

## Module 8

# Personal Safety

### Introduction

In Module 6 you learned about substance use and the prevention of substance abuse. Module 8 focuses on your personal safety against physical abuse, emotional abuse, and sexual exploitation/abuse. You will learn strategies to make safe and healthy decisions.

Each lesson in Module 8 focuses on a different type of abuse: physical, emotional, and sexual. The module ends with a lesson on abuse prevention. In the last assignment in this module, you will develop an informational brochure or a fact sheet as part of a violence-prevention program for your community.

### Assessment

You will be assessed on your completion of the Module 8 assignments found at the end of this module. The Checklist for Module 8 Assignments appears below. You will mail your completed assignments to your tutor/marker for assessment when you have completed this module. At the end of the course, you will write a final examination.

#### Checklist for Module 8 Assignments

- |          |  |
|----------|--|
| Lesson 1 | Assignment 8.1: Strategies to Keep You Safe  |
| Lesson 3 | Assignment 8.2: Raising Awareness of Violence Prevention<br>(Brochure or Fact Sheet) |

**Notes**

## Lesson 1

# Personal Safety Strategies and Physical Abuse

### Lesson Focus

You will show an understanding of

- the nature of abuse and feelings surrounding it
- the terms associated with physical abuse

You will be able to

- identify potentially dangerous situations as they relate to physical abuse

### Introduction

For the purpose of this course, **abuse** can be defined as the physical, emotional, or sexual maltreatment of someone else, often a minor (in Manitoba, this is a person under the age of 18). Abuse can happen in all cultures and in all classes of society. The abuser is the individual who mistreats or exploits someone else. People who abuse others can be of any age or gender. They may be strangers, parents, members of the clergy, teachers, coaches, or anybody else.

The abused person is the person being victimized. Abuse is **never** the fault of the victim. Abusers, however, often try to make the victims feel that they are deserving of punishment and responsible for the abuse. This, in itself, is a form of abuse. Abuse should never be ignored. If people try to ignore it, the cycle of abuse will be repeated.

This module looks at three different types of abuse: physical, emotional, and sexual. This lesson deals with physical abuse.

### Physical Abuse

In this lesson you will learn about behaviours that are abusive and learn how to avoid and protect yourself from abuse. **Physical abuse** is defined as any physical force that exceeds reasonable discipline and results in the non-accidental injury of a child or youth. This form of abuse includes behaviours such as kicking, biting, shoving, beating, and so on.

### Abuse Versus Discipline

It is sometimes difficult to tell the difference between abuse and discipline. One major difference between the two may become clearer when you look at their purpose:

- The purpose of **discipline** is to **teach** rules for life, self-control, and self-discipline.
- The purpose of **abuse** is to attempt to control behaviour, and it **hurts**.

### Signs of Physical Abuse

Signs of physical abuse could include bruising, black eyes, bumps, shaking, scratches, and so on. As you may know, however, children often have bruises from just playing and being kids. Many bumps and bruises are accidental, but some are not. There are some places on the body where normal bruising may occur and other places on the body where bruising would be considered suspicious or not normal.



### *Learning Activity 8.1: Normal or Suspicious Bruising?*

Try to distinguish between normal and suspicious bruising by listing body parts in the applicable columns below. Keep in mind, however, that bruising anywhere on the body could be a sign of physical abuse.

Body Parts	Normal Bruising Areas	Suspicious Bruising Areas
Face		
Knees		
Back		
Genital area		
Shins		
Elbows		
Back of legs		

Once you have completed this task, compare your responses to those provided in the Learning Activity Answer Key at the end of this module.

### Feelings

Although emotional abuse is not identical to physical abuse (you will be learning about emotional abuse in the next lesson), all forms of abuse (physical and sexual) include some emotional abuse. In other words, if a person has been physically or sexually abused, then that person has also been emotionally abused. Abuse causes strong and complicated emotions.

Some people who abuse others have authority over those they victimize (e.g., babysitters) or have a personal relationship with them and claim to care for them (e.g., family members). When that happens, those who are victimized may confuse caring for abuse and may view abuse as normal, or even healthy, behaviour.

People who abuse and people who suffer from abuse may not even understand what they are feeling. This can make it difficult for abusers to stop abusing and for victims to tell someone what is happening to them. Because of these powerful and confusing emotions, people who are victimized often become abusive themselves. This is one reason why we as a society need to break the cycle of violence and abuse with long-range prevention education.

