7051
Child and Family Services (east)	944-4286
After hours-emergency	944-4050
Child Guidance Clinic	257-0202
School Counsellor	233-3986
Pluri-Elles Centre de Femme	233-1735
Ma Mawi Chi Itata Centre, Inc.	925-0300

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The Crown Prince (1989) National Film Board of Canada

The Power To Choose (1988) Kinetic Inc.

Right From The Start (1992) Kinetic Inc.

Love, Honoured and Bruised (1980) National Film Board of Canada

After The Montreal Massacre (1991) National Film Board of Canada

Still Killing Us Softly (1987) National Film Board of Canada

Without Fear (1993) National Film Board of Canada

One Hit Leads to Another (1990) Victoria Women's Transition House Society

NATIONAL RESOURCES:

National Clearinghouse on Family Violence
Health Canada
Tunney's Pasture
Ottawa, Ontario
K1A 1B5

Tel: 1-800-267-1291
Fax: 613-941-8930
TDD: 1-800-561-5643

The Clearinghouse, which is part of the Family Violence Prevention Division of Health Canada, provides information and consultation to professionals and the public in the area of family violence. A resource list of materials distributed is available on request.

National Film Board of Canada

Tel: 983-4131

An extensive collection of films and videos, compiled in cooperation with the National Clearinghouse on Family Violence, is available for loan. A list of the collection is available on request.

Vis-a-Vis.....A National Newsletter on Family Violence

Subscriptions to Vis-a-Vis are available free of charge through:

Family Violence Program
Canadian Council on Social Development
Box 3505, Station C
55 Parkdale Avenue
Ottawa, Ontario
K1Y 4G1

Tel: 613-728-1865
Fax: 613-728-9387

APPENDIX 5

EVALUATION INSTRUMENT FOR SCHOOL PERSONNEL & PARENTS

The things I liked best about the session were

The things I liked least about the session were

The most important thing I learned during this session was

I'd like to know more about

Please change

APPENDIX 6

PARENT RESOURCE PACKAGE

INSERT

The parent resource package provided the identical material as the school personnel resource package (Appendix 4) with the exception of the following page; "WHAT CAN A PARENT DO?", which replaced the "WHAT CAN SCHOOL PERSONNEL DO?" information in the school personnel resource package.

WHAT CAN A PARENT DO?

IF YOUR CHILD TELLS YOU SHE IS IN AN ABUSIVE RELATIONSHIP.....

- Believe her.
- Listen and let her talk about her feelings.
- Consult with local agencies listed in your resource package.
- Respect your child's right to privacy.
- Talk to someone you trust about your feelings (always maintaining confidentiality).

IT'S HELPFUL TO SAY THINGS LIKE:

"I BELIEVE YOU."

"I'M GLAD YOU TOLD ME ABOUT THIS. YOU DID THE RIGHT THING."

"YOU'RE NOT ALONE- THIS HAPPENS TO A LOT OF PEOPLE."

"IT'S NOT YOUR FAULT."

"I'LL DO WHAT I CAN TO SUPPORT YOU."

IF YOUR CHILD DISCLOSES THEY ARE BEING ABUSIVE IN A RELATIONSHIP.....

- Listen to your child.
- Support your child for recognizing the problem.
- Encourage your child to get the help they need to change their behaviour. The violence will not stop on its own.
- Help him understand that he is the only one responsible for the violence even if his girlfriend is responsible for other problems in the relationship. Violence is learned behaviour and can be unlearned.
- Consult with local agencies listed in your resource package.

Adapted from the London Family Court Clinic Inc.

APPENDIX 7

EVALUATION INSTRUMENT FOR STUDENTS (PRE – POSTTEST QUESTIONNAIRE)

Disagreements

No matter how well a couple gets along, there are times when they disagree on major decisions, get annoyed about something the other person does, or just have spats or fights because they're in a bad mood or tired or for some other reason. They also use many different ways of trying to settle their differences. Following is a list of some things that people may do when they have disagreements. In your opinion, how acceptable is each of the following for a young man to use when he has a disagreement with his partner, or girlfriend? Circle the number underneath the answer that seems right to you.

Circle 0 for "Never Alright", if you think it would never be alright for a young man to do this to his girlfriend.

Circle 1 for "Usually Not Alright", if you think it would usually be wrong for him to do this, but there are a few situations in which it would be alright.

Circle 3 for "Sometimes Alright", if you think there would be more than a few situations in which it would be alright to do this.

Circle 4 for "Usually Alright", if you think it is usually alright to do this, but that it might be wrong in some situations.

Circle 5 for "Always Alright", if you think this would always be alright as a way to handle disagreements.

If a young man...	Never Alright	Usually Not Alright	Sometimes Alright	Usually Alright	Always Alright
1. Gave reasons for his side of the argument...	0	1	2	3	4
2. Agreed that his partner was partly right...	0	1	2	3	4
3. Told his partner he was partly to blame.....	0	1	2	3	4
4. Gave reasons why he thought his partner was wrong.....	0	1	2	3	4
5. Asked for more explanation of his partner's position.....	0	1	2	3	4

If a young man...	Never Alright	Usually Not Alright	Sometimes Alright	Usually Alright	Always Alright
6. Offered a solution that he thought would satisfy them both.	0	1	2	3	4
7. Discussed the issue calmly...	0	1	2	3	4
8. Argued strongly but did not shout.	0	1	2	3	4
9. Kept to the issue at hand..	0	1	2	3	4
10. Said his partner was being selfish.	0	1	2	3	4
11. Said his partner was hurting his feelings.....	0	1	2	3	4
12. Brought up something bad his partner had done in the past.....	0	1	2	3	4
13. Said things to make his partner feel guilty.....	0	1	2	3	4
14. Brought up other things about his partner that bothered him....	0	1	2	3	4
15. Said his partner was ignoring his feelings.....	0	1	2	3	4
16. Said his partner was being unfair.	0	1	2	3	4
17. Told his partner how much he had given in before.	0	1	2	3	4

If a young man...	Never Alright	Usually Not Alright	Sometimes Alright	Usually Alright	Always Alright
18. Did something to make his partner feel jealous.... 0		1	2	3	4
19. Gave in, just to avoid conflict... 0		1	2	3	4
20. Gave in, just to make his partner happy..... 0		1	2	3	4
21. Tried to change himself so he wouldn't make his partner so angry. 0		1	2	3	4
22. Changed the subject to something more pleasant..... 0		1	2	3	4
23. Just avoided the issue altogether. 0		1	2	3	4
24. Refused to do things for his partner..... 0		1	2	3	4
25. Said he had something else to do and couldn't talk about it right now..... 0		1	2	3	4
26. Gave his partner the cold shoulder. 0		1	2	3	4
27. Said his partner was being too emotional..... 0		1	2	3	4
28. Said he'd rather discuss it later. 0		1	2	3	4
29. Refused to speak to his partner... 0		1	2	3	4

