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Increasing Adolescent Girls' Awareness of Intimate Partner Violence

Kacie L. Cox

A Capstone Project for the Bachelor of Arts in Human Development and Family Studies

Increasing Adolescent Girls' Awareness of Intimate Partner Violence

Introduction

Most girls often enter into their first romantic relationship during adolescence.

Unfortunately, research indicates that some of these girls fall victim to abuse and violence from their romantic partners, known as Intimate Partner Violence (IPV). There is often little to no discussion regarding IPV until something serious occurs. To address this lack of awareness, I created a 2-session program for teenaged Girl Scouts from Central California Coast troops about what IPV is, why it happens, and how to prevent it.

Needs Statement

Intimate Partner Violence (IPV) is the willful intimidation, physical or sexual assault and/or other abusive behaviors perpetrated by a current or former intimate partner (Williams, Sawyer & Wahlstrom, 2016). IPV can take many forms, and it often goes unrecognized by victims and those who are around them, until something visible may occur. IPV often develops in adolescent relationships, and primarily affects adolescent girls as victims (Koker, Mathews, Zuch, Bastien, & Mason-Jones, 2013). The most common form of IPV that girls will experience in adolescence is violence that arises from heated quarrels with romantic partners (Messinger, Fry, Rickert, & Catalozzi, 2014). Increasing adolescents' understanding of IPV is extremely important because "adolescence and early adulthood is an important period in laying the foundation for healthy and stable relationships, and women's health and well-being overall" (March, Stockl, Pallitto, Garcia-Moreno, 2014, p.13). Therefore, adolescents, particularly girls, may benefit from increased awareness of IPV, learning healthy communication skills, and cultivating conflict management skills in order to have better romantic relationships and avoid

potential violence in adolescent relationships.

According to the CDC, 23% of women who are victims of intimate partner violence have experienced some form of IPV between the ages of 11 and 17 (2014). Situational couple violence (SCV), violence that arises out of specific conflicts and usually occurs because of poor conflict management skills, is the most common form of partner violence that adolescent girls will experience (Johnson, 2008). Research supports that adolescent partner violence prevention programs which focus on awareness of indicators and situations that may lead to partner violence are imperative to the goal of deterring violence among adolescent partners (Koker et al., 2013).

Effective partner violence prevention programs include curriculum on communication skills. Communication skills are a fundamental component of establishing and preserving healthy intimate relationships (Williams, Sawyer & Wahlstrom, 2016). If there is an absence of positive communication skills in a relationship, it can lead to misunderstandings, confusion, and damaging, abusive tendencies (Messinger et al., 2014). Identifying the barriers behind effective communication and knowing how to get around them can drastically change the escalation of conflict in a relationship and can help lead a relationship in the direction of being stable while also improving the well-being of girls (March et al., 2014). Research on IPV shows that it peaks in early adulthood, so the point of learning healthy relationship skills in adolescence is to resolve problems with the intent of improving relationships, instead of escalating conflict and leading the relationship to violence both during adolescence and in the future (Johnson, Giordano, Manning & Longmore, 2016).

Some healthy communication skills include creating an environment that gives communication high priority, telling the opposite partner what is wanted in positive terms,

asking for information, listening well, sharing power, and being specific, honest, and kind (Williams, Sawyer & Wahlstrom, 2016). Effective conflict resolution skills include making conflicts about problems specifically (i.e., not making them about negatively attacking the opposite partner), using “I” statements when sharing feelings (e.g. “I feel” instead of “you always” or “you never”), avoiding mixed messages, lying, and manipulation, and asking specifically for what one wants instead of expecting the opposite partner to know (Williams, Sawyer & Wahlstrom, 2016). Communication skills and conflict management skills are both integral in creating an open environment for relationships that encourage healthy communication instead of falling into destructive and violent conflict tendencies.

It is important for girls to learn these skills to promote healthy relationships, so they do not fall into a pattern of negative, abusive relationships (Williams, Sawyer & Wahlstrom, 2016). Providing workshops that teach the importance of creating a positive environment for relationships can help prevent partner violence from occurring and can teach girls and women how to identify abusive patterns (Messinger, et al, 2012). When an adolescent is in conflict with a partner and uses positive communication skills and constructive conflict resolution skills, those techniques typically will start to become more persistent, and the partners will enter into a routine that represses violence and, instead, promotes the well-being of the relationship and of both of the partners (Messinger et al., 2014).

For my Capstone project, I will implement a workshop to teach teenage girl scouts about partner violence. My intention is to promote healthy communication and effective conflict management in their romantic relationships, in order to repress teenage partner violence. I intend to have a relaxed and intimate setting for the workshop because of the jarring nature of the

subject. I expect to have three different sections throughout the day that includes various activities. The first section will consist of introducing the definition and prevalence of IPV and will be comprised of a collaborative discussion about stressors in teenage relationships. The next section will be after lunch and will cover healthy communication skills, and how to promote communication in relationships. The final section will consist of introducing conflict management skills. We will conclude with an activity that will evaluate the participants' absorption of the information throughout the workshop.

Theory Application

Developmentally, adolescents are in the fifth stage of Erik Erikson's Psychosocial Stages of Development theory called Identity vs. Role Confusion. During this stage, adolescents begin to develop a sense of self, and they begin to create an idea of what role they will occupy throughout their lives (Sokol, 2009). If this stage is completed successfully, people will develop their own personal, strong identity and will be able to stay authentic to their values and beliefs when facing problems (Sokol, 2009). However, if this stage is unsuccessful, it can lead to a weak sense of self, and they will experience role confusion (Sokol, 2009). Role confusion can cause individuals to question their idea of themselves and how they are perceived in relation to others (Bosma et al., 1994). If this happens, the individual can experience serious apprehension regarding their purpose and existence, which can lead to a sense of confusion and loss (Sokol, 2009).

Adolescents are starting to figure out their sense of self and who they are in means of their society, cultures, and interpersonal relationships during that phase in the lifespan. If an adolescent experiences Intimate Partner Violence (IPV) before he or she has developed a strong

sense of self, that experience may become a part of his or her identity. IPV can force the individual to believe that he or she is worthy of the violence he or she has experienced, and it may push the individual to enter into a cycle of violent partnerships because it became something from which his or her sense of self was established (Makhubela, 2012).

