

VIRTUALLY ADAPTED
ACTIVITY –
SETTING BOUNDARIES
& STAYING SAFE

From the Girls Circle Activity Guide, “My Family, My Self” (Session 5)



To All One Circle Facilitators,

With these difficult times, One Circle Foundation wants to acknowledge you for the great work that you continue to do with youth.

In an effort to make that a little easier for you, we are adding Adapted Activities from our curricula in order for you to have the ability to hold Girls Circle and The Council for Boys and Young Men sessions online with the youth in your programs. As you know, the creative and experiential activities presented in the Activity Guides require individuals to be in a live, in-person circle. We began adapting these activities so the youth could participate from the safety of their homes. These adaptations are made available to you on the One Circle Foundation website “Virtual Solutions” section, for your easy access.

Each adapted activity will note which Activity Guide they were adapted from as well as which session. We include an outline of the six steps of the Girls Circle Model and the seven steps of The Council for Boys and Young Men Model for you to use as a guide.

PLEASE NOTE: These adaptations do NOT include the full session; only the **ACTIVITY** step is described. However, you will see in the adaptation that there is an overview of the topic and brief discussion to incorporate into your circles. The objectives of the activity align with the original intent of the session.

Girls Circle:

Opening Ritual
Theme Introduction
Check-In
Activity → ADAPTED
Sharing of Activity
Closing Ritual

The Council for Boys and Young Men:

Opening Ritual
Theme Introduction
Warm-Up
Check-in
Activity → ADAPTED
Reflection
Closing Ritual

We welcome your suggestions and feedback. We also want to hear of any adapted or original activities you are doing online with the youth that you serve. Please email info@onecirclefoundation.org to share the online adaption work that you’re doing, and we invite you to share with one another in our Facebook Facilitator Support Group. Visit @onecirclefoundation on Facebook to join the conversation.

We at One Circle Foundation are committed to supporting all of you as we find our new normal. Be safe and continue to reach out for support from One Circle Foundation.

Virtually Adapted Activity – Setting Boundaries and Staying Safe

Adapted from My Family, Myself - Session 5, Activity 1: Abuse and Violence in Relationships, in addition to Activity 3: Defining My Rights.

Topic: Boundaries and Staying Safe

Many young people struggle with setting personal boundaries. As a result, at times youth may experience abuse or intimate partner violence. Youth need the tools in order to set personal boundaries, define their rights, and the ability to practice healthy communication to foster staying safe in their relationships.

Objectives:

- To define intimate partner violence and raise awareness of how abuse or intimate partner violence in the home affects youth and how the impact of this kind of trauma can play out in other relationships in their lives.
- To consider messages about power in relationships and explore youths' expectations for their own relationships.
- To develop and define personal rights.

Prior to the Activity:

- 1 Prepare to share Handout #1: “Power and Control Wheel” and Handout #3: “Defining My Rights” (both handouts are included at the end of this activity)
- 2 Let youth know we will be having a discussion today about personal boundaries, how to set personal boundaries, define their rights, and how to practice healthy communication so they can stay safe in their relationships.
- 3 Tell the circle participants you will be asking them a few questions in regards to abuse and intimate partner violence in individual and family relationships with the purpose of exploring how to stay safe and have healthy boundaries.

Procedure to Lead Activity:

Discussion – Abuse and Violence in Relationships

Let the youth know that we will be having a discussion that will focus on intimate partner abuse and violence in individual and family relationships. Share with the youth that we will be exploring how to stay safe and have healthy boundaries.

Objectives:

- To discuss and define abuse, intimate partner violence, the “Power and Control Wheel”, and to explore the impact of it on youth and their families.
- To identify messages and expectations about power and control in relationships where intimate partner violence is present, and how they influence other relationships in youths’ lives.
- To identify the meaning of personal boundaries, explore boundaries in families- healthy and unhealthy- and identify youths’ individual rights.

1 Say:

- Intimate partner violence is physical, sexual, emotional, or verbal abuse directed at one partner in an intimate relationship. Intimate relationships can be both heterosexual and same-sex and violence can occur in either.
- Many factors can contribute to intimate partner violence, such as a person’s access to resources, substance abuse in the family, and gender roles and expectations, but the main issue is someone’s decision to exhibit various behaviors to assert power and control over someone else.

2 Ask the youth the following questions:

- How do you define physical, sexual, emotional, and verbal abuse?

(Using Share Screen, show the youth the Power and Control Wheel and review it with the youth. Explain that the wheel shows behaviors used in violent relationships as threats, emotional abandonment, etc.)

- How do these behaviors affect relationships?
- Most people begin relationships by caring about each other. What are their justifications for not treating their partners with respect?
- How does intimate partner violence affect families?
- Have you ever known anyone who witnessed violence in their home?
- What experiences have you had with violence?

Invite the youth to share their thoughts. Give them a few minutes to respond.

- What messages are being passed on to youth in homes with intimate partner violence?
- What are the possible ways that a person growing up with violence would act in other relationships, e.g. friends or people at school?
- Who ends up with most of the power and control?
- How is the person who ends up without much power or control affected?
- How might you want your relationships to be similar or different to the kinds of relationships in your family?

Invite the youth to share their thoughts. Give them a few minutes to respond.

- What are personal boundaries and why do we have them?
- What kind of boundaries are healthy? Unhealthy?
- What boundaries are healthy in a family?
- What kind of boundaries get broken in families?
- Are there certain boundaries that you are thankful for in your family?
- What boundaries do you wish your family had?
- What would help you feel safer?
- Who do you know that has a strong sense of personal boundaries?
- Invite the youth to share their thoughts.

Give them a few minutes to respond.

Summarize the Discussion:

Take time to summarize all the key points that were made and the discussion as a whole, and thank them for their level of openness and participation.