If a young man...	Never Alright	Usually Not Alright	Sometimes Alright	Usually Alright	Always Alright
30. Lied to support his side of the argument.....	0	1	2	3	4
31. Sulked and/or refused to talk about it.....	0	1	2	3	4
32. Said his partner was not being logical.....	0	1	2	3	4
33. Threw something at his partner...	0	1	2	3	4
34. Pushed, grabbed or shoved his partner.....	0	1	2	3	4
35. Slapped his partner.....	0	1	2	3	4
36. Kicked, bit or hit his partner with his fist...	0	1	2	3	4
37. Hit or tried to hit his partner with something...	0	1	2	3	4
38. Beat his partner up.....	0	1	2	3	4
39. Choked his partner.....	0	1	2	3	4
40. Threatened his partner with a knife or gun.....	0	1	2	3	4
41. Used a gun or knife on his partner.....	0	1	2	3	4

Disagreements

No matter how well a couple gets along, there are times when they disagree on major decisions, get annoyed about something the other person does, or just have spats or fights because they're in a bad mood or tired or for some other reason. They also use many different ways of trying to settle their differences. Following is a list of some things that people may do when they have disagreements. In your opinion, how acceptable is each of the following for a young woman to use when she has a disagreement with her partner, or boyfriend? Circle the number underneath the answer that seems right to you.

Circle 0 for "Never Alright", if you think it would never be alright for a young woman to do this to her boyfriend.

Circle 1 for "Usually Not Alright", if you think it would usually be wrong for her to do this, but there are a few situations in which it would be alright.

Circle 3 for "Sometimes Alright", if you think there would be more than a few situations in which it would be alright to do this.

Circle 4 for "Usually Alright", if you think it is usually alright to do this, but that it might be wrong in some situations.

Circle 5 for "Always Alright", if you think this would always be alright as a way to handle disagreements.

If a young woman..	Never Alright	Usually Not Alright	Sometimes Alright	Usually Alright	Always Alright
1. Gave reasons for her side of the argument...	0	1	2	3	4
2. Agreed that her partner was partly right...	0	1	2	3	4
3. Told her partner she was partly to blame.....	0	1	2	3	4
4. Gave reasons why she thought her partner was wrong.....	0	1	2	3	4
5. Asked for more explanation of her partner's position.....	0	1	2	3	4

If a young woman..	Never Alright	Usually Not Alright	Sometimes Alright	Usually Alright	Always Alright
6. Offered a solution that she thought would satisfy them both.	0	1	2	3	4
7. Discussed the issue calmly...	0	1	2	3	4
8. Argued strongly but did not shout.	0	1	2	3	4
9. Kept to the issue at hand..	0	1	2	3	4
10. Said her partner was being selfish.	0	1	2	3	4
11. Said her partner was hurting her feelings.....	0	1	2	3	4
12. Brought up something bad her partner had done in the past.....	0	1	2	3	4
13. Said things to make her partner feel guilty.....	0	1	2	3	4
14. Brought up other things about her partner that bothered her....	0	1	2	3	4
15. Said her partner was ignoring her feelings.....	0	1	2	3	4
16. Said her partner was being unfair.	0	1	2	3	4
17. Told her partner how much she had given in before.	0	1	2	3	4

If a young woman..	Never Alright	Usually Not Alright	Sometimes Alright	Usually Alright	Always Alright
18. Did something to make her partner feel jealous....	0	1	2	3	4
19. Gave in, just to avoid conflict...	0	1	2	3	4
20. Gave in, just to make her partner happy.....	0	1	2	3	4
21. Tried to change herself so she wouldn't make her partner so angry.	0	1	2	3	4
22. Changed the subject to something more pleasant.....	0	1	2	3	4
23. Just avoided the issue altogether.	0	1	2	3	4
24. Refused to do things for her partner.....	0	1	2	3	4
25. Said she had something else to do and couldn't talk about it right now.....	0	1	2	3	4
26. Gave her partner the cold shoulder.	0	1	2	3	4
27. Said her partner was being too emotional.....	0	1	2	3	4
28. Said she'd rather discuss it later.	0	1	2	3	4
29. Refused to speak to her partner...	0	1	2	3	4

If a young woman..	Never Alright	Usually Not Alright	Sometimes Alright	Usually Alright	Always Alright
30. Lied to support her side of the argument.....	0	1	2	3	4
31. Sulked and/or refused to talk about it.....	0	1	2	3	4
32. Said her partner was not being logical.....	0	1	2	3	4
33. Threw something at her partner...	0	1	2	3	4
34. Pushed, grabbed or shoved her partner.....	0	1	2	3	4
35. Slapped her partner.....	0	1	2	3	4
36. Kicked, bit or hit her partner with her fist...	0	1	2	3	4
37. Hit or tried to hit her partner with something...	0	1	2	3	4
38. Beat her partner up.....	0	1	2	3	4
39. Choked her partner.....	0	1	2	3	4
40. Threatened her partner with a knife or gun.....	0	1	2	3	4
41. Used a gun or knife on her partner.....	0	1	2	3	4

Thank-you for filling out this survey. Later in the school year, we will be returning to give you a second booklet of questions, and we would like to be able to match up each person's answers on this survey to their answers on the second survey. However, we want to protect your privacy, so we do not want to have you sign your name to this booklet. Therefore, we are asking you to create your own "identity code" from information that only you would know. In the four spaces below, enter the first and second letters of your mother's name, the first letter of the name of your favourite colour, and the number of different schools you have ever gone to. For example, if your mother's name is Susan, your favourite colour is black, and you have gone to three different schools, your identity code would be:

S U B 3

Please enter your identity code here:

— — — —

The purpose of this survey is to obtain feedback from students on the violence prevention program, in order to improve future programs.

The information you provide will be kept confidential and no individual student's responses will be identified.

If you feel uncomfortable in answering any or all of the questions, you do not have to complete them. The information you provide will be helpful to the program designers.

A.S.A.P. London Family Court Clinic Inc.