The following learning activity will help you to start thinking about emotions resulting from abuse and help you to understand how complicated abuse can be and why it is difficult to stop.



### Learning Activity 8.2: Feelings Resulting from Physical Abuse

Think of some examples of physical abuse. Also, think of some ways in which someone who is being physically abused or victimized might feel. Fill in the blanks below, using each letter of the following words: PHYSICAL ABUSE and EMOTIONAL ABUSE. One example has been done for you.

Examples of Physical Abuse	
P	<i>Punching</i>
H	
Y	
S	
I	
C	
A	
L	
A	
B	
U	
S	
E	

Examples of Feelings of Victimization	
E	<i>Embarrassed</i>
M	
O	
T	
I	
O	
N	
A	
L	
A	
B	
U	
S	
E	

Once you have completed this task, compare your responses to those provided in the Learning Activity Answer Key at the end of this module.

## Shaken Baby Syndrome

Shaken baby syndrome is one of many forms of physical abuse. It is caused by vigorous shaking of an infant or young child by the arms, legs, chest, or shoulders. This type of forceful shaking can result in brain damage, leading to mental retardation, speech and learning disabilities, paralysis, seizures, hearing loss, and even death. It may cause bleeding around the brain and eyes, resulting in blindness. A baby's head and neck are especially vulnerable to injury because the head is so large and the neck muscles are still weak. In addition, the baby's brain and blood vessels are very fragile and easily damaged by whiplash motions, such as shaking.

Parents and babysitters may become frustrated and angry when dealing with children. Things like toilet training, excessive crying, and teething can be difficult. It is important for everyone to remember that we should not handle an infant or child when we are angry. This is an example where some of the anger-management strategies discussed in Module 4 could be used. In this situation, a quick strategy that could be used is the 1-3-10 strategy:

- 1—Say, "Cool it."
- 3—Take three breaths.
- 10—Count to ten.

## Personal Safety Strategies

Being able to handle a harmful or threatening situation will reduce your chances of being victimized. Adolescents need to feel that they have a sense of control over their lives. This need for independence can leave teenagers vulnerable to potentially abusive situations. It is important that teenagers practise identifying their feelings and needs and know how to process the consequences of the behaviours for themselves and others.

This course came with a brochure called *Smart and Strong and Safe: Safety Strategies for Teens* from Child Find Manitoba, a charitable organization dedicated to the personal safety of all children. Read the brochure carefully and look for the seven safety strategies.

### Safety Strategies

Here are four of Child Find's personal safety strategies that may help you prepare for potentially dangerous or abusive situations.

1. **Tell someone:** Abuse is often kept a secret because people are scared that friends, family, or others will find out and not believe them or understand what they are going through. If you are in a situation that you feel is abusive or makes you feel uncomfortable, it is essential that you tell someone you know and trust.
2. **Trust your instincts:** If you feel uncomfortable in any situation it is important that you leave. Your "gut" will help tell you when something is right or wrong.
3. **Dignity and respect:** All people deserve to be treated with respect and dignity. Recognizing your own self-worth will help give you the confidence to deal with uncomfortable situations when they may occur.
4. **Buddy system:** Bring a friend along when you go on your first date, go shopping at night, or go any place that may be dangerous.

**Safety Strategies:** Child Find Manitoba. *Smart and Strong and Safe: Safety Strategies for Teens*. Winnipeg, MB: Child Find Manitoba, n.d. Adapted by permission of Child Find Manitoba.

For more information, contact

#### Child Find Manitoba

615 Academy Rd.

Winnipeg MB R3N 0E7

Telephone (in Winnipeg): 204-945-5735

Toll-Free (24 Hours): 1-800-532-9135

Email: [mail@childfind.mb.ca](mailto:mail@childfind.mb.ca)

Website: [www.childfind.mb.ca](http://www.childfind.mb.ca)



### Assignment 8.1: Strategies to Keep You Safe

Assignment 8.1 will give you a chance to show what you have learned about safety strategies. It is found in the Assignments section at the end of this module. Do the assignment at this time.

**Summary**

In this lesson you started learning about physical abuse and some strategies to keep you safe. In the next lesson you will learn some of the same things related to emotional abuse.