After developing an identity, according to Erikson, the individual is now ready to move on to intimacy in interpersonal relationships. However, if the individual did not develop a strong identity and sense of self in adolescence, he or she may have a hard time developing and maintaining successful relationships with others. The healthy sense of identity that is developed throughout the fifth stage of Erikson's development theory is a necessary antecedent of intimacy in the sixth stage of his theory on intimacy and isolation (Erikson, 1968). This means that having a wavering sense of self can lead to negative effects on an individual's intimate relationships. If a person experiences IPV in their adolescent years, he or she may develop identity issues that can cause the individual to become emotionally isolated or lose self-respect for which can lead to more violence in a relationship (Sokol, 2009).

The chances of individuals unsuccessfully completing their fifth stage of psychosocial development due to circumstances of partner violence may be reduced by teaching adolescent girls the red flags that can lead to partner violence and providing them with skills that can help to prevent violence in their intimate relationships. In teaching adolescent girls how to create a healthy environment for their relationships, they are learning how to develop a strong identity in being a good communicator and an effective conflict manager. Instead of adolescents developing a sense of self that revolves around the violence that they may have experienced, they instead would establish a sense of self that recognizes the need for having healthy relationships.

Therefore, I am creating a workshop that will help adolescent women gain a better understanding of how to be an effective communicator and how to recognize the signs of abusive tendencies in a relationship before violence happens.

Consideration of Diversity

My workshop will be conducted with individuals from different Girl Scout Troops local to California's Central Coast, specifically from Santa Cruz and Monterey. Girl Scouts take pride in their ethnic diversity, so I am expecting to encounter ethnic backgrounds that reflect the area from which the troop was formed. Since it is the Girl Scouts, my content may not be as inclusive towards male groups or mixed-sex groups. The age group I will be working with reflects that of the adolescent period of 12 to 18 years old. Since my workshop focuses on the developmental perspective of adolescent identity, my content may not be inclusive to those who are outside of my intended age range. English proficiency is necessary in order to be a participant in this project since the workshop discussions, worksheets, and handouts will all be in English.

Since my project is focusing on romantic relationships between adolescents and the violence that can occur in them, individuals who have not yet experienced a romantic relationship may not resonate with the information as much as others who have been in a romantic relationship. I intend that all participants will know of someone who has been in a romantic relationship that is close to their age, and that knowledge of being a part of or seeing a relationship will be necessary during some components of my workshop.

My workshop could be made more inclusive by inviting adolescent boys to participate, and by including more statistics that identify the prevalence of IPV for boys, as well as girls. Also, my workshop could potentially be given wider access to include a larger range of girls,

instead of just focusing on girls who participate in Girl Scouts. The one issue of diversity of my content is that I do not go in-depth about what the girls should do if violence happens in their relationship. I talk briefly about hotlines that individuals can call, and various people that are available to talk to, but the majority of my content focuses on preventing violence and learning skills to create a healthy environment for romantic relationships before violence occurs.

Additionally, I briefly discuss the effects of IPV in LGBTQ+ relationships but do not talk about the issue in a broad sense. Spending more time discussing the various contexts and statistics of partner violence in same-sex relationships would make the content of my workshop more diverse.

Learning Outcomes

I intend to conduct one, 6-hour workshop with a one hour break for lunch. My workshop will be separated into 3 different sections, including different subjects for each section. My workshop will include interactive discussions, performances, and debates with teenaged Girl Scouts from troops in the Girl Scouts of California's Central Coast.

By the end of my project, participants will be able to...

1. Identify 3 different stressors in teenage relationships.
2. Differentiate between healthy and unhealthy communication skills.
3. Demonstrate one successful conflict management skill.

Method

Section 1

First, I introduced myself and told the participants why I was there. Then, I led them in ice breakers in order to get to know one another and develop a sense of trust. Once everyone

seemed more relaxed, I gave a warning to the girls about the content of the workshop and how I will be talking about some difficult subjects they have maybe never talked about. I talked with them about ways to create an open and non judgemental environment. Then, I asked the girls to define what Intimate Partner Violence (IPV) means to them, and let them discuss amongst one another to come up with an answer. After about 5 minutes of discussion, I listened to their definition and agreed with them that their answer was correct.

Then, I led a discussion about healthy relationships and I asked the girls to provide their personal opinions about what a healthy relationship is. See Figure 1. Then, I led a discussion about stressors in teenage relationships, and I asked them to give me examples. See Figure 2. I also talked with them about red flags of potential problems in teenage relationships, and I made another list of their responses. See Figure 3. Then, I showed them examples of stressors and red flags in adolescent relationships from <https://www.youtube.com/watch?v=ODntqYIYx7E>. I then handed out a worksheet that asked them to come up with three different examples of stressors in teenage relationships on their own. See Appendix A. At the conclusion, I discussed their answers with them, shared personal examples, and then took a break for lunch.

Section 2

After lunch, I led a discussion about healthy communication skills. I then asked the girls to share some examples of healthy communication, and I wrote down their answers. See Figure 4. Then, I handed out a worksheet that asked questions about healthy communication. See Appendix B.

Section 3

Moving on, I led a discussion about both positive and negative conflict. I then asked the girls to share examples of effective conflict management skills. See Figure 5. I then led a discussion and they came up with four tips for overcoming conflict. See Figure 6. Then, I split the girls into pairs to engage in role play. I made one partner an arguer, and the other partner a resolver. I then handed each partnership a prompt that created a scenario and asked them to create a script of a skit on how to resolve the scenario by using all of the information they learned that day. See Appendix C. Each partnership took turns acting out their skits in front of the rest of the participants. Each group performed two skits. Then, I got the group together to talk about the things they learned. I had them ask any final questions they had for me. Then, I discussed with them how they were going to use all of this information in their personal lives. Then, I gave each participant an infographic with facts about teen dating violence and available hotlines that help with partner violence. See Appendix D. Finally, the girls filled out a reflection sheet. See Appendix E.

Results

Learning outcome 1 was that participants would identify three different stressors in teenage relationships. I believe this learning outcome was met. From the discussions about stressors, my participants were able to identify nine separate stressors seen in teenage relationships. See Figure 1 for their answers. After the group discussion about stressors, each participant individually filled out a paper with three of their own examples of stressors. See Table 1 for their answers. 4 out of 5 of the participants were able to provide 3 accurate examples of stressors, while one participant provided 2 accurate answers. Although one participant did not successfully provide 3 responses, her third response was very close to being correct and, when it

was discussed, she fixed it herself without help. I feel as if the participant's answers were sufficient enough to determine that the learning outcome was met.

Learning outcome 2 was that participants would be able to differentiate between healthy and unhealthy communication skills. During the discussion about healthy communication, participants shared 14 different ways to communicate in a positive way. See Figure 4 for their answers. I believed that this was an adequate depiction of the 5 participants' understanding of communication skills. However, when completing a worksheet that asked them to identify healthy communication skills, 3 out of 5 of the participants chose one wrong answer. See Table 2 for their answers. Even though all 5 of the participants did identify the four healthy communication aspects out of the nine available examples to choose from, I believe that this learning outcome was only partially met because of the fact that three participants chose one additional example that was considered an unhealthy communication skill.