THE LONDON FAMILY COURT CLINIC QUESTIONNAIRE ON VIOLENCE IN INTIMATE RELATIONSHIPS

For items 1-4, please circle the letter beside the most appropriate answer:

1. **WHAT PROPORTION OF CANADIAN WOMEN ARE ASSAULTED BY THE MAN THEY LIVE WITH?**
 - A. 1 OUT OF 100
 - B. 1 OUT OF 75
 - C. 1 OUT OF 50
 - D. 1 OUT OF 20
 - E. 1 OUT OF 10
2. **WHAT PERCENTAGE OF FAMILY VIOLENCE IS DIRECTED AT WOMEN AND CHILDREN?**
 - A. 50%
 - B. 60%
 - C. 70%
 - D. 80%
 - E. 90%
3. **WHICH ONE OF THESE STATEMENTS IS TRUE?**
 - A. Women are **much more** likely to be assaulted by **their partner** than by a stranger on the street.
 - B. Women are **somewhat more** likely to be assaulted by **their partner** than by a stranger on the street.
 - C. Women are **just as likely** to be assaulted by **their partner** than by a stranger on the street.
 - D. Women are **somewhat more** likely to be assaulted by a **stranger** than by their partner.
 - E. Women are **much more** likely to be assaulted by a **stranger** than by their partner.
4. **WHICH ONE OF THESE STATEMENTS IS MOST ACCURATE (TRUE)?**
 - A. In cases of wife assault, the police can only **lay a charge if the women wants** a charge laid.
 - B. **A women needs a witness** in order to lay an assault charge against her spouse.
 - C. Assault against one's spouse **carries a lighter maximum sentence** than does an assault on a stranger.
 - D. The criminal code of Canada **treats wife assault the same as stranger assault.**
 - E. A charge will not be laid in cases of wife assault unless the **women requires medical attention** due to the assault.

A.S.A.P. London Family Court Clinic Inc.

We would like your opinion on the following statements. For items 5-17, please put a check mark ✓ under your answer.

IN ACCORDANCE WITH THE FOLLOWING SCALE, DO YOU...	STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
5. Assaulted women could just leave their partner if they really wanted to.					
6. Some women deserve the violence that they experience.					
7. Poverty causes family violence.					
8. Alcohol causes family violence.					
9. As long as children are not abused, they are not affected by witnessing violence in the home.					
10. Violence is a private family matter.					
11. The community has no right to intervene in family violence.					
12. If someone is abusive on a dating relationship, they will stop when married.					
13. A violent fight can "clear the air"; it probably will not happen again.					
14. When a man abuses a women, he tries to control her.					
15. When a husband and wife share equal power in a marriage, it is bound to cause some violent fights.					
16. If someone swears at or intimidates another person, this is abuse.					
17. Schools should play a role in increasing awareness of the effects of violence and how to prevent it.					

A.S.A.P. London Family Court Clinic Inc.

Please read this story and then answer the questions that follow:

Tony and Krista have been dating a long time. When Tony picks up Krista one evening she is wearing a new yellow sweater. Tony does not like it and is angry Krista would wear a colour he dislikes.

"Look at yourself," Tony says. "You look terrible!"

"Hey, this is a brand new sweater," Krista replies.

"Well it stinks. I hate yellow and you know it. I am not taking you anywhere until you change it," Tony yells.

For items 18-20, indicate how much you agree or disagree by circling your answer:

18. If Tony spoke to Krista like this often, it would have serious effects on her.

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
-------------------	-------	-----------	----------	----------------------

19. If Krista continues to date Tony, he will likely continue to treat her this way.

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
-------------------	-------	-----------	----------	----------------------

20. Krista should try harder to remember what Tony wants.

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
-------------------	-------	-----------	----------	----------------------

A.S.A.P. London Family Court Clinic Inc.

For items 21-25, we are interested in how you are likely to behave in certain situations. If you believe YES you would do the behaviour, put a check mark ✓ under the YES. If your answer is MAYBE, put a check mark ✓ under MAYBE. If you believe NO you would not do the behaviour, put a check mark ✓ under the NO. When you are done, there should be 5 check marks.

If you were at a party and you saw a guy grab the arm of his girlfriend because he did not want her to leave the party, would you....	YES	MAYBE	NO
21. Say something to him then and there.			
22. Talk to him about it at a later time.			
23. Talk to a teacher.			
24. Talk to another friend			
25. Ignore it - It is a personal issue.			

For items 26-30, please answer YES or NO to each question. If your answer is YES, put a check mark ✓ under the YES. If your answer is NO, put a check mark ✓ under the NO. When you are done, there should be 5 check marks.

Is it all right if a male holds a female down and forces her to engage in sexual intercourse if....	YES	NO
26. He spends a lot of money on her?		
27. He is stoned or drunk?		
28. They have dated a long time?		
29. She gets him sexually excited?		
30. She has led him on?		

For items 31-35, if the answer is YES put a check mark ✓ under the YES. If the answer is NO, put a check mark ✓ under the NO. When you are done, there should be 5 check marks.

DATING EXPERIENCES	YES	NO
31. Are you currently dating?		
32. Are you currently involved in a steady dating relationship?		
33. Have you experienced verbal or emotional abuse in a dating relationship?		
34. Have you experienced physical abuse in a dating relationship?		
35. Have you experienced sexual abuse in a dating relationship?		

Are you female or male? _____ FEMALE _____ MALE

How old are you? _____

What grade are you in? _____

THANK-YOU FOR COMPLETING THE QUESTIONNAIRE

Items 18-20 were adapted from a measure by Mercer, S., (1988). Referenced in "Not a Pretty Picture: An exploratory study of violence against women in high school dating relationships", Education Wife Assault, Toronto, Ontario.

Items 21-30 were adapted from a measure by Glarusso, R., Johnson, P., Goodchilds, J., and Zellman, G., (1979). Referenced in "Adolescents' Cues and Signals: Sex and Assault" presented at Western Psychological Association meeting, April 1979, San Diego, California.

This questionnaire was developed by the London Family Court Clinic (1993). Please cite the London Family Court Clinic when reporting results in publications and reports. A version for computer answer sheets is also available from the authors at:

London Family Court Clinic
254 Pall Mall St., Suite 200
London, Ontario N6A 5P6
Telephone (519) 679-7772
Fax (519) 675-7772

A.S.A.P. London Family Court Clinic Inc.

HOW TO USE THIS MANUAL

We have tried to make our manual, *A.S.A.P.*, as user friendly as possible. The main text appears on the right-hand (even-numbered) pages. The left-hand (odd-numbered) facing pages include materials designed to be photocopied or made into overhead transparencies. The facing pages contain quotes, graphics, newspaper articles, lists, outlines, sample agendas for meetings, sample school protocols, and samples of things to do with students. We have obtained permission to photocopy all materials from other sources; the credits are listed on each page. To reproduce these materials yourself, please contact the original authors for permission. The materials without credit are produced by the authors. We give permission for all materials unique to this manual to be reproduced in violence prevention programs. Should you decide to reproduce the unique materials in further publications, we ask that appropriate credit be given to the authors.

