



TURNING POINTS

*A Youth Production of
Juga! and the P.E.A.C.E. Project
Coconino Cooperative Extension
University of Arizona
Flagstaff, Arizona*

The respect of others ensures peace.--Benito Juarez

VIDEO DISCUSSION GUIDE

Introduction

Violence in dating relationships is a serious problem affecting many teenagers in our community and throughout the country. A study published in the Journal of the American Medical Association found that approximately 1 in 5 teenage girls reported being physically and/or sexually abused by a dating partner (Silverman et al., 2001). Abusive behavior in dating relationships, whether physical, sexual or emotional, can leave scars that last a lifetime, increasing a victim's risk for substance abuse, eating disorders, teen pregnancy and suicide. From their early dating experiences teenagers develop patterns in relationships that may lead to continued abuse in adulthood (Henton, Cate, Koval, Lloyd, & Christopher. 1983). As the problem of teen dating violence is recognized, more and more work is being done to educate young people about healthy relationships before they begin dating. Whether a teen is being abused or is being abusive, awareness is the first and most important tool to address the behavior.

Dating violence is a frightening and often silent problem in the lives of many teenagers. The goal of this video project is to initiate a dialogue, to spark conversation among teens and their peers. Allowing teenagers to talk about relationships in a welcoming and non-judgmental environment not only encourages young people to seek help, but also encourages young people to help each other. The vast majority of teenagers turn first to their peers when they encounter difficulties in dating relationships (Henton et al., 1983). Holding a discussion where everyone is encouraged to communicate with respect builds crucial skills that can be used in all relationships. These discussions also break down the walls of isolation that can perpetuate relationship violence. There are no simple answers when it comes to the complexity of human relationships but through discussion and sharing, young people can explore what it means to create a healthy relationship. They can offer support, learning from each others' experiences and hopefully building more peaceful communities.

Turning Points is a video created from the experiences of teenagers who participated in a community based dating violence prevention program called Juga! Youth in this pro-

gram were encouraged to use what they learned through Juga! and find a way to reach out to other teenagers in their community to share this knowledge. After viewing educational videos on conflict that they felt did not speak to teenagers, the group decided to create their own video on conflicts in dating relationships. A collaboration was formed with the P.E.A.C.E. Project (Prevention Education and Creative Expression), a teen theatre troupe that offers performances dealing with relationship violence, self abuse and other social issues affecting youth today.

Through discussion, theatre training and experimentation, the group developed an original script and identified individuals who were willing to share their experiences about abusive relationships through interviews. AspenPro Media, a professional media production company agreed to do filming and editing. Rehearsals and filming were completed in fall 2004. The video was previewed by three groups of teenagers in the community and editing to incorporate their feedback was completed in early 2005. Following a community premier, the video has been distributed to youth organizations, middle schools and high schools in the Flagstaff area.

“Turning Points” Overview

“Turning Points” is filmed in segments that include an interview of a young person, Christine, who effectively dealt with an abusive relationship and original scenes of a teen dating relationship.

Christine's Story:

In talking about her story, Christine shares her feelings which gives viewers insight into the challenge of recognizing the situation where the person you love is abusive, identifying factors that affect you in the relationship, making the decision to ask for help, following through with a plan of action, and the impact of following through with a plan of action. Christine shares with us how she and Joe arrived at a place in their relationship where they felt they could understand each other, were aware of their manipulative tendencies, and could maintain a friendly relationship. Her

story is told between original scenes portraying a teen dating relationship that is controlling and has the potential to lead to further abuse. We hoped to show a linkage between the cycle of abuse as it occurs in different situations.