Learning outcome 3 was that participants would demonstrate one successful conflict management skill. Each participant successfully partook in a partner exercise and demonstrated their understanding of conflict resolution through the formation of a skit. See Table 3 for their scripts. My learning outcome only asked that they demonstrated only one successful conflict management skill, but two out of the three groups successfully demonstrated two successful conflict skills. Since each group showed at least one successful conflict resolution skit, I believe that this learning outcome was met.

Discussion

I believe this project was successful. The participants were involved in all of the discussions they had to the point where I sometimes had to cut off discussion so that I could stay

on track with the timing of the workshop. Since the participants are in Erikson's stage of identity versus role confusion, I believe that the workshop provided them with tools that helped to further define their morals and beliefs and helped contribute to their sense of self. Also, I believe that the workshop helped prepare the participants for Erikson's sixth stage of intimacy versus isolation and helped them define what type of relationships they want to have in their future. I think the discussions about red flags in relationships made the most impact on the participants. They were able to share many personal examples of abusive tendencies that they themselves experiences or have seen others experience. It was engaging to hear them talk about the situations they have experienced or seen because many of them developed a deeper understanding of how common partner violence is and how it is often overlooked by others.

I definitely think that the information in my project included each of my participants. I asked explicitly if any of the participants have been in a relationship or have been able to see a close peer in a relationship. Every participant reported that they were either currently in a relationship, previously was in a relationship, or have been able to closely witness a relationship. Because of their level of contact and understanding of relationships, I am confident that every aspect of my workshop was relatable for each of my participants in one way or another. However, there are ways that I could expand my project in order to be more inclusive of individuals outside of my five participants. I would like to include further information about partner violence in LGBTQ+ relationships, and about partner violence in relationships throughout various cultures.

Furthermore, If I were to do this workshop over again, I would design the workshop to be more inclusive of all genders. Since I saw very positive outcomes from my workshop for

adolescent girls, I would love to know how much success I could have in teaching this to all genders. I believe that it is an important subject for all genders to know. I think it would be very beneficial for a larger amount of adolescents to participate in the workshop. Also, next time I would like to have more time to talk about what individuals should do if they do experience violence in their relationships. My whole workshop aimed to teach my adolescents participants how to create a very healthy environment for romantic relationships, instead of teaching them what actions to take during violent situations and after violent situations. If I were to do this again, I would like to have more time to talk about more available resources and what actions to take when violence occurs in a relationship. Nonetheless, I do feel as if the participants learned about my topic and that they were able to relate it back to their personal lives. I believe that they have gained skills that they will use within their own romantic relationships.

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Table 1

List of participants responses to three stressors in teenage relationships.

<i>Correct Answers</i>
Jealousy, Misunderstanding, Miscommunication.
Blackmail, Manipulation, Deflecting, Controlling.
Telling your partner not to be friends with certain people and if your partner talks to them you get mad.
Telling your partner to give you attention even though you don't give them any back.
Getting possessive over your partner's things and their life.
When a couple gets into an argument and one person expects the other to fix the issue by themselves.
A partner not allowing their other partner to wear certain things or talk to certain people.
A partner not allowing his/her partner to talk to someone or getting jealous when they do.
Feeling like the generous, PDA boyfriend is how the relationship is supposed to be.
Not liking partners friends and making it noticeable that the other partner shouldn't hang out with that friend.
Feeling obligated to show a lot of affection towards the other when friends are present.
When one person in the relationship takes up a lot of time away from the other person, forcing them to not do things they want to do.
When one person in the relationship forces the other one to do something even if they don't want to. Maybe through blackmail or guilt-tripping.
Going through your partner's phone trying to find a reason to get mad at them.
<i>Incorrect Answer</i>
Yelling, Throwing, Breaking, Grabbing the other person.

Table 2

Number of correct for each Healthy Communication skills.

<i>Communication Skills</i>	<i>Intended Answer</i>	<i>Number of Participant's Correct Answers</i>
Scrolling through Twitter when my partner is yelling at me.	Incorrect	5
Being honest with my partner about how I am feeling.	Correct	5
Expecting my partner to know what I am feeling.	Incorrect	5
Telling my partner that it is their fault than an argument occurred and leaving it up to them to fix it.	Incorrect	5
Thinking about what I am going to say next while my partner is still talking to me.	Incorrect	2
Letting my partner know how I feel by using "I" statements to convey my feelings.	Correct	5
Facing my partner while they are talking to me and nodding my head to show my understanding.	Correct	5
Interrupting my partner while they are talking to me so that I can tell them my opinion about what they said.	Incorrect	5
Telling my partner exactly how I am feeling in a clear way.	Correct	5

Table 3

Partner scripts for conflict resolution scenarios.

Group 1, Script 1: Correct

E: Why can't I see you on Snapmaps?
 V: Why are you so worried about it?
 E: You were supposed to be at my cat's birthday party.
 V: I told you I was going to Target.
 E: No you didn't.
 V: I don't feel comfortable sharing my location with people.
 E: Oh, but I want to be able to make sure you're safe.
 V: I understand you want to make sure I'm safe, but I deserve some sort of privacy.
 I'll make sure to text you if I feel unsafe.
 E: Okay, I'll try not to be so overprotective all the time.

Group 1, Script 2: Correct

V: Oh my gosh, why haven't you texted me back? It's been an hour.
 E: Sorry, I was in class.
 V: My text is more important than your education.
 E: Can you try calming down? I'm sorry I was busy.
 V: Next time you should text me back faster.
 E: I'll text you back when I'm not busy.
 V: Oh, whatever...
 E: I feel like you are making this a big situation just cause of me not replying fast. Can you be more understanding about my schedule?
 V: I will be more understanding about your schedule. I realize now that I was being too dramatic and didn't take into account your

Group 2, Script 1: Correct

- ① I am angry with you.
- ② Why are you angry with me?
- ① You forgot to walk me to class.
- ② I didn't know you wanted me to walk you today.
- ① You should know by now.
- ② I usually do try to walk you as much as I can.
- ① Well you messed up today. I expect you to fix it.
- ② I ~~apologize~~^{understand} that I did not walk you to class today and I will definitely walk you to class tomorrow.
- ① Hm. I guess that's fine.
- ② Can you please not have an attitude with me, I am trying to figure out a solution for both of us.
- ① You're right. I'm sorry.