This manual has been designed for use with the accompanying video. The facilitator's discussion guide should be read before using the video with school personnel.

This is a preview edition of the manual. We encourage you to try out the ideas and give us feedback about your successes, problems, adaptations and any new ideas. We also encourage you to use the resources listed in the extensive resource section. Please provide us with new references to include in later editions. Send your ideas, information and suggestions to:

Violence Prevention
London Family Court Clinic
254 Pall Mall Street, Suite 200
London, Ontario N6A 5P6

Phone: (519) 679-7250
Fax: (519) 675-7772

APPENDIX 8

MODULE ONE (OVERHEADS)

FORMS OF VIOLENCE

Dimensions:	<i>Forms include:</i>
Psychological	<i>shouting, swearing, taunting, threatening, degrading, demeaning, inducing fear, gender harassment, witnessing</i>
Sexual	<i>rape, incest, unwanted sexual touching, date rape, harassment</i>
Physical	<i>slapping, shoving, hitting, mutilation, stabbing, assault, murder</i>
Financial	<i>withholding, diverting, embezzling or controlling funds</i>
Spiritual	<i>degrading one's beliefs, withholding means to practice, forcing adherence to a belief system</i>

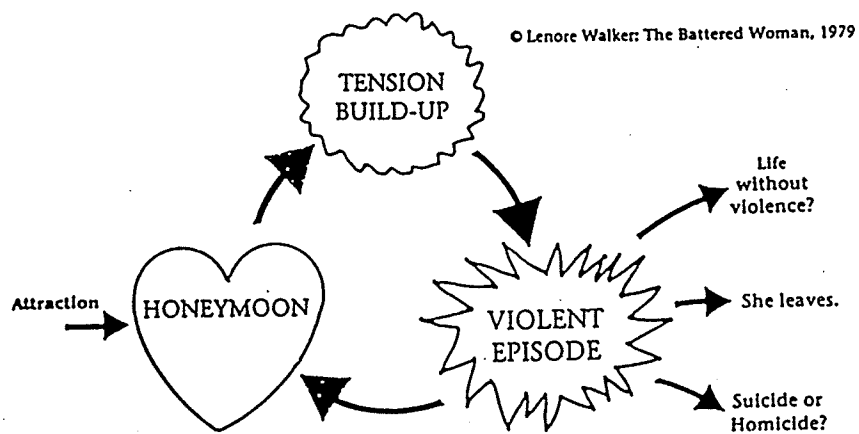
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With abuse there are three common factors:

- the abuse is a misuse of power;
- the victim of abuse is manipulated into accepting a distorted view of reality - that they deserve the abuse.
- the victim's self-esteem is destroyed.

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DIAGRAM OF THE CYCLE OF VIOLENCE



What do you think?

Are these statements MYTHS or FACTS?

1. *Wife-beating was an accepted practice for so long in western culture that there were laws regulating it.*
2. *Violence is usually caused by alcohol or drugs.*
3. *Men who abuse their wives are mentally ill.*
4. *Women must enjoy the violence or they would leave.*
5. *Children are not affected if the assaults are not directed at them.*
6. *Women can walk away anytime they want.*
7. *A woman owes a man sex if she makes him sexually excited by her actions or says she's going to have sex with him, then changes her mind.*
8. *Abused women are somehow at fault for the abuse. They are usually "asking for it."*
9. *Abuse is a private matter between a man and his partner and is no one else's business.*
10. *Jealousy and possessiveness are a sign of true love.*
11. *Abuse happens more frequently in certain racial, cultural or economic backgrounds.*

APPENDIX 9

MODULE TWO

Definition of Assertiveness:

Asking for what you want, stating your opinion, or expressing your feelings in direct and honest ways that show respect for yourself and the people you are communicating with. Assertion is a way of standing up for your rights, yet not violating the rights of others.

Guidelines for Assertive Behaviour

- Look the other person in the eye.
- Speak loudly enough to be heard easily.
- Begin with a personal pronoun: "I think ..." "My opinion is ..."
- Raise your voice slightly to alert others that you have something to say.
- Use your body: lean forward, use hand gestures, or touch the person you want to speak to.
- When you have said what you wanted to say, stop talking.

(This Is It - Teen Acquaintance Rape - Alternatives to Fear)

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MUSIC VIOLENCE AWARENESS WORKSHEET:

1. List the rock groups (past and present) that you like to listen to, or used to listen to, below. Try to list at least 7-10 different names.

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

2. Think about all the song titles the groups above have used. Focus on the titles and not on the lyrics. On the left side of the chart, list all the titles that suggest violence or unwanted domination of one person over another. Put the non-violent titles on the right side.

Titles Suggesting Violence	Titles Not Suggesting Violence

3. Think about all the album covers you have seen used by the above groups. Based on the pictures on the covers, list the albums under the violent or non-violent column.

Album Covers Using Violence	Covers Not Using Violence

4. Think of some lyrics from songs you like that are sung by your favourite groups. Write down some key words from those lyrics in either the violent or non-violent columns.

Violent Key Words	Non-Violent Key Words

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APPENDIX 10

MODULE FOUR

Understanding Anger

*It's OK to feel angry . . . it's not OK to hurt someone when you do.
When you get mad, instead of hitting, try the following steps:*

1. Notice the signs of anger rising:

- a tight feeling in your neck, your hands, your face
- a hot feeling somewhere in your body, perhaps your ears
- breath coming faster and harder
- heart beating faster
- voice getting louder
- your own special signs

2. Before the explosion . . . distract yourself. Take time out.

- go for a walk or run
- take a bath or shower
- play the piano or some other instrument
- bake bread
- mow the lawn

Don't drive your car. You may hurt yourself or someone else.

3. Talk yourself down.

Don't talk yourself into being more angry by thinking that the person you're mad at is deliberately out to get you or defy you. Tell yourself that they have their own reasons for doing what they're doing that may have nothing to do with you.

Don't exaggerate what is going on. Tell yourself that what is happening is probably not as serious as you think it is.

4. Figure out why you're angry. Ask yourself:

Am I really angry at myself or someone else and am I taking it out on the person close to me?

Am I really feeling hurt, afraid, sad, disappointed, embarrassed or insecure?
Are these other feelings coming out as anger?

Am I suffering from fatigue or stress that is triggering my anger?

5. Express your feelings verbally, whatever they are.

Describe how you're feeling.

Don't use hurtful words.

Don't blame the other person for how you're feeling.