## Lesson 2

### Emotional Abuse

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#### Lesson Focus

You will show an understanding of

- the nature of emotional abuse and the terms associated with it

You will be able to

- identify potentially dangerous situations as they relate to different abusive situations
- identify effective avoidance/refusal strategies

#### Introduction

In Module 4 you learned about building healthy relationships, treating others with respect, using conflict-resolution strategies to resolve problems peacefully, and managing your anger. Healthy relationships are often threatened by abuse. The purpose of this lesson is to make you aware of potentially dangerous situations and ways to deal with abusive situations if you or someone you know encounters them. Some of the examples provided are potentially sensitive and may be upsetting to you.

#### Emotional Abuse

Emotional abuse is a constant pattern of negative behaviour that affects an individual's sense of worth and self-esteem. Emotional abuse is part of all forms of abuse and is often used to gain a sense of power over others or to make individuals feel they deserve to be hurt. This form of abuse is a constant attack of an individual over time. For example, it may take the form of name calling, ridiculing, putting down, giving insults, making obscene gestures, practising verbal abuse, making abusive phone calls or sending abusive email, threatening, terrorizing, intimidating, isolating, exploiting/"adultifying," or ignoring a child's needs.

Verbal abuse and harassment are also considered emotional abuse. **Verbal abuse** means making verbal or spoken comments that are hurtful, threatening, and intimidating.

**Harassment** is more difficult to define since everyone perceives behaviour in a different way. In this module, harassment is defined as directing toward an individual or a group of individuals any comment, conduct, or gesture that is insulting, intimidating, humiliating, malicious, degrading, or offensive. Harassment can be based on gender, race, or lifestyle.

If an individual is being physically or sexually abused (as discussed in Lesson 1 and Lesson 3), that person will, in turn, be affected emotionally from the aftershock of the abuse. Emotional abuse can, however, also stand alone.

Emotional abuse can be the hardest type of abuse for someone to identify and recover from. It is important to have the skills and knowledge to be able to identify potentially abusive situations and relationships so that you can remove yourself from them or get the help you need. You may also be in a situation where you have a friend who may be experiencing abuse. In this case, you need to know where you can go for help, so that you can handle the situation as well as possible.



### *Learning Activity 8.3: Identifying Emotional Abuse*

Try to learn the different types of emotional abuse by matching the following terms with their definitions.

Term	Definition
A. Reject	To give a child/youth responsibilities far greater than someone of that age can handle; to use a child/youth for profit.
B. Degrade	To encourage a child/youth to do things that are illegal or harmful to self.
C. Isolate	To put down a child's/youth's worth or needs.
D. Ignore	To insult, criticize, mock, and belittle (name-calling) a child/youth.
E. Corrupt	To fail to provide sensitive, responsive care-giving; to deprive a child/youth of essential stimulation and responsiveness; to interact only when necessary; to be psychologically unavailable.
F. Terrorize	To coerce or cause distress by intimidation, causing a state or instance of extreme fear, violent dread, or fright; to have a child/youth be terrorized at home through observing violence or being threatened by violence to self, loved ones, pets, or favourite objects.
G. Exploit/ "Adultify"	To cut off a child/youth from others and from normal social interaction, making the individual feel very lonely.

Once you have matched the terms to the definitions, compare your responses to those provided in the Learning Activity Answer Key at the end of this module.

## **Bullying**

A very common form of emotional abuse is bullying. It involves power and intimidation. Power can be described as the ability to get things done. Power is also the capacity to act or the ability to choose what will happen. Bullying can be the assertion of this power in a very negative fashion. Adolescents who resort to bullying often use this power as an outlet for aggression. There are three different kinds of bullying: verbal, physical, and relational (e.g., getting peers to cut off social contact with someone).

Bullying is different than normal conflict. Bullying

- involves a difference in power
- is intentionally harmful
- is repeated over time (there are sometimes one-time incidents)
- causes the victimized person to feel isolated
- causes the victimized person to experience various consequences and behaviour changes

Your personal safety strategies are effective in dealing with bullying situations. Refer to Lesson 1 for the detailed strategies, and remember to do the following:

- Say “No.”
- Be assertive.
- Tell someone.

## **Summary**

In abuse cases, both the person who abuses and the person who is abused need help. An abusive person can be someone who bullies at school, someone you know, or someone you do not know. It is important to know that abuse is not a normal or an acceptable way of life. You are encouraged to use the personal safety strategies identified in this lesson in potentially abusive situations.