Group 2, Script 2: Correct

- 1) Why are you texting that girl?
- 2) Because she is my friend
- 1) Well you're with me so why aren't you giving me your full attention.
- 2) I'm texting my friend cuz I'm confused about a homework assignment and I have to finish it tonight.
- 1) I could have helped you but you never ask me for help.
- 2) I know we have the same class but I wanted to ask someone from my period. I don't understand why you're so upset about me texting my friend
- 1) Well we're together and I just wanted more attention on me.
- 2) I can understand why we are upset when we are together but I really needed help.
- 1) I feel like you never pay attention to me when we hang out.
- 2) I never intended to make you feel like I never pay attention to you. How about I put my phone down when I'm done getting help.
- 1) I would really appreciate that

Group 3, Script 1: Correct

Arguer: We need to talk right now!

resolver: Is something wrong?

Arguer: Yes, I am mad at you!

resolver: Why exactly are you mad at me?

Arguer: You have always been busy over the weekend and we never have time to spend together any more!

resolver: I get ~~wa~~ what your saying, it is just that I have a tight schedule

Arguer: Well change it! (throws a water bottle)

resolver: I can't change it because of work, but maybe we can hangout when my schedule clears up.

Arguer: When will it clear!

resolver: After this week, I ~~will~~ get off work early on Thursday, will we have plenty of time to hangout. ~~Is~~ Does that sound good?

Arguer: (takes a deep breath) Sounds like a plan, I will pick you up from work.

The end 😊

Group 3, Script 2: Incorrect because they displayed simulated physical violence.

Arguer: (~~walks into house~~) (resolver walks into house) I need to speak with you privately.

Resolver: Okay (sits down) What's up?

Arguer: Don't ~~play that~~ act with me like you did before.

Resolver: I don't understand. Can you tell me what I did wrong?

Arguer: Well, we always FaceTime at 4:30, but you didn't answer me today, even though my friend saw you at the mall with other people.

Resolver: I understand that you are upset because I didn't answer your ~~call~~ call, but my phone died before I went out. I should've been more responsible.

Arguer: You still should have found a way to contact me and let me know or something.

Resolver: I am sorry that I made you feel this way, and tomorrow maybe we can FaceTime at 3:30 to make up for the time I missed.

Arguer: No! That's so stupid! You're so stupid for thinking I'd Fall for that! (fake slap)

Resolver: (deep breath) I think we need to take some time to calm down and come back to ~~think~~ think this over.

Arguer: Okay...

(10 mins later) (Resolver walks into room)

Arguer: I'm sorry, I was acting really irrational in this situation. I should've been more understanding.

Resolver: I am sorry too, I should have told you that my phone died and that's why I missed the call.

Arguer: It's okay, once again I'm truly sorry. (clears throat) How 'bout a movie?

Resolver: Sure, why not.