You are in control of your own feelings. You alone choose how you feel and act.

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IS YOUR FRIEND A VICTIM OF DATING VIOLENCE?

Has your friend been

- frightened of her/his partner's temper?
- apologizing to her/himself or others for her/his partner's behaviour?
- frightened by her/his partner's violence towards others?
- hit, kicked, shoved or had things thrown at her/him?
- told not to see friends or family because of the partner's jealousy?
- forced to justify everything she/he does, every place she/he goes and/or every person she/he sees to avoid the partner's temper?
- wrongly and repeatedly accused of flirting with others?
- consistently criticized for the way she/he dresses, talks, and/or dances?
- unable to go out, get a job, or go to school without her/his partner's permission?
- teased, made fun of, belittled, degraded...in front of others?
- secretive, ashamed or hostile to her/his parents because of this relationship?
- consistently and excessively pressured to be involved in sexual activity beyond her/his own limits of comfort.

Adapted from: Levy, Barric. *In Love & In Danger*. Seattle, WA: Seal Press, 1993.

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APPENDIX 11

MODULE FIVE

"Rules to Conflict Resolution"

Rule #1

State the Problem clearly – both people explain their side of the issue.

Rule #2

Each person *restates* the problem of the other person.

Rule #3

Both people suggest options/*solutions*.

Rule #4

Mutual Solution is chosen and clearly stated.

Rule #5

If 1-4 fails, get a *mediator*.

REMEMBER

A good relationship

is not one without conflict

It is one in which the participants can resolve conflicts

so that no one is hurt or oppressed;

so that everyone wins.

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HOW TO HELP A FRIEND :

Listen.

Be supportive, not critical. Victims already suffer from low self-esteem.

IT'S HELPFUL TO SAY THINGS LIKE:

"I believe you"

"It's not your fault"

"You don't deserve it"

Encourage your friend to get out of the situation and to get help. Don't be surprised if your friend gets angry or resists your help. Your friendship may suffer at least temporarily.

IF YOU WITNESS A FRIEND BEING ABUSED, OR IF A FRIEND TELLS YOU THAT THEY ARE BEING ABUSED IN A RELATIONSHIP.....

- Listen calmly and take the concern seriously LISTEN, BELIEVE THE STORY AND DO NOT JUDGE.....give comfort and support.
- Let your friend know you care and want to help.....use patience and understanding.
- Reassure your friend that nobody deserves to be abused.....let your friend know the offender is at fault.
- Support your friend in looking at the risks of more abuse.
- Suggest talking to a TRUSTED adult such as a teacher, school counsellor, parent or call one of the resources listed in this package.
- Respect your friends right to privacy, you should not repeat the story unless she has specifically asked you to and you have permission to do so.
- Realize that the situation will not change overnight.
- It is very difficult to listen to the hurt, anger and pain, someone close to you is having. Talk to a trusted person about your feelings. Ensuring your friend's right to privacy and confidentiality.

Adapated from the London Family Court Clinic Inc.

A FRIEND TELLS YOU THAT THEY ARE ABUSING THEIR PARTNER.....

- Support them for recognizing their problem.
- Listen.
- Encourage them to get the support they need to change their behaviour. The violence will not stop on its own.
- Suggest talking to a TRUSTED adult such as a teacher, school counsellor, parent or call one of the resources listed in this package.

IF YOU WITNESS A FRIEND ACTING IN AN ABUSIVE MANNER (VERBAL OR PHYSICAL TOWARDS THEIR PARTNER.....)

- Tell your friend that nobody deserves to be abused.
- Help your friends in looking at the risks of more abuse.
- Encourage your friend to contact one of the resources listed in this package.

Adapted from the London Family Court Clinic Inc.

APPENDIX 12

STUDENT RESOURCE PACKAGE

HOW TO HELP A FRIEND :

Listen.

Be supportive, not critical. Victims already suffer from low self-esteem.

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- Encourage your friend to contact one of the resources listed in this package.

Adapted from the London Family Court Clinic Inc.

RESOURCES AND SERVICES

Osborne House (YM-YWCA) Crisis Line and Shelter for Abused Women (24 hours)	942-3052
Toll-Free Province-wide Crisis Line.....	1-800-362-3344
Sexual Assault Crisis Line	786-8631
Suicide Prevention Clinic Crisis Line	786-8686
Teen Touch	783-1116
Kids Help Phoneline.....	1-800-668-6868
Youth Resource Centre	477-1804
Contact Community Information	944-4050
Fort Garry Women's Resource Centre	477-1123
Immigrant Women's Association	943-8612
North End Women's Resource Centre	589-7347
Women's Advocacy Program	945-6851
Evolve	784-4070
Elder Abuse Resource Centre.....	942-6235
Family Centre of Winnipeg	947-1401
Children's Home of Winnipeg	786-7051
Child and Family Services (east)	944-4286
After hours-emergency	944-4050
Child Guidance Clinic	257-0202
School Counsellor	233-3986
Pluri-Elles Centre de Femme	233-1735
Ma Mawi Chi Itata Centre, Inc.	925-0300

REMEMBER

A good relationship

is not one without conflict

It is one in which the participants can resolve conflicts

so that no one is hurt or oppressed;

so that everyone wins.

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My Declaration of Self-esteem

I am me.

In all the world, there is no one else exactly like me. There are persons who have some parts like me, but no one adds up exactly like me. Therefore, everything that comes out of me is authentically mine because I alone chose it.

I own everything about me - my body, including everything it does; my mind, including all its thoughts and ideas; my eyes, including the images of all they behold; my feelings, whatever they may be - anger, joy, frustration, love, disappointment, excitement; my mouth, and all the words that come out of it, polite, sweet or rough, correct or incorrect; my voice, loud or soft; and all my actions, whether they be to others or to myself.

I own my fantasies, my dreams, my fears.

I own all my triumphs and successes, all my failures and mistakes.

Because I own all of me, I can become intimately acquainted with me. By so doing I can love me and be friendly with me in all my parts. I can then make it possible for all of me to work in my best interests.

I know there are aspects about myself that puzzle me, and other aspects that I do not know. But as long as I am friendly and loving to myself, I can courageously and hopefully look for the solutions to the puzzles and for ways to find out more about me.

However I look and sound, whatever I say and do, and whatever I think and feel at a given moment in time is me. This is authentic and represents where I am at that moment in time.

When I review later how I looked and sounded, what I said and did, and how I thought and felt, some parts may turn out to be unfitting. I can discard that which is unfitting, and keep that which proved fitting, and invent something new for that which I discarded.