Scenes of a Teen Dating Relationship:

The scenes show a teen couple who are experiencing an abusive relationship. The young man, Alex, is in love with his girlfriend, Emma, but is controlling and jealous of her. He feels hurt and insecure when she talks to her friends that happen to be other guys. Emma loves Alex but isn't sure how to handle his behavior towards her, however, she is aware that his behavior doesn't make her feel good about herself or their relationship. Her family's praise of Alex as a boyfriend influences how Emma reacts to his behavior, leads her to doubt herself, and leaves her feeling unsure of how to act. In later scenes, Emma's sister is supportive by talking to Emma and listening to how she feels. Alex talks to his friends about his jealousy about seeing Emma with other guys. One of his friends encourages Alex to take control of the situation and his other friend Andrew confronts him about his behavior and tries to help him understand how Alex's jealousy may affect the relationship with Emma. The last scene shows Alex walking into Emma's house. We don't know as viewers whether Alex and Emma will talk about what is going on, try to work things out and stay together, or break up. This is the turning point.

Goals of the Video

Teens in the Juga! program and in the P.E.A.C.E project created these original scenes. A goal for this video was to get viewers, mostly other teens, actively thinking about the situations, the factors affecting decisions the actors make, and the possible impacts of those choices. Christine's true story is told to help teenagers connect the lessons of this video. In order to portray a realistic teen relationship and to get viewers thinking, they chose to show subtle and common abusive behaviors. The ending, the turning point, was purposely left open in order to stimulate classroom and peer discussion about what they think may happen and what they believe should happen.

Issues raised by the video should be addressed and discussed. The issues presented in this video are: what is abuse, jealousy and emotional manipulation, control, how grief can affect our relationships, how do we deal with grief, self abuse and its impact on relationships, role of family in maintaining unhealthy relationships, promoting and supporting healthy relationships, how to help friends or family in unhealthy relationships, and turning points in relationships.

Resources: It is important for teens to know where to get help for themselves or others. This video portrays situations which are difficult to handle. Some of your students may have been in similar situations. Please discuss the local resources available to address these issues. If your school has additional resources or a peer counseling program you can encourage students to find help. See attached list.

Using "Turning Points" for Classroom Discussion

After watching the video, discussion questions provided below can be used to facilitate a conversation. Facilitating open and safe conversation is where the real learning will occur. Following the questions below is an activity that can be used to encourage students to examine more deeply the factors that arose in the situations that Alex and Emma dealt with and the impact of their choices in the dating relationship.

Christine

Christine and Joe became involved after the death of her brother, Joe's best friend.

1. How did their shared grief affect their relationship?
2. How did Joe hurt himself when he and Christine would argue?
3. How did Joe's self abuse affect Christine's chance to share her feelings?
Joe never hit Christine. How might his self abuse have hurt her?
4. Christine's brother was self abusive. How did her experience with her brother affect her response to Joe's behavior?
5. Christine said she felt unable to talk to people about the problems in her relationship with Joe. Create a list of the reasons why someone who is being abused might not talk to friends or family about the abuse.
6. Eventually Christine spoke to her father about Joe's self abuse. What was the turning point for Christine that led her to decide to talk to her father? How did talking to her father help Christine?

Alex and Emma

Party Scene:

Alex was upset with Emma for talking to her old friends at the party.

1. What might have contributed to Alex's jealousy or mistrust of Emma?
2. How else could Alex have responded to Emma? How else could Emma have responded?
3. How did Alex's response at the party affect Emma?

Kitchen Scene:

In the kitchen scene, Emma's mom says that Alex is "quite a catch" and that Emma should be grateful to be with him. Emma learns Alex has been communicating with her family without her knowing.

1. How do you think this might make Emma feel about herself and her relationship with Alex?
2. How might this make her feel about her mom?

Sister Scene:

The sister, Christine, talked to Emma upstairs. Christine provided a listening ear when her sister needed it. At first Emma didn't seem to want to talk but eventually she opened up.

1. How do you think Christine was helpful to Emma?
2. Can you think of a time when you have supported a friend or family member?
3. Is it hard to open up and talk about what you are going through?
4. How do you feel after you have talked about your problem?

Friend Scene:

When Alex was talking to his friends, one of his friends supported Alex’s actions in making Emma leave the party. His other friend tried to talk to him and get him to see that he was being unreasonable.

1. How can friends affect the way you treat other people?
2. Is it hard to tell your friends that you disagree with their behavior or actions?
3. How might Andrew’s story of his abusive relationship affect the choices Alex makes in his relationship with Emma?