THE END

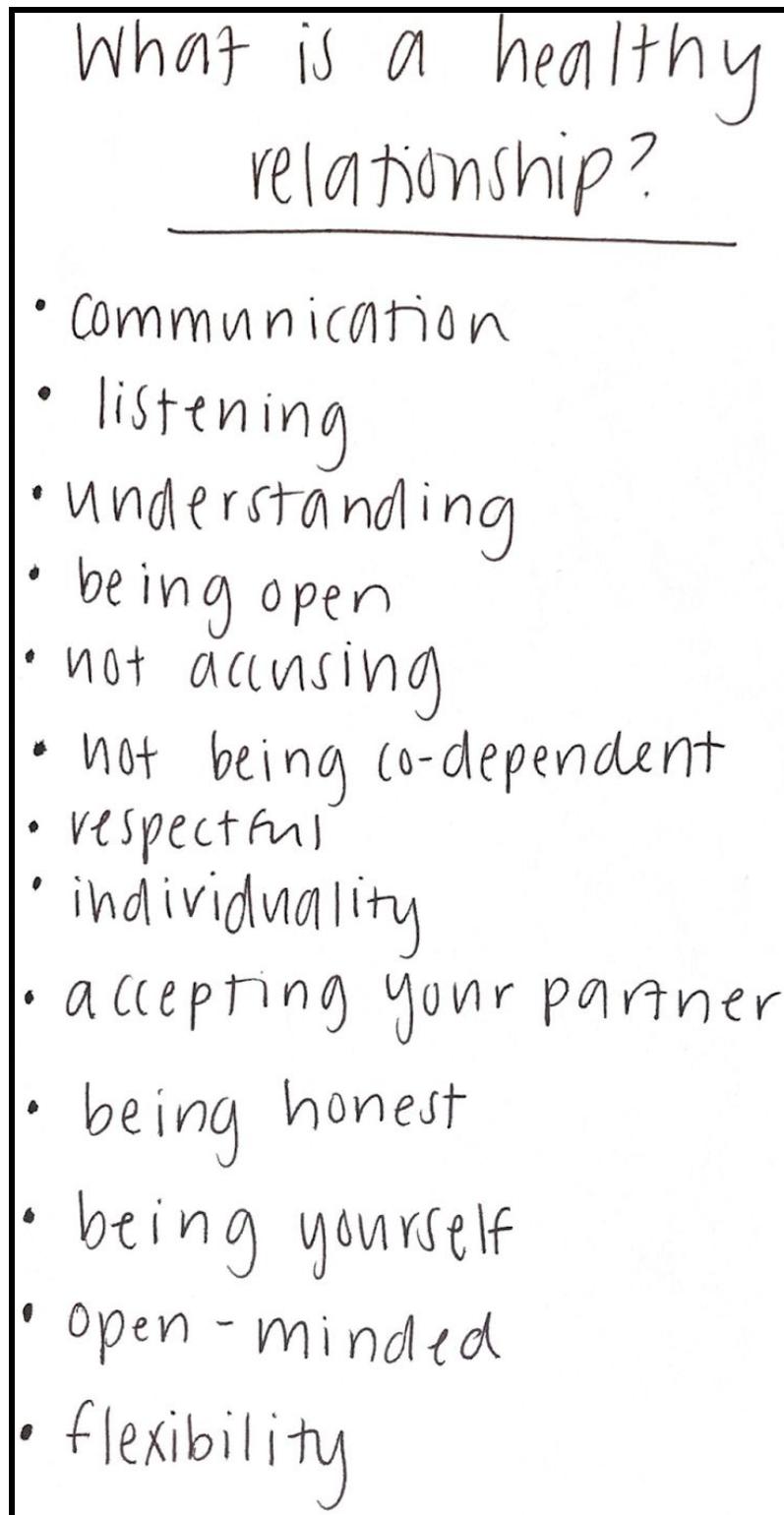
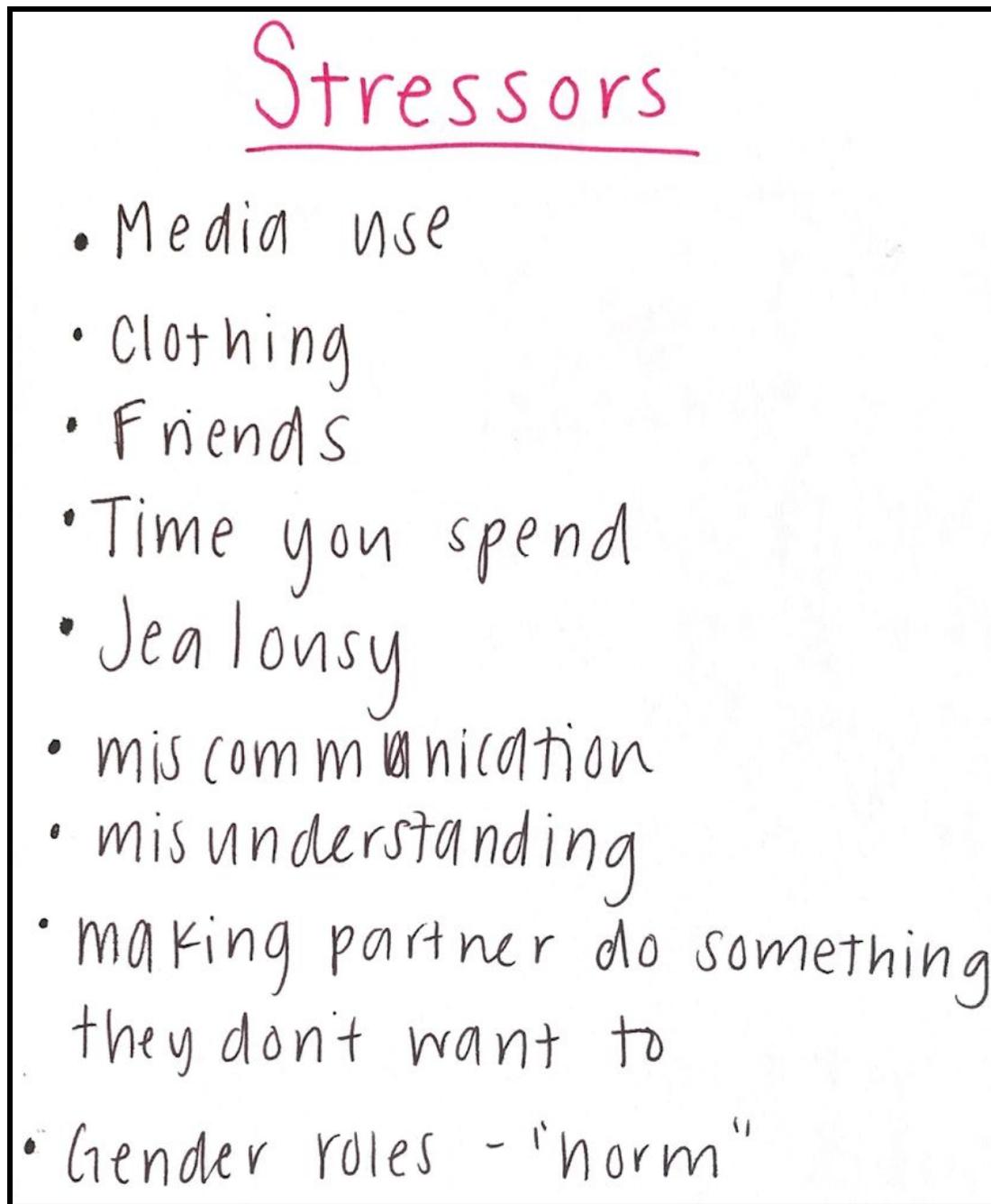
*Figure 1**Results of the discussion on aspects of a healthy relationship.*

Figure 2

Results of the discussion on stressors in teenage relationships.



*Figure 3**Results of the discussion on red flags in teenage relationships.*

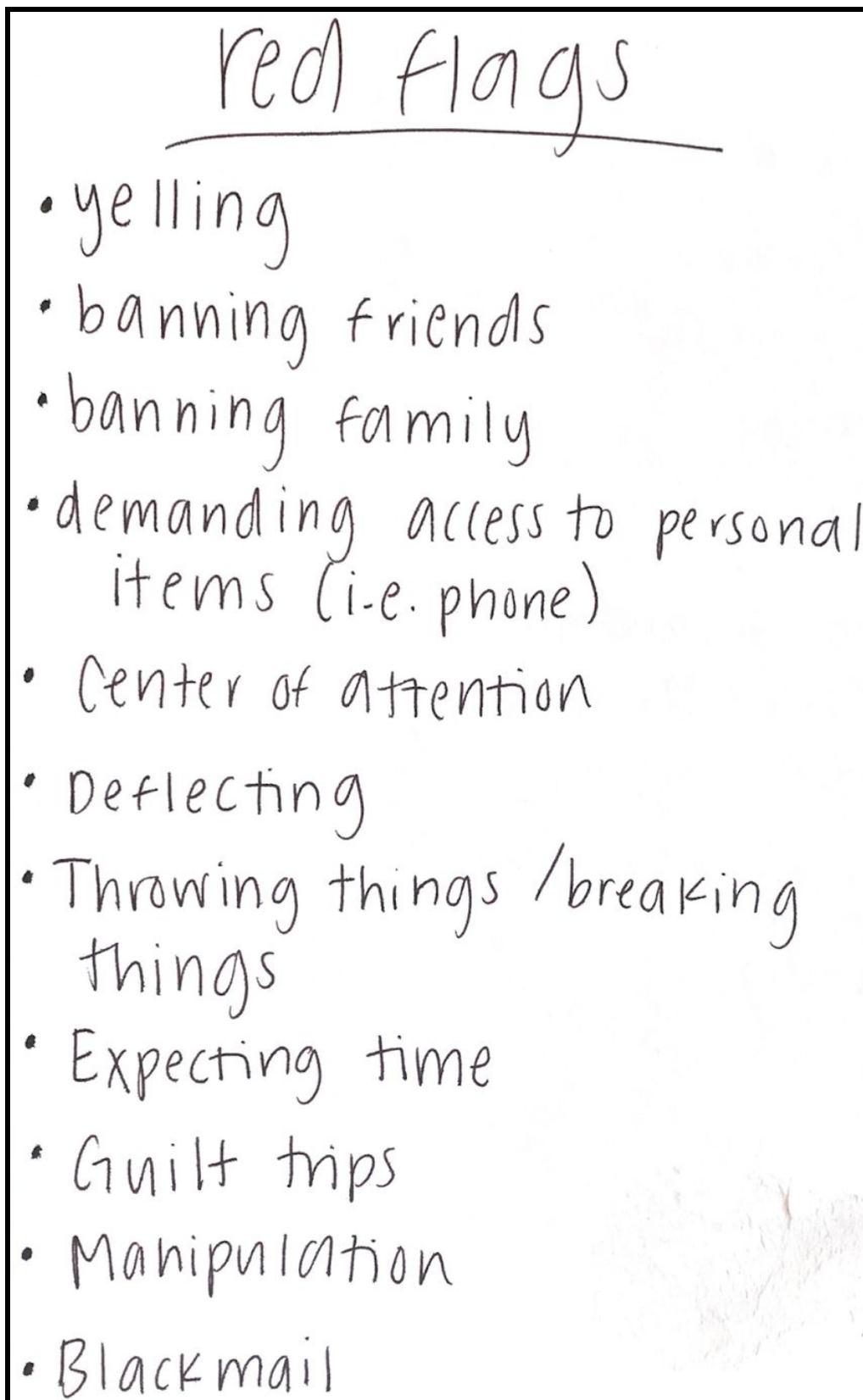
- 
- A handwritten list of red flags in teenage relationships, enclosed in a black rectangular border. The title 'Red flags' is written in cursive and underlined. Below it, a bulleted list contains ten items: yelling, banning friends, banning family, demanding access to personal items (i.e. phone), center of attention, deflecting, throwing things / breaking things, expecting time, guilt trips, manipulation, and blackmail.
- ## Red flags
- yelling
 - banning friends
 - banning family
 - demanding access to personal items (i.e. phone)
 - Center of attention
 - Deflecting
 - Throwing things / breaking things
 - Expecting time
 - Guilt trips
 - Manipulation
 - Blackmail