I can see, hear, feel, think, say, and do. I have the tools to survive, to be close to others, to be productive, and make sense and order out of the world of people and things outside of me.

I own me, and therefore I can engineer me.

I am me and I am okay.

by Virginia Satir

BIBLIOGRAPHY

FOR TEENAGERS:

Top Secret: Sexual Assault Information For Teenagers Only, by Jennifer Fay & Billie Jo Flerchinger. Available from King County Rape Relief, 305 South 43rd, Renton, WA (206-226-5062) This booklet presents information on incest, date rape, offenders, self-protection and how to help a friend who's been assaulted.

Did You Hear What Happened to Andrea?, by Gloria D. Miklowitz. New York: Delacorte, 1979. Story of a teenage girl who is raped by a stranger. (fiction)

Tiger Eyes., by Judy Blume. Dell 1982. After the violence, a family tries to pick up the pieces and go on. (fiction)

Daughters of Eve., by Lois Duncan Laurel Leaf, 1980. This exclusive club becomes a haven for young women who come from abusive families. (fiction)

No Safe Harbours., by Stephanie Tolan. Fawcett Juniper, 1983. Together they helped each other survive their father's emotional blows.(fiction)

Walking Wounded., by Stephen Thorpe. Bantam, 1985. He wanted to die, but someone cared and that resurrected his courage.(fiction)

Putting Heather Together Again., by Marilyn Levy. Fawcett Juniper, 1989. Heather thought she and Joe were best friends;then he raped her.(fiction)

Silver., by Norma Fox Mazer. Avon 1989. Patty had all the beautiful things money can buy. But her uncle's abuse is too high a price to pay. (fiction)

INSERT

Also provided with the student resource package was a comic entitled "Big Break" published by Planned Parenthood Manitoba (1988), which incorporated a dating violence scenario into one of the comic strips. Also included in the student resource package was a pamphlet produced by The Family Centre of Winnipeg called "TEEN Dating Violence". Due to copyright restrictions, neither of these documents have been reproduced in any way.

These resources can be obtained by calling Planned Parenthood Manitoba (204) 982-7800 and The Family Centre of Winnipeg (204) 947-1401.

APPENDIX 13

QUESTION/COMMENT BOX RESPONSES

STUDENT RESPONSES FROM QUESTION/COMMENT BOX

MODULE ONE

IDENTIFYING ABUSE

I never realized that I had been abused, until now. I know what abuse is and I know that its happened to me.

I learned that no matter how much you love your boyfriend, you shouldn't stick with him, if he hurts you. You must tell someone.

I learned that its not O.K. to be possessive.

I learned mind games is a type of abuse.

I learned that you cannot "deserve" sex because she's/he's good.

Is it abuse when a parent avoids the situation until the parent gets too mad and puts down the child by threatening and comparing and sometimes slapping or hitting you with objects?

Don't be possessive.

Hopefully the people that are in abusive relationships will try to get out.

OVERALL AWARENESS

Ontario has lots of abuse.

That violence is everybody's problem.

Abuse is not good.

I learned that abuse can affect every facet of your life to a great extent.

There is no need for violence in relationships.

There is a lot of abuse going on, you know nothing about.

That violence can happen to anyone young or old, No matter what culture or where you live.

I learned that violence is a major crime and no man or woman should be in control over you.

OVERALL AWARENESS
(CONTINUED)

I have learned that violence is never the answer.

Abuse is not the victims fault.

Violence is not accepted.

Relationship abuse is wrong.

I didn't know that men can now be charged by the cops.

Violence is cruel.

I learned that drugs and alcohol do not always contribute to violence.

I learned that abuse isn't caused by alcohol.

I think that violence should be stopped.

Real strength is when somebody refrains from using their power.

I learned that abuse does not have to come from drugs and alcohol.

I learned that alcohol and drugs do not cause abuse they are just excuses for it.

I learned that violence is wrong.

I'm amazed that a law upheld violence towards women.

I don't agree with #3 I think that any man or guy that beats its partner is mentally ill.

That drinking and drugs is a myth when associated with abuse.

I didn't know the law that men could control and own their wives.

I learned about the "thumb" rule or whatever its called. Glad that's done.

I learned that we had a weird rule about women.

I learned that other culture's beat their wife, husband or child.

I never knew about the rule of thumb but I think it's disgusting that women were ever treated that way.

OVERALL AWARENESS
(CONTINUED)

I didn't know that there were laws for abuse. I think the mental state of the abuser is an opinion.

I learned that abuse happens in all groups of people.

I am agreeing with most of your aspects of abuse.

Early in history (Canada) it was Okay for a man to abuse a woman only if the stick wasn't more thick than the thickness of his thumb.

I didn't know that at one time it was Okay to hit, I always thought it was illegal.

I learned that alcohol and drugs is not an excuse for abuse.

I learned that there was a law saying it's O.K. to beat a partner-What percentage of women beating someone?

I learned that alcohol and drugs don't cause people to be abusive or increase the chances.

I thought the fact about the guys who are possessive and jealous being potential abusers very interesting.

Alcohol and drugs are only an excuse for abuse and not a reason.

That some of the facts that I would have thought were myths and that drugs and alcohol have no effect on abuse.

I learned that drugs and alcohol aren't always the cause of violence.

A good portion of society is bent and sick-minded-be it because the media or the way we were brought up and no matter what you do, at this rate it will get worse.

That men usually get what they want.

I learnt about ignorance.

I think abuse is bad.

I learned that abuse is bad.

Unique.

I learned that abuse was accepted in past times and it was O.K. for a man to hit his wife.

OVERALL AWARENESS
(CONTINUED)

Men that hit women aren't mentally ill.

I learned that violence is happening far too often in society.

Rule of Thumb interesting.

I learned the Rule of Thumb.

I never thought it would be legal to beat your wife its degrading.

**KNOWLEDGE PERTAINING
TO THE CYCLE OF VIOLENCE
- CYCLE OF SEXISM.**

I learned that it isn't easy to get out of an abusive relationship, like people say.

If you're abused but it hasn't happened in a long time, should you wait till it happens again?

I learned that women/men can't always leave their husband/wife if they want to. Because of threats or something like that.

#6 myth or fact should read "Women feel they can walk away anytime. When you say women can walk away anytime that's true. They can they just don't know it.

Abuse isn't always hereditary.

INCIDENCE RATES/STATISTICS

I found the amount of people abused is very high.

I learned that there is a lot of abuse happening today.

I learned about the statistics, although it didn't surprise me.

I didn't know that the statistics were so high or that almost everybody is affected.

Girls do abuse not only guys (I'm a girl).

I learned that women also beat men.

