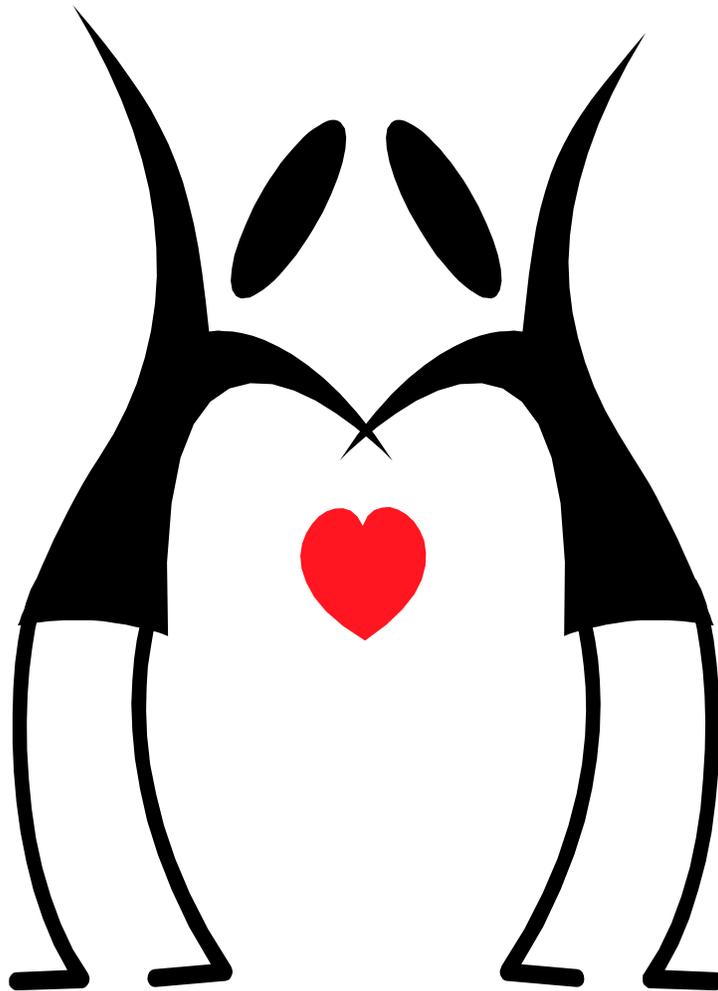


Getting Along

A Guide to Healthy Relationships



THE JOHN HOWARD SOCIETY OF MANITOBA, INC.
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Getting Along: A Guide to Healthy Relationships

Getting Along was developed for the John Howard Society of Manitoba Basic Literacy Program. It contains 30 lessons that provide information about what makes up healthy and unhealthy relationships, how to build healthy relationships, and how to make personal changes.

Each lesson is followed by an exercise designed to build basic literacy skills and to reinforce materials contained in the lessons.

While all can benefit from the use of this workbook, it is especially suited to low-level readers. Words that are underlined within each lesson are defined in the glossary at the end of **LESSON #30**.

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Introduction

Healthy relationships will help you to get through life with more joy and less suffering. In this book you will find information about many parts of relationships, both good and bad. You will find that some parts make sense for you, and others are not really important to you at this point. That's okay, because this should be a guide for you to think about your own life. You might be at a point in your life when some kinds of relationships don't really matter to you. You might be looking for a friend. Maybe you want to improve your relationships that you do have.

There are many people in your life, so try to think beyond your relationship with your wife or husband, girlfriend or boyfriend. When you see "your partner" written in this workbook it does not have to mean a romantic partner. You have relationships with your boss, your friends, your co-workers, your family, your landlord, the guy at the corner store, and even strangers. Try to see the differences between people you know and the relationships you have with them.

As you read, think about how your relationships could use some improvement. Even little changes can often make a big difference.

LESSON #1
What is a Healthy Relationship?

A healthy relationship allows you to be yourself. It brings out the best in two people. This workbook will point out ways that you can recognize poor relationships, build healthy ones and keep them strong.

Having friends and being part of a group is important for teenagers and adults as they go out on their own. As you share feelings and try new roles, you will develop friendships using the skills that are listed below. Can you think of others?

