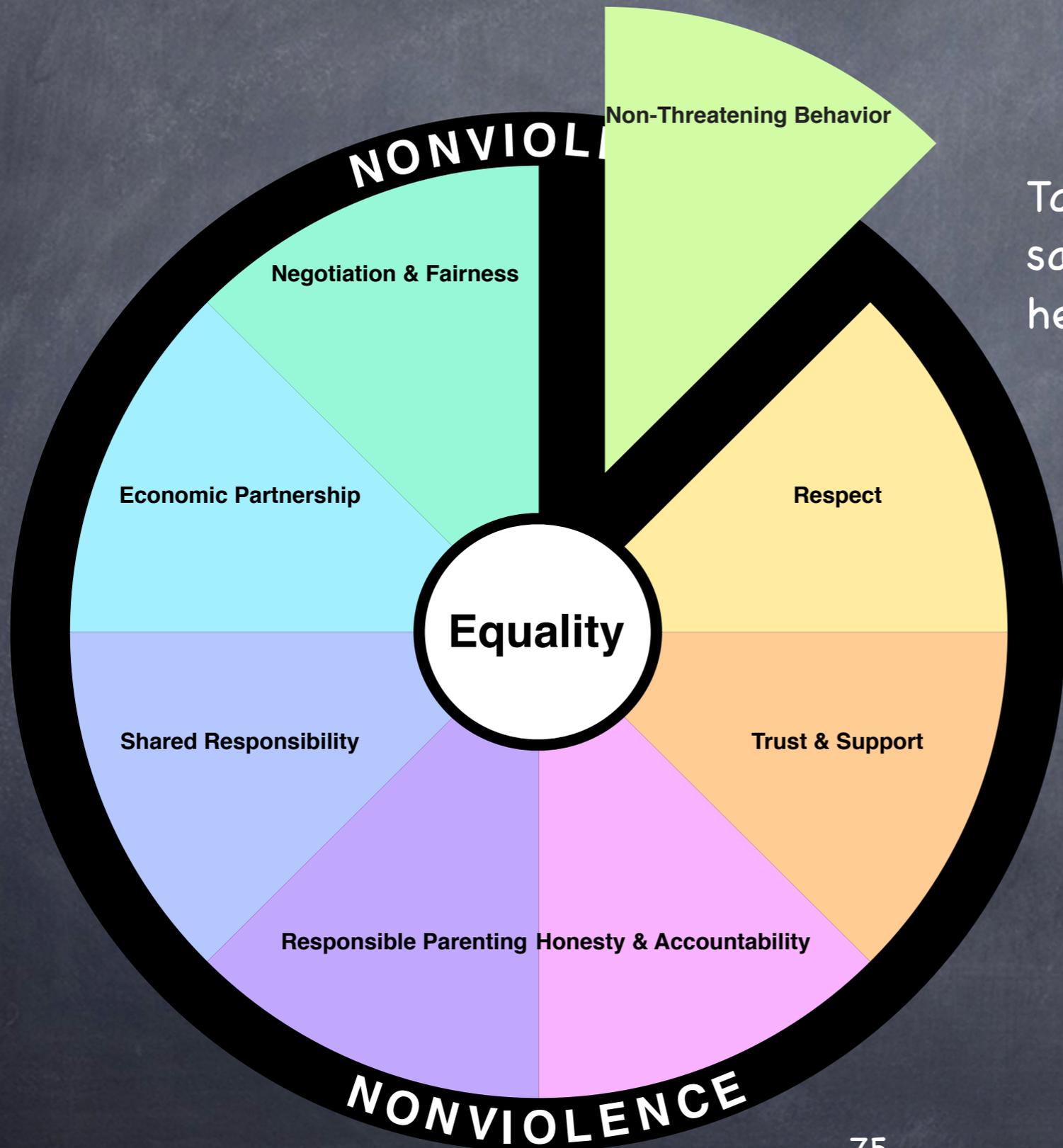


Theme 2: Nonthreatening Behavior



Talking and acting so that she feels safe and comfortable expressing herself and doing things.

Week 1:

Define Non-Threatening Behavior &
Analyze the Use of Intimidation

1. Check In. (15 Minutes)

- a. Introduce new members.
- b. Discuss any progress made on Action Plans.
- c. Share any violence or abuse you engaged in during the previous week.



2. Define Non-Threatening Behavior – Group Discussion. (20 Minutes)

What is non-threatening behavior?

- Behavior which does not use fear, intimidation, or coercion to make someone do something.
- Talking and acting so that she feels safe and comfortable expressing herself and doing things.



Why wouldn't you use non-threatening behavior? What's the benefit of using intimidation?

- Intimidation is used to control her behavior.
- Intimidating behavior intermittently reinforced with violence makes the violence a part of the woman's daily reality. He gets to decide when punching the wall will change to punching her face.
- When a batterer uses an intimidating gesture, look, behavior, statement, or physical contact, he is evoking the power he has established through past acts of violence.