I learned some statistics that I didn't know about before and some myths and facts that were new to me which were surprising.

INCIDENCE RATES/STATISTICS
(CONTINUED)

It seems to me you are blaming most of this abuse subject on the males.

I think this is good but most of the things you say the things on the overhead deal with men being abuser and women being the victims. It happens both ways.

I didn't know abuse was so common everywhere.

1 out of 4 woman has or is being abused by a partner (or more).

**DEFINING, NAMING AND
IDENTIFYING ABUSIVE
BEHAVIOURS**

I learned the different kinds of violence that happens in a relationship and at home.

I learned about abuse today.

I learned the forms of violence today and what violence is.

I learned the different kinds of abuse.

I learned that you don't have to be mentally ill to be abusive.

I learned all the different kinds of abuse.

People that live behind 7-11 beat people.

When somebody becomes intoxicated is it all right for the opposite sex to take advantage of the other person.

Is physical violence towards a child against the law.

Is just name calling abuse.

If a guy says stuff like "I like to pinch your butt" is that harassment.

I didn't know about curb stomping.

Curb stomping.

Is it abuse when a person makes you feel guilty for doing something. If so how can you help a friend?

**DEFINING, NAMING AND
IDENTIFYING ABUSIVE
BEHAVIOURS
(CONTINUED)**

If you were raped but never told anyone and you liked it, and a girl raped a girl what should you do?

If you were raped but never told anyone and you blame it on yourself because you let the guy in your house and all the facts, I say, point to me. Isn't that Okay?

Kill all the men .

What is Love?

My dad used to beat my mother about 6 years ago, now I'm bigger than him and when I see him I'm going to kick his ass.

All the different kinds of abuse.

Is hitting (not really hard) a form of discipline? Should it be tolerated? Is it considered abuse?

I learned a alot about the different kinds of abuse.

If you're walking down the street and someone grabs to rape you, if you ask them to wear a condom even though you say no, can you still charge them?

I'm in a relationship where we'll make plans then he'll break them. I'll mention it, then it will happen again what should I do about it?.

For the past month I've been getting calls and hang ups. My mother noticed that someone is driving around our house and stopping beside our driveway. We thought somebody was looking for our address. But it kept repeating. This Friday a guy I knew came up to me pushed me against the wall and tried to force me to go out with him. When I said no he was demanding an answer, is it abuse?

GENERAL

I thought this class was a good one.

I think what you are doing is great, but its a little unfair to us males. All it talks about is how women are always victims.

I think that this is going to be a helpful week.

GENERAL
(CONTINUED)

Hi I love this class.

This is really an interesting lesson.

Why do we have to learn this stuff we already know.

This program appears better so far than last year.

I've taken a lot of this stuff in junior high so I find it kind a boring no offense.

I thought it was a good class. I had no idea that we allowed abuse in our culture at one time.

Why are we doing this?

This class was interesting.

I think little attention has been taken on the issue of abuse. It has always been hidden on purpose because they think it is traditional and nobody's business except the people its happening to. I think they should have more classes on this and the government should make more laws.

I think it is a very informative and helpful course.

Hi, interesting talk wrong ideas were cleared up.

Hi you have some shocking information its kind a scary.

I think the program is good in some ways but for the one's who have been abused it is hard and they shouldn't have to go through all the pain again.

This is useless because its gonna happen whether you say so or not (abuse).

I learned that alot of stuff we know and believe are myth turn out to be fact I hope I never get involved in a violent relationship.

Can we go into more detail of each subject? ex. mental, sexual.

I didn't learn anything.

I learned alot about abuse.

Its like really good and stuff.

GENERAL
(CONTINUED)

I didn't learn anything but thanx for trying.

Just because you listen to violent music doesn't mean you will be violent.

Hello I don't know what to say, I guess this is a really helpful class, but a sensitive issue.

I think its great that we're discussing violence in relationships because it is common.

INFORMATION ON
HOW TO HELP A
FRIEND OR YOURSELF

Who is the first person you should tell if a parent is abusing you.

How can you stop abuse?

If someone abusing you and you are scared to tell someone what should you do.

What do you do if you're in a verbal, emotional and mental abuse relationship.

Can you press charges against someone who has emotionally abused you.

What do you do if you know someone had been or is being abused .

I learned about Kathy, how she's into drugs and I tried to stop her But I guess I was doing it the wrong way my friend really needs help and I need help too.

I guess this is really helping since I just left my father this summer. He was abusive physically and mentally I guess its good for me to talk Thanks.

My friend gets hit by his dad what should I do?

I know of someone who is sexually abused by her father.

What do you do if you've been sexually harassed and you didn't say anything and now you find out that it is happening to others?

What can you do to help a friend with a verbally abusive brother?

**INFORMATION ON
HOW TO HELP A
FRIEND OR YOURSELF
(CONTINUED)**

What if your mom hits you once in awhile, but sort of brought it on.

Well I know I'm being used that's O.K. cause I like the abuse.

MODULE TWO, MODULE THREE & MODULE FOUR

The responses to these modules are grouped together because in many cases Module 3 was either presented with Module 2 or Module 4.

**RESPONSES TO THE VIDEO
- THE CROWN PRINCE
(CYCLE OF VIOLENCE - EFFECTS
ON CHILDREN WHO WITNESS VIOLENCE)**

I found that if you are exposed to someone for long enough you can become like them.

It was pretty neat about the film being in Winnipeg.

The film is very real and happens in many homes, unfortunately.

The film should be updated.

I thought today's class was very interesting, we watched the film last year.

I think the film was portrayed as the classic abuse situation with the "I'm sorry and its won't happen again thing" and wasn't a thought of story, it showed all the typical things.

I think it's pretty sick to that happen and its weird not alot of people realize that this is happening a lot more and it is around us, not someone who lives in the bad part of the city. Kids do get affected when they see this sort of thing.

That movie showed that kids are affected by their dad's abuse.

Its time to give the NFB more \$\$\$\$.

I learned that parent violence does not just affect the person being hit but the children as well. They learn that violence it O.K. but its not.

RESPONSES TO THE VIDEO
- THE CROWN PRINCE
(CYCLE OF VIOLENCE - EFFECTS
ON CHILDREN WHO WITNESS VIOLENCE)
(CONTINUED)

I thought it was freaky when the paint smell came right when the paint shelf fell. Maybe its a sign? I leaned that it is important to tell about family violence so that we can stop the cycle of violence and get people help so they know there are other outlets.

I think society is starting to realize the situations happening in homes and it's good to hear theres woman shelters that understand.

Hi it was kind of outdated.

I liked the movie, it got the point across.