- *Trusting* is being able to rely on someone. Being trustworthy means being supportive and dependable.
- *Honesty* is telling the truth. Honesty is being who you are. Honesty is saying what you mean, and meaning what you say.
- *Understanding* is to know someone well. Understanding is feeling good or bad for someone. Understanding is seeing someone's point of view.
- *Loyalty* is keeping another person's best interest at heart. Loyalty is being 'there' when you're needed, in hard times and good times.
- *Communication* is saying what you need to say while being sensitive to others, using good body language, listening closely, and not interrupting.

EXERCISE #1

**Fill in the blanks with the skill that you think is being shown in each example.
(Choose from trust, honesty, understanding, loyalty, and communication.)**

1. Kevin is sixteen. He has just started dating a girl that he met at a hockey game. She is good looking and fun, but she doesn't like his friends. She treats them like they are idiots, and makes fun of them when she and Kevin are alone. Kevin's friends are annoyed, and start avoiding him. His friends mean more to Kevin than a new girlfriend, so he breaks up with her. Kevin was showing _____.
2. Tammy is five. Her mom takes her shopping with her at the mall. When her mother is not looking, she runs back to the pet store where she saw some kittens. Several minutes later she tries to find her mom, but gets confused because there are so many people. She sits right down on a bench and waits to be found. Tammy is showing _____ that her mother will find her.
3. Eric comes home from work, stomps into the living room and lies down on the couch without a word. Jackie, his wife, leaves him alone. She knows that he must have had a rough day, and he'll talk later. She is showing _____.
4. Trisha wants Rachel to go with her to a party. Rachel does not want to go, so she says, "Trisha, I know that you really want to go to the party, but I really need to sleep tonight. My boss will fire me if I'm late again. Sorry." Rachel is showing good _____.
5. Bob is watching T.V. Carla, his girlfriend, comes home and Bob tells her that he made a special supper and kept it hot for her. Carla knows that Bob went to a lot of work but she had a snack and doesn't feel very hungry. She thanks him for what he did and says she will enjoy it more, later in the evening, because she had two doughnuts at the coffee shop. Carla was showing _____.

LESSON #2

Trust

Trust is an important part of making relationships last a long time. The level of trust between lovers will affect their lives in many areas, from how much they enjoy sex, to how they relate to others. The level of trust between you and your best friend affects the kind of information you share with each other. Imagine if your friend betrayed you. Would you trust him/her again? What if your friend betrayed you a second time? You might decide that s/he is not trustworthy. S/he might lose you as a friend.

When you trust someone, you feel comfortable and safe with that person. You can share dreams and feelings with them. You're not worried about how you look or sound around someone you trust. When you don't trust someone, you feel defensive or uncomfortable. You might try not to say anything "wrong" around them that they may use to hurt you.

You have to have a reason to trust someone. You usually trust someone when:

- They haven't broken your trust.
- They haven't told others about something private that you told them.

- They support you with their words and actions. For example, they won't expect you to go to the bar if you are trying to stop drinking.
- They support you emotionally. They're there if you need a shoulder to cry on. They are honest when they can't give you all the help that you need and may suggest that you talk to an elder or counselor.
- They don't try to bribe you with private information.
- They act honestly and sincerely, all the time. They don't lie to you.
- They accept you and don't reject you.

If you've ever been hurt, you probably went to someone you trust for support. If there wasn't anyone to go to, you probably just kept the pain inside, or tried to escape from it by drinking, smoking, eating, or by watching T.V. Which of these ways of coping with the pain really helps you? It becomes a problem when you don't know any other ways of dealing with pain.

Having a trustworthy friend allows you to let go of painful thoughts or feelings in a healthy way. That trust can take a long time to build. Your friend needs time to grow more trusting of you, and you need time to build trust in them.

EXERCISE #2

Answer the following questions in complete sentences:

1. Who do you trust enough to tell important things to?

2. Why do you trust this person? OR Why don't you have someone that you can trust?

3. What do you do when you are dealing with something difficult?

4. Give an example of when someone broke your trust in them.

LESSON #3

Communication

Think back to the last conversation you had when someone didn't listen to you. Did you go back and talk to them again? Did you listen to him/her when they had something to say?

Communicating with someone is like dealing with the bank. When you put something into it, like listening or respecting, you can always go back to take something out. However, if you try to get money out of the bank without putting anything in, you'll get nothing. Have you ever argued, yelled or hit someone? What was the conversation like after that? Did it take some time before things improved between you?