3. Explore the Obstacles to Non-Threatening Behavior in a Relationship. (65 Minutes)

- a. You Don't Care About My Needs vignette
- b. Use Control Log to analyze the vignette

You Don't Care About My Needs

Jim is getting ready for a night out at the casino with some friends. He is in a good mood and looking forward to the evening. He checks the bank balance and notices there's only \$35 in their account. He is enraged and questions Monica about why there's no money left for his night out with his friends.



Monica tries to explain she had to pay bills and gets angry that he is blaming her because there's no money. Jim reviews the charges and asks who she has been giving money to. He seems OK with some of the transactions and upset about others, like the one for \$35 at Target. Monica responds angrily that the children needed shoes and that he should pay more attention to what the family needs. This makes Jim even more furious. He slams the laptop shut and accuses Monica of sabotaging his night out with the guys, saying that it's her responsibility to make sure that there's money in the account. He tries to make Monica feel guilty by saying that he's worked hard all week and now because of her, he can't do something fun.

Monica tells him that the phone company was threatening to cut their service. Jim yells, "wouldn't that be a shame if poor Monica couldn't text on the phone all day?" He kicks the wall close to her and starts to leave, yelling into her face, "you don't care about my needs!"

1. ACTIONS:	<i>Briefly describe the situation and the actions you used to control your partner (statements, gestures, tone of voice, physical contact, facial expressions).</i>
2. INTENTS & BELIEFS	<i>What did you want to happen in this situation?</i>
	<i>What beliefs do you have that support your actions and intents?</i>
3. FEELINGS:	<i>What feelings were you having?</i>
4. MINIMIZATION, DENIAL, BLAME:	<i>In what ways did you minimize or deny your actions or blame her?</i>
5. EFFECTS:	<i>What was the impact of your actions?</i>
On you	
On her	
On others	
6. PAST VIOLENCE:	<i>How did your past use of violence affect the situation?</i>
7. NON-CONTROLLING BEHAVIORS:	<i>What Could you have done differently?</i>

4. Lecture and assignment for Week 2. (10 Minutes)

a. Talk briefly about intimidation

What Is Intimidation?

Intimidation is the use of any behaviors or words which are meant to frighten, scare, or bully your partner into doing/not doing something. (The past use of physical violence makes the intimidation more powerful.)

Examples of Intimidation:

- ① Angry looks or stares which suggest, "you're going to regret this."
- ① Slamming doors, throwing things, punching, or kicking walls or furniture.
- ① Towering over her, crowding her space.
- ① Yelling and screaming.
- ① Destroying things she gave you or you gave her.
- ① Brandishing a weapon.

- b. Hand out Control Logs for Week 2. Fill out section one of the Log (before leaving) with an example of a time when you used intimidation against your partner. (The Log should be completed before next week's class.)

5. Summarize main points of the class. (10 Minutes)

Option 1: Ask each man to identify one insight or useful idea he got from the group.

Option 2: Ask one man to summarize the main points of the class. After his answers, ask if there are any additions.



Week 2:

Understanding the Use of Intimidation
as a Tactic of Control

1. Check In. (15 Minutes)

- a. Introduce new members.
- b. Discuss any progress made on Action Plans.
- c. Share any violence or abuse you engaged in during the previous week.



2. Analyze the participants' Logs: Focusing on one of the seven aspects of the log. (75 minutes)
 - a. Examine actions and intents. Each participant gives an example (from his log) of a time he used intimidation to control his partner. What was his immediate intent in using this tactic? What did he think his intimidation was going to do or change?
 - b. Discuss the relationship between the men's beliefs and the actions and intents listed on their logs.
 - c. Complete sections 3 to 6 on the log.
 - i. **Option One:** Log one or two individuals' experiences.
 - ii. **Option Two:** Log the entire group at one time.
3. Discuss section 7 of the log. (15 minutes)

Refer to examples participants listed on their logs and discuss non-controlling behaviors on the Equality Wheel. Covering the rules and responsibilities of time-outs is important.
4. Collect participants' completed logs. (Logs should be completed before the session.) (5 minutes)

5. Summarize main points of the class. (10 Minutes)

Option One: Ask each man to identify one insight or useful idea someone got from the group.

Option Two: Ask one man to summarize the main points of the class. After he answers, ask if there are any additions.



Week 3:

Ending the Use of Intimidation

1. Check In. (15 Minutes)

- a. Introduce new members.
- b. Discuss any progress made on Action Plans.
- c. Share any violence or abuse you engaged in during the previous week.



2. Return Logs from last week (5 minutes)

3. Role play non-controlling alternatives (45 minutes)

- a. A participant role-plays a situation from his own Log without using abusive behavior. Engage the group in discussion and analyze whether the participant still used controlling behavior.
- b. Another participant role-plays the same scenario and so on, until the role-play is no longer controlling or abusive.