If you have any concerns about any content within this lesson or any of the other lessons, please feel free to contact your tutor/maker. The next few lessons will look at sexual abuse and how to access resources in your community to help you or someone you know deal with an abusive situation.

Notes

## Lesson 3

### Sexual Abuse

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#### Lesson Focus

You will show an understanding of

- the nature and types of sexual abuse and the terms associated with it
- the laws related to sexual abuse

You will be able to

- identify potentially dangerous situations as they relate to sexual abuse
- identify community resources available to help those being affected by sexual abuse

#### Introduction

**Sexual abuse** occurs when a minor is used for the sexual gratification of an adult or an older adolescent **with or without** the minor's consent. It involves exposure of the child/youth to sexual contact, activity, or behaviour.

There are two types of sexual abuse: contact and non-contact sexual abuse.

- **Contact sexual abuse** involves unwanted physical touching of a sexual body part or being forced to touch the abuser. Having sexual relations without consent is called **sexual assault**.
- **Non-contact sexual abuse** occurs when a child/adolescent is forced to watch pornographic movies or listen to sex talk or when sexual comments are made toward one's body. Non-contact sexual abuse is often referred to as **sexual exploitation**.

Children can be abused anywhere, both outside and inside their own homes. A child abuser can be anybody, including a friend, neighbour, child-care worker, teacher, parent, guardian, step-parent, sibling, relative, or stranger.

A child/youth who has been sexually abused can develop a variety of distressing feelings, thoughts, and behaviours. No child is psychologically prepared to cope with repeated sexual stimulation. The minor who knows and cares about the abusive person becomes trapped between affection for or loyalty to the person and the sense that the sexual activities are terribly wrong. If the child tries to break away from the sexual relationship, the abuser may threaten the child with violence or loss of love. When sexual abuse occurs within the family, the child may fear the anger, jealousy, or shame of other family members, or be afraid the family will break up if the secret is told.

A child who is the victim of prolonged sexual abuse usually develops low self-esteem, a feeling of worthlessness, and an abnormal or distorted view of sex. The child may become withdrawn and mistrustful of adults, and can even become suicidal. It is essential that all suspected sexual abuse cases be reported or referred to someone who can help. This could be an adult you trust, someone from a crisis/helpline, or the police.

It is important to understand that many different body parts, in addition to the genitals, may be used to stimulate or gratify the abuser.



### *Learning Activity 8.4: Sexual Body Parts*

To help you understand that sexual abuse can happen with many different parts of the body, fill in the missing letters of the sexual body parts listed below.

- B\_\_ttoc\_\_s
- Gen\_\_ta\_\_ are\_\_
- Bre\_\_sts
- Mo\_\_th
- An\_\_s

For the correct answers, check the Learning Activity Answer Key at the end of this module.

### **Abuse within Dating Relationships**

Physical, emotional, and sexual abuse can also be found within dating relationships. Sometimes teens accept abuse as part of the relationships. Some teens, for example, may mistake dominant behaviour, excessive caring, or extreme jealousy as love. True caring, however, involves kindness, gentleness, and respect, not control or abuse.



### *Learning Activity 8.5: Signs of Potentially Abusive Relationships*

Read the following statements. Place an **X** beside the statements that you see as signs of an unhealthy relationship that may lead to abusive behaviour.

- Expressing jealousy
- Buying flowers for a partner on a special occasion
- Attempting to control a partner's behaviour
- Using insults or putdowns to manipulate a partner
- Using guilt to manipulate a partner into doing something he or she may not be ready for

Once you have completed this task, compare your responses to those provided in the Learning Activity Answer Key at the end of this module.

Individuals in any of these situations need to recognize they may be in an unhealthy or possibly abusive relationship and need to get help. Help may consist of getting counselling (to help the partners learn what appropriate behaviours are), calling the police, or going to a crisis clinic in the community.

Your personal safety strategies are effective in dealing with potential sexually abusive situations. Refer to Lesson 1 for the detailed strategies, and remember to do the following:

- Say "No."
- Be assertive.
- Tell someone.

### **Summary**

Sexual abuse cases in teen relationships are on the rise. It is essential that young adults understand how to develop meaningful, safe relationships and know what some of the signs of potential sexual abuse are. In the next lesson you will become aware of the community resources around you and where you or someone you know could go for help.