The Turning Point:

As Alex got out of the car at Emma’s house, he looked a bit uneasy.

1. What do you imagine he was going to say or do?
2. What do you think he should do?
3. Does it seem like Emma and Alex will maintain the relationship? Should they? How would they do that?
4. How does this relate to relationships you see around you or one that you are in? Does it raise your awareness about the subtleties of abuse?
5. What in this video surprised you? Was there something that seemed obvious? What would you do?

Examining issues presented by the video

The reference chart (page 6 and 7) and activity (page 8 and 9) give students a chance to examine both Emma and Alex’s situations and review the factors that influenced and impacted their choices in the relationship. The following two charts are provided as a reference for the teacher or discussion leader. They can be used to stimulate discussion and provide an opportunity for students to offer their insight into the issues. Students should be encouraged to share their thoughtful insights and comments with each other.

EMMA

SITUATION	FACTORS	IMPACTS
Party	<ol style="list-style-type: none"> 1. Not a lot of relationship experience. 2. Surprised, confused, and caught off guard by Alex’s reaction. 3. Has a right to maintain friendships. 	<ol style="list-style-type: none"> 1. Feels alone, isolated, defeated, and discouraged. 2. Trapped, doesn’t have a sense that she can make her own choices. 3. Cut offs contact with friends. 4. Insecure about the relationship.
Kitchen – talking to family	<ol style="list-style-type: none"> 1. Mother is encouraging Emma to stay in a relationship with Alex. 2. Emma learns that Alex is contacting her family without her knowing. 	<ol style="list-style-type: none"> 1. Emma is defensive and doesn’t want to open up. 2. Doesn’t feel support from family and possibly feels betrayed. 3. May have a sense of feeling “stalked” or not able to have her own life.
Sisters talking	<ol style="list-style-type: none"> 1. Emma is hesitant to share with her sister what is going on in relationship. 2. Her sister shows interest so Emma begins to open up. 3. Her sister is supportive of Emma feeling good in the relationship. 4. Her sister identifies behaviors that are not healthy. 	<ol style="list-style-type: none"> 1. Emma realizes that Alex’s behavior has impacts on her. 2. Emma knows she has choices to make. 3. Emma learns that she has support and can talk to someone.

ALEX

SITUATION	FACTORS	IMPACTS
Party	<ol style="list-style-type: none"> 1. Not a lot of relationship experience. 2. Gets angry, raises his voice, and has an argument with Emma. 3. He and Emma leave the party early. 	<ol style="list-style-type: none"> 1. Feels worried and suspicious that Emma is interested in other guys. 2. Feels jealous and insecure. He handles his feelings by arguing with Emma at the party. 3. By arguing with Emma and making assumptions, he exerts power over her by making her feel she's done something wrong.
Friends	<ol style="list-style-type: none"> 1. One friend supports Alex in his decision to "take control so things don't get out of hand". 2. Friend, Andrew, tells a story of how he had been in a manipulative relationship, how it made him feel, and what he did about it. 	<ol style="list-style-type: none"> 1. Alex feels good when his friend supports him. He feels he must keep Emma in line. 2. Alex seems thoughtful like he understood how Emma might become afraid of him if he continues to manipulate her. 3. Alex seems to realize he has a choice in how he will treat Emma: respect her or mistreat her. He seems to realize that mistreating her could end their dating relationship.

ACTIVITY:

Examining issues presented by the video. Copy and distribute to students to discuss and complete.

EMMA

SITUATION	FACTORS	IMPACTS
Party	1. Not a lot of relationship experience. 2. 3.	1. Feels alone, isolated, defeated, and discouraged. 2. 3.
Kitchen	1. Mother is encouraging Emma to stay in a relationship with Alex. 2. 3.	1. Emma is defensive and doesn't want to open up. 2. 3.
Sisters Talking	1. Emma is hesitant to share with her sister what is going on in relationship. 2. 3.	1. Emma realizes that Alex's behavior has impacts on her. 2. 3.