Figure 4

Results of the discussion on healthy communication techniques.

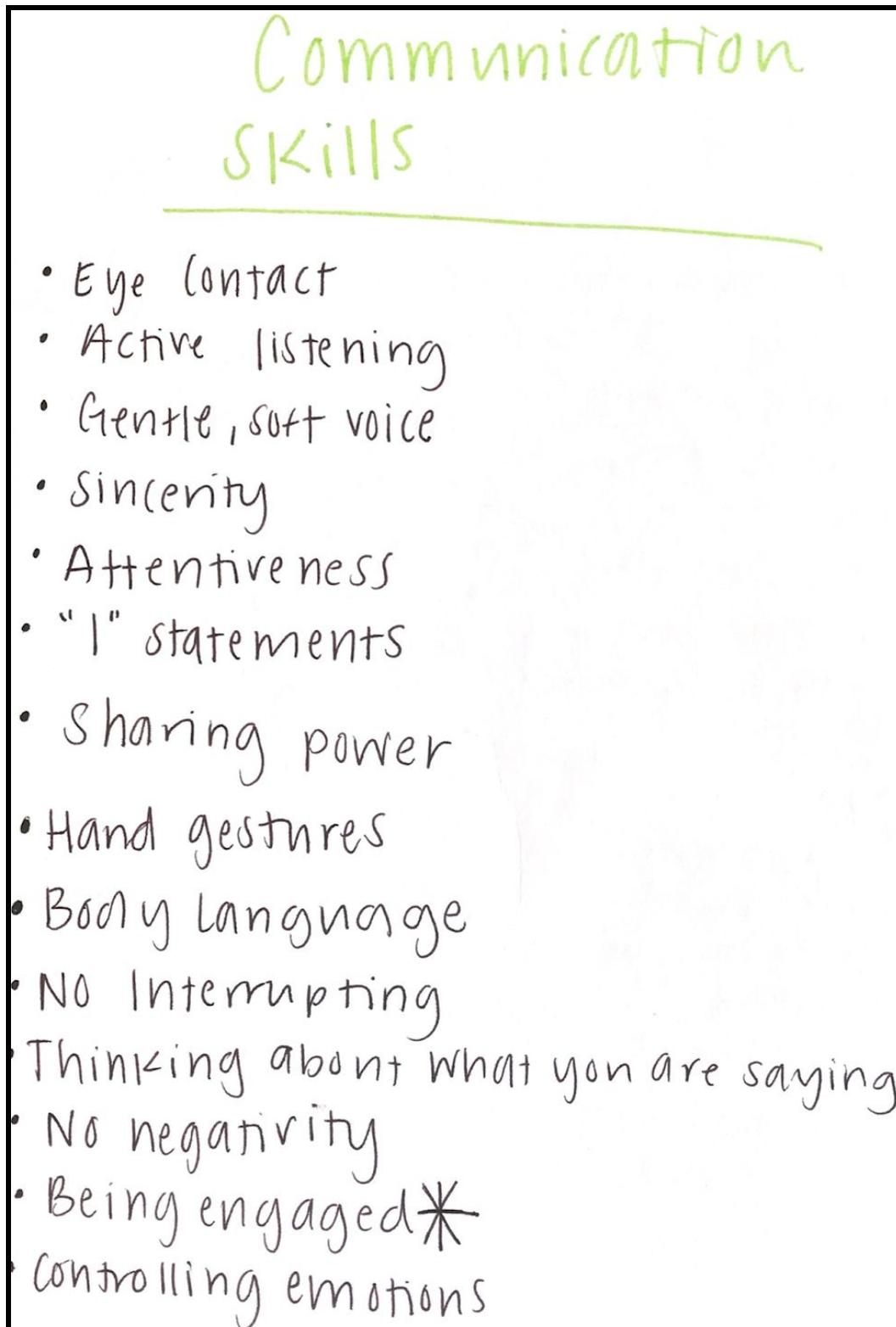


Figure 5

Results of the discussion on positive and negative conflict management.

Conflict Management Skills

<u>Positive</u>	<u>Negative</u>
<ul style="list-style-type: none"> • Reflect on what exactly happened before going further • Explaining what you feel • Private location • Taking time to step away • Not interrupting • Realizing source of conflict • speak clearly and concisely • "I" statements • repeating back what they are saying 	<ul style="list-style-type: none"> • Bickering • yelling • talking over each other • saying "you're wrong" • blaming • manipulating facts in your favor, exaggerating • suppressing your feelings, not talking • ignoring situation, bottling things up

Figure 6

Results of the discussion on tips for addressing and overcoming conflict.