Activity: Defining My Rights

Before the Activity, let the youth know they will need a few pieces of blank paper, a pen or pencil, and either some crayons or colorful markers.

- 1 Using Share Screen, show the youth the Defining My Rights Handout.
- 2 Have the youth create a list of 4 rights that will help them feel safe in their families and other relationships.
- 3 Tell the youth that some of these rights may be things they currently have in their relationships, and others may be things they wish for.
- 4 Point out that after each line on the handout, there is a space for them to write one thing they can do to continue to create and maintain that right in their lives.
- 5 Ask the youth to find a comfortable place to sit and spend 5 minutes writing down their rights and one thing they can do to create and maintain the rights listed.
- 6 After the youth have made their list, ask the youth to draw a picture of what their world would be like if they had all the rights they listed.
- 7 Give the youth 10 minutes to draw their picture.
- 8 After they have completed the drawing, ask the youth to raise their hand and you will call on them to share their drawings by holding the drawings up to their camera.

9 After each youth has shared, thank everyone for sharing.

10 Ask:

- How was it for you to create your picture of your rights?
- What do your pictures have in common?
- What differences stand out in your rights?

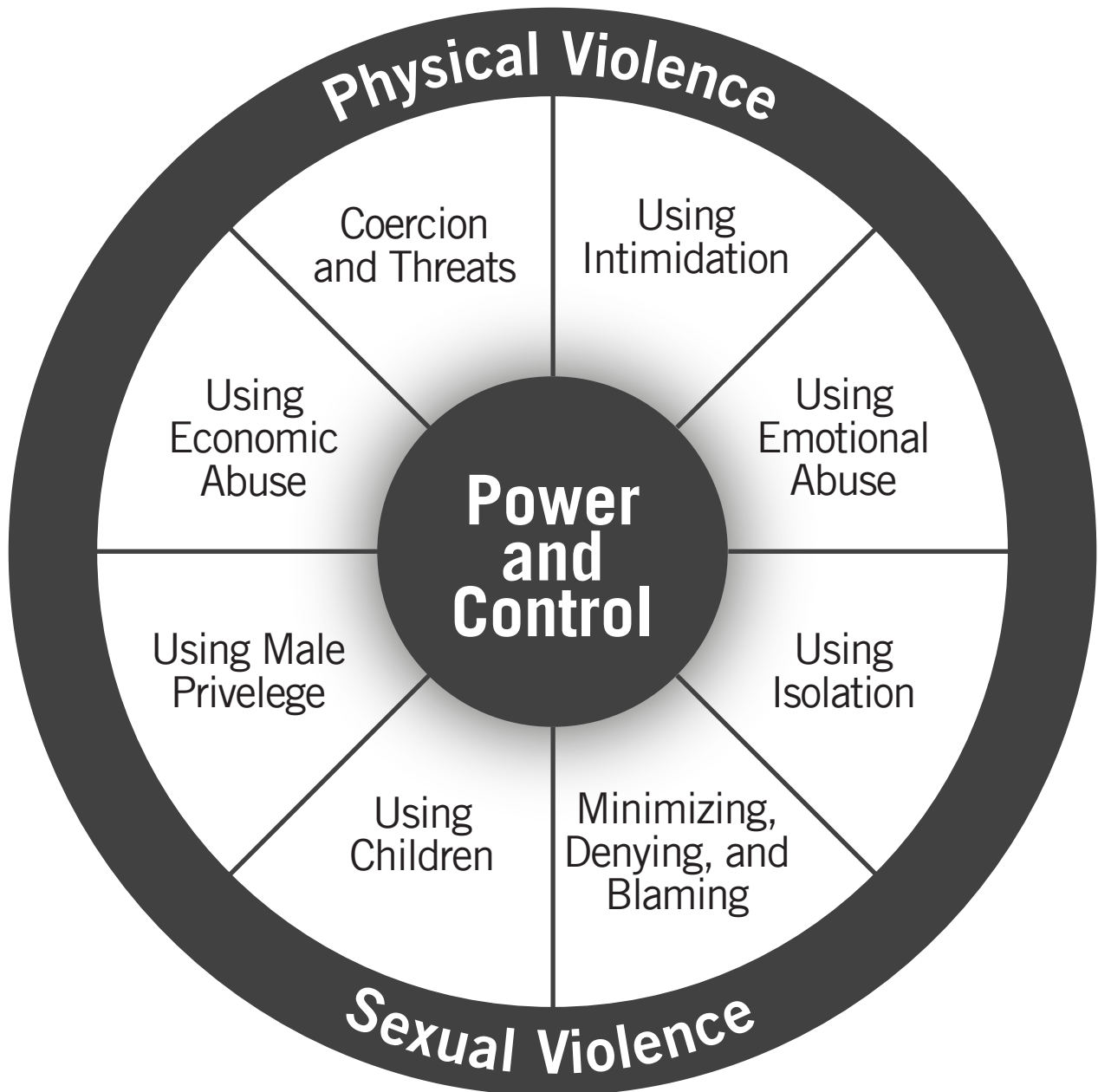
Go around the circle one last time and ask the application question:

- **What is one thing you can do to keep yourself safe in the next week?**

11 Thank everyone for their ideas and participation.

12 Complete the session with your closing ritual.

Power and Control Wheel



Power and Control Wheel developed by the Domestic Abuse Intervention Project
202 East Superior Street, Duluth, MN
218-722-2781

Used with permission.

<http://www.theduluthmodel.org/wheelgallery.php>

Defining My Rights

I have the right to _____.

One thing I can do to create/maintain this right is _____

_____.

I have the right to _____.

One thing I can do to create/maintain this right is _____

_____.

I have the right to _____.

One thing I can do to create/maintain this right is _____

_____.