ALEX

SITUATION	FACTORS	IMPACTS
<p>Party</p>	<p>1. Not a lot of relationship experience.</p> <p>2.</p> <p>3.</p>	<p>1. Feels worried and suspicious that Emma is interested in other guys.</p> <p>2.</p> <p>3.</p>
<p>Friends</p>	<p>1. One friend supports Alex in his decision to “take control so things don’t get out of hand” .</p> <p>2.</p> <p>3.</p>	<p>1. Alex feels good when his friend supports him. He feels he must keep Emma in line.</p> <p>2.</p> <p>3.</p>

Resource List for Youth in Flagstaff, 2005

This list is not intended to cover every situation or need. Please speak to a trusted adult, parent, teacher, school counselor or nurse if you don't know where to go for help or you just need to talk to someone. Update this list regularly.

Alternative Center (214-9050); 823 W. Clay

Crisis counseling, shelter services, information and referral for teens and families.

Victim/Witness Services (779-6163, after 5 pm 774-1414 ask for Victim/Witness)

Crisis counseling and advocacy for victims of crime, abuse, violence.

Northland Family Help Center (774-4503)

Women's Shelter (527-1900 24 hr. hotline or toll free 1-877-634-2723); 2100 Walgreen Street

Crisis shelter for abused women and their children.

Children's Shelter (527-1800)

Crisis shelter for youth under 18 years.

Counseling Services (527-1700)

Counseling and crisis support for survivors of abuse.

Guidance Center (527-1899)

Individual and group counseling, support groups, substance abuse treatment and counseling.

T.A.P.P. Teenage Parent Program (773-4104)

Program for pregnant teens who choose an alternate school setting.

D.E.S. Child Protective Services (1-888-SOS-CHILD or 1-888-767-2445)

To report suspected child abuse or neglect.

Flagstaff Police Department (774-1414, dial 911 for emergencies)

To report a crime including abuse or assault in the City of Flagstaff.

Coconino County Sheriff's Department (774-4523, dial 911 for emergencies)

To report a crime including abuse or assault in Coconino County.

PRISM (523-7110)

University student group providing resources and support for lesbian, gay, bisexual and transgender young people.

Associated Students for Women's Issues (523-6946)

University student group providing resources and education programs on issues of gender and sexuality.

Coconino County Health Department--2625 King Street

Teen Clinic (522-7930)

Free and confidential health clinic and counseling for youth 18 years and younger.

Prenatal Clinic (522-7952)

Free pregnancy care and prenatal testing for low income uninsured women and teens.

Planned Parenthood (779-3653); 1304 South Plaza Way

Birth control and education, sexually transmitted infections testing, pregnancy testing and counseling, abortion services.

Catholic Social Services (774-9125); 43 S. San Francisco Street

Pregnancy and adoption counseling, emergency assistance for families.

Native Americans for Community Action Family Health Clinic (773-1245);

1500 E. Cedar Ave., #26

Family health care for Native Americans, counseling and education services also available.

North Country Community Health Center (773-1471); 2304 N. Rose Street

Primary health care services for adults and children, sliding fee scale.

Northland Cares (779-9498)

Education, referral and emotional support for individuals with H.I.V./A.I.D.S. diagnosis and their friends and family.

Hotlines and Phone Links

National Domestic Violence Hotline (24 hours) 1-800-799-SAFE

Runaway Switchboard and Suicide Hotline (24 hours) 1-800-621-4000

A.I.D.S. Hotline (24 hours) 1-800-342-2437

S.T.D. Hotline (8am to 11 pm) 1-800-277-8922

Teen Link 1-800-235-9678

Taped information on many subjects.

Teen Lifeline (3pm to 9pm) 1-800-248-8336

Teen counselors give support, information and referrals.

R.A.I.N.N. Rape Abuse Incest National Network (24 hours) 1-800-656-HOPE



Any products, services, or organizations that are mentioned, shown, or indirectly implied in this publication do not imply endorsement by The University of Arizona.

Issued in furtherance of Cooperative Extension work, acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture, James A. Christenson, Director, Cooperative Extension, College of Agriculture & Life Sciences, The University of Arizona.
The University of Arizona is an equal opportunity, affirmative action institution. The University does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, veteran status, or sexual orientation in its programs and activities.