Maybe not being affected by this type of violence changes my perspective but if any one hurt a member of my family I would be the first to stop it.

If the mother gets the house what does the father get .

Why are lots of people violent.

Can we watch another movie like this?

The movie was good. Don't hit people its not nice.

I thought the movie was realistic. Which made it more interesting.

Very good movie I enjoyed it because I wanted to know what Billy would do about what was happening.

I thought the movie was very interesting. I think alot of people could learn from it.

I thought the movie was very good.

I enjoyed the movie.

The movie was informative and was also sort of fake.

I liked the movie thank you.

I found the movie hard to believe-I don't think she could leave her husband that easily.

I thought the movie was good and it shows you how some family's are like. It also shows you how you can react.

RESPONSES TO THE VIDEO
- THE CROWN PRINCE
(CYCLE OF VIOLENCE - EFFECTS
ON CHILDREN WHO WITNESS VIOLENCE)
(CONTINUED)

I thought it was a good way to show how it can transfer to a kid or people.

I thought the film was informative and well produced I think the movie was Okay. It showed what family violence is like at home I think the older brother Billy was a loser. And the younger brother Freddy was smart to tell someone what was going on.

I thought the movie today shows reality because that is what really goes on in some households. With movies like those, hopefully someday violence like that will cease.

Billy shouldn't have lied when Freddy told the school about the abuse. He should not have taken his anger out on Freddy and Wendy Abuse in a families wrong, action should be taken as soon as possible verbal abuse is wrong.

I enjoyed this class today. Are we going to watch more movies on such topic?

The movie got me really pissed off about how the guy beat his wife. The worst part is that it is so real and occurs so frequently.

I learned that if you are in trouble you should get help immediately or you may end up hurting someone else. Like how Billy's mom didn't get help right away and it affected Billy.

I learned that Ronald is a weenie and that violence could be handed down from father to son.

I thought the film was very good and exciting. People can help other people get through it if they really want to.

I thought the film was good and had lots of action. I learned to not hit people and calm down.

I thought the video was very good I thought the movie was good.

I thought the movie was O.K. but a little dated.

I've seen it before.

I've seen it before.

I thought the film portrayed an abusive family very well. The film did look outdated though.

**RECOGNIZING EMOTIONS,
STEREOTYPES, CONFLICT
MANAGEMENT SKILLS**

I learned that I cope with my anger by internalizing it and taking it out somewhere else ex. sports.

I learned that it was hard to give things up.

I learned not to be violent because it comes to hunt you down.

I learned a lot about my anger and how to control it not to fight with people.

Men have emotion too.

I learned a few things from the YM magazine like how the magazine portrays men and women and what goes on in relationships.

A guy I like keeps flirting with a girl I know he doesn't like. He knows I like him. What's his problem?

I'm more violent unto myself than others actually only unto myself.

I will try to cope with my temper but I have a short temper as soon as someone does something I'm pissed off.

My boyfriend can make me feel guilty to get what he wants because I'm gullible with him.

I learnt a lot of different ways to deal with your anger and when you're pissed off is it O.K. to yell back at your parents?.

I learned that anger needs to be controlled.

I learned not to hit people.

I'm having troubles with guys because I'm too possessive even if I'm not going out with them I'll be jealous I don't think I could ever be tied down in one relationship. Because I don't know if I could trust this person. I've known this guy for 4 years and he likes me I don't like him as much. He lives in St. James. I like someone else a bit to.

There are lots of things that you can do to stop yourself from being violently angry.

What do I do when a friend of mine puts me down and it hurts my feelings but they think they are only joking?

IDENTIFYING ABUSIVE RELATIONSHIPS

I learned some signs of abuse from dating relationships.

I learned that abuse is going on in lots of peoples lives.

I learned how to tell if my friend is in a violent relationship. So now I know if I can help or not..

I learned that abuse is bad and you should get help if you need it.

I learned that if you are being abused mentally, physically or emotionally it's alright to tell someone.

If you are in a relationship that is abusive sometimes but other times you love the person more than anything because they are truly a good person what should you do.

I learned that emotional and verbal abuse often come when there is physical abuse involved.

I would have thrown that man's ass in jail so fast that he wouldn't have known what happened.

What do you do in a relationship with emotional, mental and verbal abuse?

Can you take someone to court if they verbally abuse you.

Is it alright to accuse your boyfriend of flirting if your joking and he knows you are.

Are spanking O.K. cause my friend is getting spanked still?

Why don't women leave? Don't police offer enough protection Why are men so afraid to admit they have a problem.

What is the point of abuse? If you are abused how can you prevent yourself from hitting your kids?

My brother sometimes beats on me but when I tell my Mother about it she does not believe me. It has been going on for about 3 years now and a couple of my friends were there when he did it. I tried calling the police but someone always stops me. What should I do?

There was this guy and he made me do something I didn't want to do. I tried to leave but he pulled me back and I gave up. I'm confused about it because I gave in doesn't that mean its my fault.

**IDENTIFYING ABUSIVE
RELATIONSHIPS**
(CONTINUED)

These classes help me, but they frustrate me, I've blocked the abuse out of my head and this is bringing it back.

Is there help anyone can seek from sibling abuse.

I have a question. If someone forces you to do something other than sexual intercourse what is that called?

When a boy/girl talks to you in a mean sexual way is it sexual assault.

Is physical punishment (spanking) towards a child against the law?

My boyfriend asks me for permission to go places all the time. I didn't demand this from him but I must have made him feel like he had to do this. Was I abusing him?

Two friends of mine have come to me saying they have been sexually molested. What can I do for them or say to them? They have asked that I won't tell anyone else. I promised I wouldn't.

My best friend always beats me because he's trying to be cool.

GENERAL

Why do you have to learn things you already know.

Is it O.K. to have sex when you are not ready to have a baby or be a mother.

I think some people are not brought up to learn how to deal with their anger, so they use it inappropriately.

This program has taught me a lot.

If you have been to counselling to deal with having been sexually assaulted and you have had lots of help with it is there something wrong with you if your still hostile towards and scared of getting involved with guys? What can you do to get over that? Are you ever going to get over it? or are you going to be weird like that forever?

I think some people are losing it like Brett.

If I say wanted to kill someone-for example a basketball coach is that wrong.

GENERAL
(CONTINUED)

Do you think there should be gun control.

This is an interesting topic. I've learned alot. You must be a good mother because you know how to handle a lot of things.

MODULE FIVE

Sometimes this class is too much to handle. It brings back bad memories. That's why sometimes I do something else instead of listening. My life is better now and I just want to put that bad part of my life out. Thanks a lot though.