Notes

## Lesson 4

### Abuse Prevention

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#### Lesson Focus

You will show an understanding of

- issues related to violence prevention
- the laws that promote personal safety related to abuse prevention

You will be able to

- design a violence-prevention program for your community
- access valid health information and health-promoting products and services available in the community

#### Introduction

Prevention education is the best way to stop the cycle of abuse. Throughout this module, you have learned about the different types of abuse and some of the signs of an abusive situation. You will now bring together all this information in developing an anti-violence program for your community.

#### Laws Relating to Violence Prevention

As times change, so do the laws related to violence prevention in Manitoba and in Canada. For example, Manitoba's *Child and Family Services Act* is in place to protect "a child in need of protection." This applies to children under the age of 19.

In the next learning activity you will consider the effectiveness of laws in protecting minors from abuse. After you have finished the learning activity, complete the assignment that follows.



### Learning Activity 8.6: Are Laws Effective in Protecting Minors?

1. Identify two laws that deal with abusive situations. Then write down how these laws protect minors and indicate whether or not you think the laws are effective. For example, do you think that people might choose not to be abusive because they would be breaking this law?

You could research information on current laws that relate to physical, emotional, and/or sexual abuse using resources from

- your local or school library
- the local police department
- the Internet—websites such as the following may be helpful:
  - Sexuality Education Resource Centre (SERC) Manitoba:  
<[www.serc.mb.ca/SERC/](http://www.serc.mb.ca/SERC/)>
  - Manitoba Justice. *Family Law in Manitoba*—Chapter 10:  
<[www.gov.mb.ca/justice/family/englishbooklet/chapter10.html](http://www.gov.mb.ca/justice/family/englishbooklet/chapter10.html)>

If you are unable to find information on these kinds of laws, contact your tutor/marker.

2. Once you have found the information you need, please complete the following chart.

Law	Effectiveness of This Law
<b>Law 1:</b>	
<b>Law 2:</b>	

Examples are provided in the Learning Activity Answer Key at the end of this module.

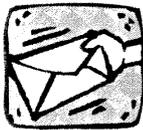


### *Assignment 8.2: Raising Awareness of Violence Prevention (Brochure or Fact Sheet)*

Assignment 8.2 will give you an opportunity to use everything you have learned in this module to develop an informational brochure or a fact sheet as part of a violence-prevention program for your community. The directions are found in the Assignments section at the end of this module. Do the assignment now.

### **Summary**

You have now completed Module 8 of this course. You only have two more modules to go. If you have any questions or concerns about this module or any other module you have completed, please contact your tutor/marker.



### **Mail Your Assignments**

It is now time to send all the assignments from Modules 7 and 8 to your tutor/marker for assessment. Please organize the materials in the following order:

- Cover Sheet for Modules 7 and 8\*\*
- Assignment 7.1\*
- Assignment 7.2
- Assignment 7.3
- Assignment 7.4
- Assignment 7.5\*
- Assignment 8.1
- Assignment 8.2

\* **Note:** Before you submit your completed assignments, make sure that you and your parent/guardian have signed all the applicable forms included in these assignments.

\*\* The Cover Sheet for Modules 7 and 8 contains an Alternate Lesson Consent Form that your parent/guardian will need to sign if you choose the alternate lesson option in Module 10.

Place all materials in an envelope. Mail the envelope to:

ISO Tutor/Marker  
555 Main Street  
Winkler MB R6W 1C4

### Module 8 Review Questions

Use the following questions to help you assess what you learned in Module 8 and to guide your studying. These questions will help you to prepare for the final examination that you will write at the end of this course.

#### Lessons 1 to 3

1. Explain what each of the following terms means:
  - a. physical abuse
  - b. verbal abuse
  - c. emotional abuse
  - d. sexual abuse
  - e. harassment
  - f. sexual exploitation
2. Make up scenarios representing the following abusive situations and explain how you would use interpersonal skills and personal safety strategies to prevent or avoid potentially abusive situations:
  - a. physical abuse
  - b. emotional abuse
3. Choose one law or policy related to personal safety and explain its effectiveness in abuse prevention.

#### Lesson 4

4. Indicate two places or persons in your community you or someone you know could go to for help in dealing with an abusive situation.