Good communication includes the following:

- ❖ Be clear, to the point, and honest with yourself and your partner.
- ❖ Ask questions when you do not understand.
- ❖ Don't expect people to read your mind.
- ❖ Don't avoid or ignore the person who is talking to you. Respond to them.
- ❖ Think of the right time and place to talk about something. If you want to tell someone about a funny thing that happened to you, it's not a good idea to do it

at a funeral. You have to respect where you are and other people who may be with you. Before you discuss something serious, make sure that the other person has time to listen to you.

- ❖ Think about why you need to communicate. If your purpose is to make the other person feel guilty or ashamed you might want to think of a more positive way to talk about the problem.
- ❖ Say what you need to say to the right person. If you have a problem with someone, don't talk about it behind their back. This doesn't solve anything and can make the problem worse. When you talk to the person with whom you have the problem, make sure that you talk about the problem and not about the ways that they should change.

Remember that you do not have to like a person in order to communicate well with them. You do need to respect a person if you intend to communicate with them.

EXERCISE #3**Circle true or false for each statement:**

1. It is a good idea to tell lots of other people if you have a problem with someone.

TRUE FALSE

2. Yelling is the best way to get your point across.

TRUE FALSE

3. If you are accurate and honest you have a better chance of being understood.

TRUE FALSE

4. I am a good listener.

TRUE FALSE

5. You don't need to worry about the time and place, just go ahead and talk about whatever you need to.

TRUE FALSE

6. The best communication is honest.

TRUE FALSE

7. It is impossible to speak politely with someone that you don't like.

TRUE FALSE

8. You cannot expect people to know what you need or want, unless you tell them clearly.

TRUE FALSE

LESSON #4
Levels of Communication

Some relationships are more important to you than others. This means that you will talk with some people more than others. You may also talk more seriously with some people. Here are five levels of communication. They start with shallow conversation and end with deep talk:

1. Polite conversation is the first level of communication. This is the level you use with people you meet for the first time or don't know very well, like a store cashier.
2. The second level of conversation includes reporting facts or events. You don't give your opinion. This can include talking about sports, weather or traffic.
3. The third level is where you start to share personal information. It's a little more risky to tell someone about things that you care about. You might stop sharing if the listener isn't listening. If the listener is critical or abusive, you will probably give less personal ideas.
4. Sharing feelings goes a little deeper and brings the relationship a little closer. You might share feelings about your day at work, your time in court, or your children. It's more risky than sharing ideas, but it brings people closer together. If you don't share your feelings with your partner, your relationship will stay at

a less intimate level.

5. Deep, personal conversation is kept for close friends, family, and partners. It involves telling someone about your fears, joys, dreams, and other deep feelings that are very important to you. It's hard to stay at this level for very long, so you'll probably go back to the other levels more often.

It is good to be aware of which level you are at in communicating with your partner. You can decide how intimate you want your relationship to be by choosing the level at which you communicate. In a relationship that is growing, you probably will not want to jump from the first level to the fifth level before you have built trust in each other.

EXERCISE #4

Part A: Each of the following statements is an example from a conversation. Match the examples to the conversation level that it is at.

1. The cost of riding the bus went up again. _____ polite conversation

2. I hate it when they pick on that kid. They only do it because he's different. _____ giving information

3. I don't know if I can have this baby. I'll have to do everything on my own. What if I screw everything up, and my kid ends up worse than me? _____ expressing ideas
_____ sharing feelings

4. Can you believe it? This is our fifth straight day of rain! _____ deep, personal conversation

5. If I have another day like today I'll quit. They all think because I am new that I will do all of their work!

Part B: Answer the following questions in complete sentences:

1. How do you feel when a stranger tells you personal, private things?

2. What is one thing that you would only talk about with someone who cares about you?

LESSON #5
Honesty

Honesty is communication that is direct, open, complete, and tells what you are thinking and feeling. Telling the truth is a part of healthy relationships. When you keep secrets you hide your real self from others. When you are honest with your partner, trust can grow. As trust grows you become more loyal to one another. People who practice honesty have more healthy, uncomplicated, and happy lives. People who tell lies have to work hard. Lying hurts your health and your relationships.

Have you ever lied because you thought the truth might hurt? You probably meant well, but what was your relationship like after that? When nobody knows that you lied, you are tempted to lie again. The more you lie, the less you trust other people. They might be lying too. This is the trap of dishonesty.