1. Set Boundaries.

- demanding respect
- telling them to stop what you don't like

2. TALK about the issue.

- discussing what the conflict is about
- addressing what's wrong

3. Compromise.

- finding middle ground
- talking about solution
- solving issue
- making plans for solution
- being honest about feeling
- agreeing to disagree

4. Consider Everything.

- Being aware of what happened
- Are they
- trying to prevent ~~what~~^{more} conflict right for you?

Appendix A

Stressor worksheet for Learning outcome 1.

Stressor Worksheet

Please list three (3) different examples of stressors and challenges that teenage couples may face. Your answers can be things that you have experienced, seen, or can just be examples that you have thought of yourself.

Your answers will be anonymous and will not be shared with anyone unless you decide to share them yourself.

1:

2:

3:

Appendix B

Healthy communication worksheet for Learning outcome 2.

Healthy Communication Worksheet

Circle all of the correct communication skills listed below.

- A. Scrolling through Twitter when my partner is yelling at me.
- B. Being honest with my partner about how I am feeling.
- C. Expecting my partner to know what I am feeling.
- D. Telling my partner that it is their fault that an argument occurred and leaving it up to them to fix it.
- E. Thinking about what I am going to say next while my partner is still talking to me.
- F. Letting my partner know how I feel by using "I" statements to convey my feelings.
- G. Facing my partner while they are talking to me and nodding my head to show my understanding.
- H. Interrupting my partner while they are talking to me so that I can tell them my opinion about what they said.
- I. Telling my partner exactly how I am feeling in a clear way.

Write down one (1) example of how you have previously used a healthy communication skill.

Appendix C

Scenario prompts for conflict resolution skits for Learning outcome 3.

Group 1, Script 1: You are angry at your partner because they would not share their location with you.

Group 1, Script 2: You are angry at your partner because they did not text you back.

Group 2, Script 1: You are angry at your partner for not walking you to class.

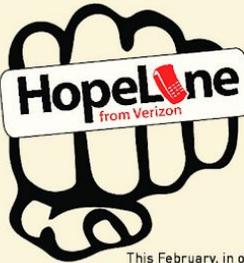
Group 2, Script 2: You are angry at your partner because they were texting another girl.

Group 3, Script 1: You are angry at your partner because they are busy over the weekend and cannot see you.

Group 3, Script 2: You are angry at your partner because they did not answer your FaceTime while they were with friends.

Appendix D

Infographic on teen dating violence and available hotlines that help with partner violence.



SPEAK OUT AGAINST TEEN DATING VIOLENCE!

This February, in observance of Teen Dating Violence Awareness Month, Verizon urges consumers to take action to raise awareness and break the silence surrounding teen dating and domestic violence.

Know the facts!

1.5 MILLION HIGH SCHOOL STUDENTS ACROSS THE COUNTRY EXPERIENCE PHYSICAL ABUSE FROM A DATING PARTNER

25% DATING TEENS REPORT THEY'VE BEEN DIGITALLY VICTIMIZED BY THEIR PARTNERS

1 IN 6 YOUTHS REPORT BEING THE VICTIM OF CYBER BULLYING (ABUSE OR HARASSMENT FROM SOMEONE OTHER THAN A ROMANTIC PARTNER)

9% SEEK HELP (RARELY FROM PARENTS OR TEACHERS)

96% EXPERIENCE OTHER FORMS OF VIOLENCE OR ABUSE FROM PARTNERS

78% TEENS (AGES 12 TO 17) HAVE CELL PHONES

3 out of 4 TEENS ACCESS THE INTERNET USING MOBILE DEVICES

WIRELESS TECHNOLOGY SUCH AS SMART PHONES OR TABLETS IS THE MOST COMMON MEDIUM FOR DIGITAL ABUSE

3X MORE LIKELY TO ALSO EXPERIENCE DIGITAL DATING ABUSE OR HARASSMENT

Know the signs!

WHAT DIGITAL ABUSE LOOKS LIKE:

CONSTANTLY TEXTS YOU AND MAKES YOU FEEL LIKE YOU CAN'T BE SEPARATED FROM YOUR PHONE

SENDS YOU NEGATIVE INSULTING OR THREATENING EMAILS, MESSAGES, TWEETS, DMS

TELLS YOU WHO YOU CAN OR CAN'T BE FRIENDS WITH ON FACEBOOK AND OTHER SITES

USES NETWORKS LIKE FACEBOOK, TWITTER, AND FOUR SQUARE TO KEEP CONSTANT TABS ON YOU

Status
PUTS YOU DOWN IN THEIR STATUS UPDATES

SENDS YOU UNWANTED, EXPLICIT PICTURES OR VIDEO AND DEMANDS YOU SEND SOME IN RETURN

INSISTS TO BE GIVEN YOUR PASSWORDS & LOOKS THROUGH YOUR PHONE

Speak Out! Stand Up!

IT IS OKAY TO TURN OFF YOUR PHONE.

DON'T RESPOND TO HOSTILE, HARASSING, ABUSIVE OR INAPPROPRIATE TEXTS OR MESSAGES.

TELL A TRUSTED ADULT.

YOU HAVE THE RIGHT TO BE ALONE AND SPEND TIME WITH FRIENDS

BE MINDFUL WHEN USING CHECK-INS ON SOCIAL CHANNELS

CHANGE YOUR PHONE NUMBER

DON'T SEND ANY MESSAGE YOU WOULDN'T WANT SEEN BY OTHERS

YOU DO NOT HAVE TO SHARE YOUR PASSWORDS

SAVE OR DOCUMENT TROUBLESOME TEXTS, IMS, DMS, ETC. YOU MIGHT NEED THEM AS "EVIDENCE."

TEEN DATING VIOLENCE AWARENESS & HELP RESOURCES:

www.loveisrespect.org

www.breakthecycle.org

www.teendvmonth.org

www.loveisnotabuse.com

Give dating and domestic violence victims and survivors the chance to make a lifesaving call by donating your no-longer-used wireless phone to Hopeline from Verizon.

WWW.VERIZONWIRELESS.COM/HOPELINE

Sources: Urban Institute (2013 studies); Pew Research Center (Teens and Technology 2013; Teens, Social Media, and Privacy 2013); Loveisrespect.org; DocuSomething.org; AP-NORC Center for Public Affairs Research.

Appendix E

Girl Scout Badge Reflection sheet for each participant to receive their workshop badge.



Girl Scout Activity or Badge Reflection

Name: _____ G.S. Level: Cadette Senior Ambassadors

Activity or Badgework _____

Date of Activity: _____

Place of Activity: _____

What I learned and discovered: _____

What I did: _____

What were the problems you observed in this activity?