4. Teach specific skills using exercises on non-controlling behaviors. (45 Minutes)

- Time-outs
- Acknowledging Women's Fear
- Accepting Women's Anger
- Anger vs. Domestic Violence
- Coping Skills
- Using Positive Self-Talk
- Assertive Communication
 - Recognizing Nonverbal Cues
- Negotiation & Conflict Resolution



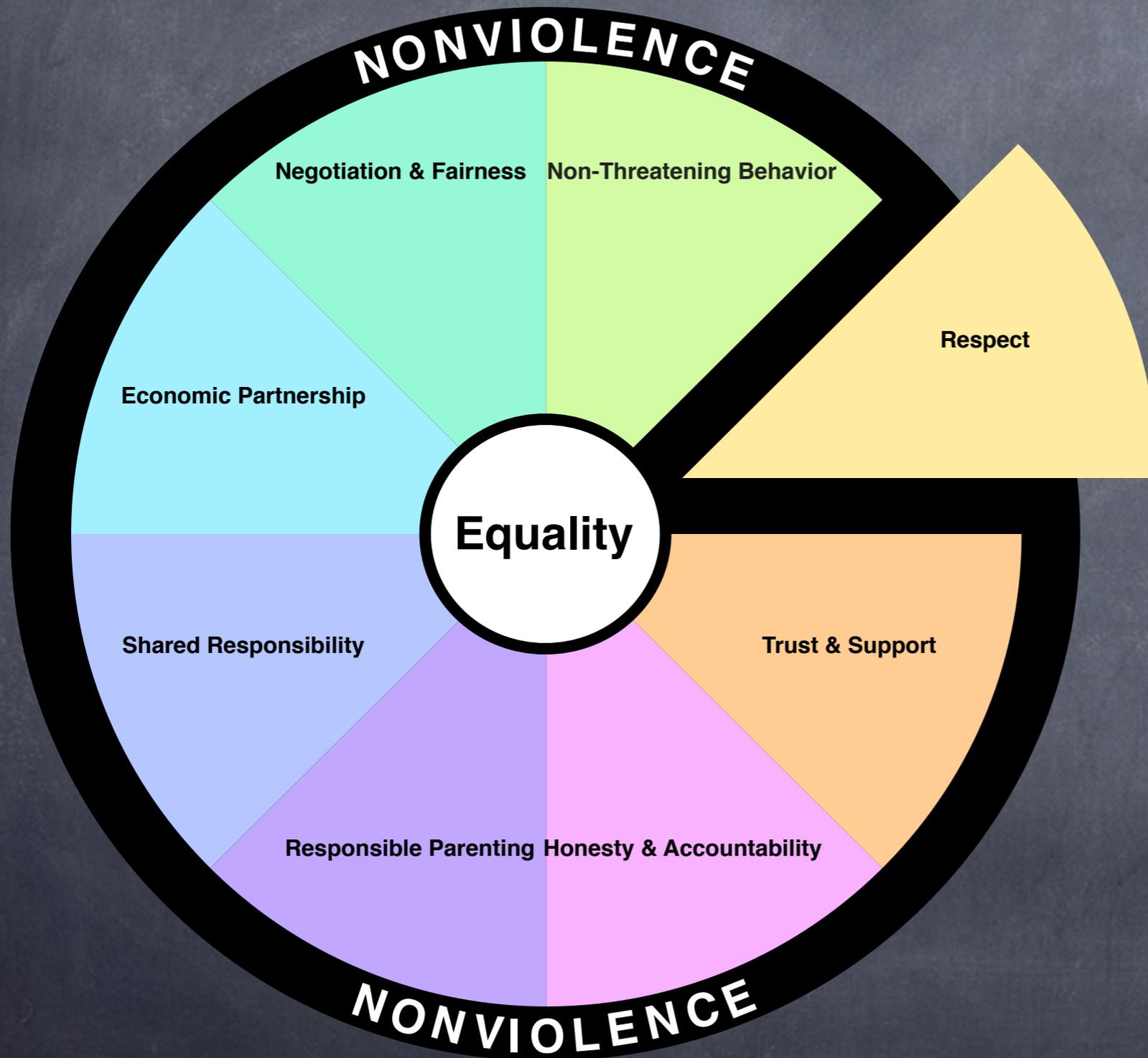
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Option Two: Ask one man to summarize the main points of the class. After he answers, ask if there are any additions.



Theme 3: Respect



- Listening to her non-judgmentally
- Being emotionally affirming & understanding
- Valuing opinions

Week 1:

Define Respect &
Analyze the Use of Emotional Abuse

1. Check In. (15 Minutes)

- a. Introduce new members.
- b. Discuss any progress made on Action Plans.
- c. Share any violence or abuse you engaged in during the previous week.