Some people are dishonest because they are afraid of what people might think of them. You are not responsible for the way people react to you. Maybe you think everyone will like you if you say that you have visited a lot of places. People might be impressed if you act as if you fear nothing or tell them that you have a well paying job. The problem is that people do not appreciate being lied to, and will think less of you when they find out the truth. They want you to be truthful about everything, including the good and the bad. It lets them see that you are human. They can learn from your

mistakes and feel free to share their mistakes with you. They can feel comfortable with you, knowing that you won't judge them. You accept yourself for who you are, so you will be more likely to accept them.

Lying puts an invisible wall between you and everyone else. If you want a healthy relationship, you need to always tell the truth. The more that you practice honesty, the more trust builds. As trust gets stronger, truth gets easier.

EXERCISE #5

For each example, decide whether the people are communicating well (Yes), or doing a bad job of communicating (No).

1. John is going to be late finishing up at work. He knows Jenn doesn't like it when he's alone with his secretary. He calls Jenn and tells her that he's got to drop some things off for his boss on the way home, so he'll be an hour late. Is this good communication? Yes No

2. Nancy is ticked off at her little sister. She walks into her sister's room, picks her shirt up off the floor and says, "I hate it when you don't bring my stuff back! You've had this for two weeks! If you even touch my closet for the next two weeks I'll tell Mom what happened to her sweater!" Is this good communication? Yes No

3. Charlie is on his second date with a girl he met at the bus stop. He's still nervous, and spends most of his time staring at the floor. Carla is talking about her job, but he doesn't really understand what is so great about hairdressing. He smiles at her stories, but doesn't say a word about himself. Is this good communication? Yes No

4. Allison's little boy comes home from school just at the end of her favourite talk show. He wants to show her something "really cool" that he found on the way home. She shuts off the T.V. and goes into the kitchen with him, where he can tell her all about it. Is this good communication? Yes No

LESSON #6**Loyalty**

Loyalty is being able to support a friend, partner, child, or anyone else close to you. When you're loyal to someone, you support them when they are right beside you, but also with the words that you say and the things that you do when they are not around.

Loyalty does not mean that you or your partner cannot have close friends outside of your relationship.

Loyalty means sometimes giving up your own wishes to help your partner with what is important to them.

Loyalty does not mean doing things for your partner that they are able to do for themselves. You may wish to offer a helping hand for the sake of togetherness, but it doesn't have to be every time, just when it is needed.

Loyalty to your partner does not mean that other people don't deserve your respect and compassion.

Loyalty means not criticizing your partner's weaknesses or sharing their secrets with others.

Loyalty may mean seeking the help of a professional counselor if your partner has secrets that harm themselves or others, for example if they are suicidal.

Have you ever been so angry that you just didn't know what to do? Maybe the only thing you knew was to hurt someone, or something. Having a loyal friend to talk to would help you deal with things before you do something you will regret later. A loyal friend is someone you can vent to while trusting that they will not go behind your back and hurt you. A loyal friend offers a listening ear when you need some encouragement. Do you consider yourself to be a loyal person?

EXERCISE #6**Part One:**

1. Bob really enjoys hunting and fishing, so he leaves Sally and the kids for the weekend and heads out to the lake with his buddies. They have a great time catching fish, drinking beer around the campfire, and swapping stories. When he gets home Sunday afternoon, he kisses Sally and gives her his fish to clean. He looks forward to watching football, taking a nap, and planning the next trip. Name four ways that his actions might become selfish and unloyal.

1. Example: He might always expect Sally wife to clean the meat.

2. _____

3. _____

4. _____

2. Sheila just got a promotion and is now earning a lot more money. She is a single mom, and things have always been very hard for her and her two kids. Now she can afford to pay for more than food and rent. What are some loyal and unselfish ways to spend some of this money? This does not mean that she can't enjoy it!

1. _____

4. _____

2. _____

5. _____

3. _____

6. _____

Part Two: Word Search

Find and circle each word from the list below. Words can be found horizontally, vertically, diagonally, forwards and backwards.