What were your observations of the other girls and the location?

What were your observations of the adults?

Would you do this activity again?

How will you improve your own relationships? List 3 examples.

Which Girl Scout Law do I think this activity or badge work reminds me of? And why?

The Girl Scout Promise and Law



Girl Scout Law

I will do my best to be
honest and fair,
friendly and helpful,
considerate and caring,
courageous and strong,
and responsible for what I say and do,
and to
respect myself and others,
respect authority,
use resources wisely,
make the world a better place,
and be a sister to every Girl Scout.



Appendix F

Final presentation on Increasing Adolescent Girls Awareness of Intimate Partner Violence.



Increasing Adolescent Girls' Awareness of Intimate Partner Violence

Kacie Cox

Needs

- ❖ 1 out of 4 of women who are victims of intimate partner violence have experienced some form of it between the ages of 11 and 17 (CDC, 2014).
 - ❖ The most common form of partner violence adolescents experience usually occurs because of poor conflict management skills and unhealthy communication.
 - ❖ All of my participants reported not learning about partner violence in their school districts.
-

Erik Erikson: Identity vs. Role Confusion

Identity

- ❖ Sense of self
- ❖ Forming Identity

Role Confusion

- ❖ Lack of self definition
- ❖ Violence influencing identity

Erik Erikson: Intimacy vs. Isolation

Intimacy

- ❖ Developing and maintaining successful relationships

Isolation

- ❖ Cycle of violence

The Workshop

- ❖ 1 day: 10 AM - 3 PM
- ❖ Intimate discussion setting
- ❖ Girl Scouts of California's Central Coast
- ❖ 5 Participants
- ❖ Ages 14 - 16
- ❖ Seaside, CA



Learning Outcomes

By the end of my project, participants will:

1. Identify 3 different stressors in teenage relationships.
 2. Differentiate between healthy and unhealthy communication skills.
 3. Demonstrate one successful conflict management skill.
-

Activity 1: Stressors

Stressors

- Media use
- Clothing
- Friends
- Time you spend
- Jealousy
- miscommunication
- misunderstanding
- making partner do something they don't want to
- Gender roles - "norm"

Red flags

- yelling
- banning friends
- banning family
- demanding access to personal items (i.e. phone)
- Center of attention
- Deflecting
- Throwing things / breaking things
- Expecting time
- Guilt trips
- Manipulation
- Blackmail

Identifying Stressors

- ❖ “Feeling obligated to show a lot of affection towards the other when friends are present.”
- ❖ “Throwing things, breaking things, yelling at your partner.”

Learning Outcome 1: Identify 3 different stressors in teenage relationships.

➔ Met

Activity 2: Healthy Communication

Examples of healthy communication:

- ❖ Active listening
- ❖ Sharing power
- ❖ Thinking about what you are saying

Healthy Communication Worksheet

Circle all of the correct communication skills listed below.

A. Scrolling through Twitter when my partner is yelling at me.

B. Being honest with my partner about how I am feeling.

C. Expecting my partner to know what I am feeling.

D. Telling my partner that it is their fault that an argument occurred and leaving it up to them to fix it.

E. Thinking about what I am going to say next while my partner is still talking to me.

F. Letting my partner know how I feel by using "I" statements to convey my feelings.

G. Facing my partner while they are talking to me and nodding my head to show my understanding.

H. Interrupting my partner while they are talking to me so that I can tell them my opinion about what they said.

I. Telling my partner exactly how I am feeling in a clear way.

Write down one (1) example of how you have previously used a healthy communication skill.

I think about what I am going to say to someone before I say it to make sure I am not hurting anyone's feelings.

Identifying Healthy Communication Skills

Out of 9 examples of 4 healthy and 5 unhealthy communication skills:

- ❖ All participants identified the 4 correct communication skills.
- ❖ 3/9 participants chose 1 additional unhealthy communication skill.

Learning Outcome 2: Differentiate between healthy and unhealthy communication skills.

➔ Partially Met

Identifying Healthy Communication Skills

- ❖ The 3 participants that chose an unhealthy communication skill all chose the same example.

 Thinking about what I am going to say next while my partner is still talking to me.

- ❖ "Once I was arguing with my mom about something and I made sure not to interrupt her and really listen to what she was saying to me"

Activity 3: Conflict

In pairs, the girls created skits and performed them in front of the rest of the participants.

Positive	Negative
<ul style="list-style-type: none"> • Reflect on what exactly happened before going further • Explaining what you feel private location • Taking time to step away • Not interrupting • Realizing source of conflict • speak clearly and concisely • "I" statements • repeating back what they are saying 	<ul style="list-style-type: none"> • Bickering • yelling • talking over each other • saying "you're wrong" • blaming • manipulating facts in your favor, exaggerating • suppressing your feelings, not talking • ignoring situation, bottling things up

Examples of Participants' Skits

Prompt:

You are angry at your partner because they did not text you back.

V: Oh my gosh, why haven't you texted me back? It's been an hour.
 E: Sorry, I was in class.
 V: My text is more important than your education.
 E: Can you try calming down? I'm sorry I was busy.
 V: Next time you should text me back faster.
 E: I'll text you back when I'm not busy.
 V: Oh, whatever..
 E: I feel like you are making this a big situation just cause of me not replying fast. Can you be more understanding about my schedule?
 V: I will be more understanding about your schedule. I realize now that I was being too dramatic and didn't take into account your priorities.

Conflict Management

Out of 6 skits created and performed by the 3 pairs of participants:

- ❖ 5 out of 6 skits showed healthy conflict management.
- ❖ 1 skit showed unhealthy conflict management.
- ❖ Participants were only expected to show 1 successful skit.

Learning Outcome 3: Demonstrate one successful conflict management skill.

➔ Met

Discussion

Was I successful?

- ❖ Yes
- ❖ Badge Reflection
- ❖ All said they learned how to respect themselves more.

What would I change?

- ❖ Include all genders
- ❖ Talk more in depth about what to do when violence may occur.

Badges Received

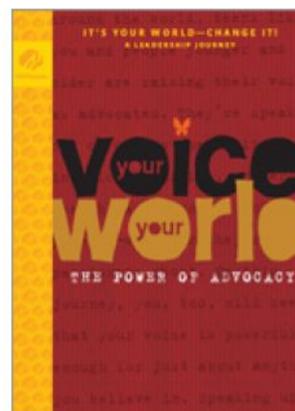
Women's Health Badge



Science of Happiness Badge



Voice Your World Journey



Thank you!
Any Questions?

Increasing Adolescent Girls'
Awareness of Intimate
Partner Violence
Kacie Cox