2. Define Respect – Group Discussion. (20 Minutes)

What is respect?

- A feeling of deep admiration for someone or something elicited by their abilities, qualities, or achievements.
- Listening to her non-judgmentally.
- Being emotionally affirming and understanding.
- Valuing her opinions.



Why wouldn't you treat women with respect?

- People who are disrespected are easier to control.
 - Emotional abuse such as, humiliation and name calling chip away at a person's self-esteem making them feel like they are deserving of punishment, that they are dirty, nonpersons, or objects.

3. Explore the Obstacles to Respect in a Relationship. (65 Minutes)
 - a. Why Do You Have to Lead On Every Guy You Meet? vignette
 - b. Use Control Log to analyze the vignette

Why Do You Have to Lead on Every Guy You Meet?



Juan and Maria went out to dinner. Juan excused himself to use the restroom and while he was away Maria begins chatting with the waiter, who is a friendly man. As Juan returns from the restroom he notices Maria talking to the waiter and stops to watch her and glares at them. Juan makes his way back to the table and silently finishes his meal.

After they've paid, they return to the car and head home. As soon as they get into the car, Juan immediately yells, "why do you have to lead on every guy you meet?" He accuses her of flirting with the waiter at the restaurant. Maria tries to calm him down, as she's been through this before. She denies that she was flirting and that they were having a nice evening, and she doesn't want to ruin it.

Juan won't let it go. He starts bringing up her friends, especially Marta, who he considers to be "slutty," and accuses Maria of being the same way because they hang out together. She argues with him, gets mad, and attempts to defend herself from his accusations. He gets angrier and screams at her to get out. She leaves, but Juan follows her and antagonizes her by yelling, "hey, slut, how about a quickie?" She tries to ignore him, but he continues by saying, "what's wrong, you whore, you do it with everyone else."

He stands in front of her, grabs her by the arm, apologizes, and says, "now we're even," suggesting she caused the problem, and tells her to come back into the car. She reluctantly agrees. He says he only reacted that way because he loves her and is jealous. He says the thought of her with someone else makes him crazy.

1. ACTIONS:	<i>Briefly describe the situation and the actions you used to control your partner (statements, gestures, tone of voice, physical contact, facial expressions).</i>
2. INTENTS & BELIEFS	<i>What did you want to happen in this situation?</i>
	<i>What beliefs do you have that support your actions and intents?</i>
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7. NON-CONTROLLING BEHAVIORS:	<i>What Could you have done differently?</i>

4. Lecture and assignment for Week 2. (10 Minutes)

a. Talk briefly about emotional abuse

What is Emotional Abuse?

Emotional abuse is any attempt to make your partner feel worthless and destroy her self-esteem.

Examples of Emotional Abuse

- Calling her names (i.e., slut, whore, bitch.)
- Putting her down, telling her she is dumb, ugly, fat, stupid, lazy, a bad mother, a rotten housekeeper.
- Coercing her do something degrading, embarrassing, or humiliating, like begging, eating cigarettes, barking like a dog.
- Manipulating her to feel guilty.
- Humiliating her or putting her down in front of family, friends, or others.
- Throwing or rubbing food or beverages in her hair or face.

Humiliation:

- Behavior which is meant to shame someone and make them feel foolish by injuring their dignity and self respect, especially in public.
- The intent of humiliating a woman is to establish power and dominance.
 - It is tied to the notion that women are objects, and
 - The belief that a man has a right to punish a woman, often merely for being a woman.



Name-calling:

- Referring to a woman by anything other than her name.
 - For instance, "old lady," "woman," "bitch," "the wife," and other terms.
- This is a way to objectify her, to make her less than human, and therefore, deserving of scorn.
 - If she is not a person, she is easier to control.

- Women begin to feel deserving of punishment, that they are dirty, nonpersons, or objects.
 - If a man tells his partner she is a slut, whore, lazy, fat, ugly, a poor lover, a poor mother, or a lousy friend, then he later can sexually and physically attack her with less resistance and with more “justification.”



Distorted beliefs:

For a man to be strong, a woman must be weak.
For him to be masculine, she must be feminine.
For him to be right, she must be wrong.
For him to be in control, she must be controlled.
For him to be valued, she must be devalued.

- b. Hand out Control Logs for Week 2. Fill out section one of the Log (before leaving) with an example of a time when you used emotional abuse against your partner. (The Log should be completed before next week's class.)

5. Summarize main points of the class. (10 Minutes)

Option 1: Ask each man to identify one insight or useful idea he got from the group.

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Week 2:

Understanding the Use of Emotional Abuse
as a Tactic of Control

1. Check In. (15 Minutes)

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Week 3:

Ending the Use of Emotional Abuse

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- b. Discuss any progress made on Action Plans.
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