P	A	M	T	A	S	N	I	L	Y	A	L
W	C	D	O	L	I	S	T	E	N	E	R
N	O	S	Y	P	E	N	F	G	V	T	F
G	U	N	H	C	L	O	R	P	A	L	E
R	N	E	S	H	R	Y	B	N	U	O	D
E	S	A	U	L	A	C	H	E	L	Y	S
H	E	X	P	T	S	D	K	U	E	A	T
M	L	J	P	A	R	T	N	E	R	L	U
N	B	U	O	S	M	I	S	O	S	T	E
D	N	L	R	T	G	K	V	M	H	Y	S
N	P	O	T	R	U	S	T	R	D	C	I
E	A	R	S	J	N	P	C	G	U	V	A
I	G	C	D	R	U	L	M	W	E	N	R
R	E	L	A	T	I	O	N	S	H	I	P
F	R	O	H	N	B	P	A	L	C	U	O

loyalty
relationship
support

virtue
partner
praise

hurt
listen
angry

counsel
trust
friend

LESSON #7
Beginning a Relationship

Developing a meaningful relationship can be rewarding but also challenging. You might find it scary to get close to someone. Here are some common fears that everybody has once in a while:

- **People are afraid of being ‘found out.’** Letting a stranger get to know me can be hard to do. There may be things about me that they won’t like.
- **People are afraid of pain and disappointment.** This is part of being human. Without taking the risk of experiencing pain, loneliness, disappointment and hurt, we can never know what real love and happiness are.
- **People are afraid of losing their freedom.** In order to share time with someone else, we must give up some of our own time. It is good to know what is too important for me to give up, before I decide to spend time with someone.
- **People are afraid of being judged.** We don’t like to talk about ourselves because we are afraid of being judged by friends, family, and others.
- **People are afraid that showing love and affection is not proper.** This can be especially true for some men. We learn in our society that showing affection means we are weak. Rather, it shows that I am healthy and can accept myself.

EXERCISE #7

Give an example for each of the fears listed. Examples do not have to be from your life. You can make them up.

1. Fear of pain and disappointment.

Example: Joe doesn't want to date Jane because she may find out that Joe isn't as smart as she is.

2. Fear of losing your freedom.

Example: Jane won't call her sister because she doesn't drink and Jane wants to go bar-hopping.

3. Fear of judgment.

Example: Joe keeps his cancer a secret because Jack may reject him as a friend.

4. Fear the showing love and affection is not proper.

Example: Jane slaps her toddler when he is crying instead of giving him a hug, because people may think that she is a pushover.

LESSON #8

Are We Talking or Arguing?

Read one point under the talking side then read the matching point on the arguing side. These points show the difference between talking and arguing. Put a checkmark beside the points that say what you usually do when you communicate with your partner.

Talking

- My goal is to understand myself and my partner better.
- I am listening because I want to understand.
- I am looking for their good points so that I can learn from them and praise them.
- I speak for myself from what I understand of my own life experience.
- I ask questions so that I will better understand my partner.
- I let my partner finish what s/he is trying to say.
- I think about my partner's words and feelings when s/he is talking.
- I accept that my partner's experience is real and important for them.

- My goal is to win this argument no matter what.
- I am listening because I want to shoot down what they just said.
- I am looking for their weak points so that I can make them look stupid.
- I speak, thinking that I know where my partner is coming from and what s/he wants to get out of this.
- I ask questions in order to trip up my partner.
- I cut my partner off when s/he is talking or I change the subject.
- I think about my next point while my partner is talking.
- I let my partner know that their experience misses the point.

Arguing

- I let myself and my partner show feelings to help our understanding of each other and to heal.
- Silence is okay. control.
- I use my feelings to control my partner. My partner's feelings are fake or overdone.
- I use silence to get back my

EXERCISE #8

Beside each sentence, tell if the sentence sounds like an example of talking or arguing:

1. Yes, I know what you mean, but do you expect me to believe that? _____
2. Are you feeling very frustrated right now? _____
3. I am so angry and you are making me angrier! _____
4. You have put a lot of time into that and I can see that it paid off. _____
5. The last time that we talked about this, I thought we agreed that we would share the responsibility. Correct me if I'm wrong. _____
6. When I tried that idea it didn't work for me. _____
7. This is so crazy. Just forget about it and let's go get a burger. _____
8. Say more about that. _____
9. Can you give me an example of what you mean? _____
10. All you want from me is more money and more work. _____
11. Every time you bring up the subject, you cry and don't make any sense. How do you expect me to listen to you? _____
12. That was hard for me to listen to, but thank you for helping me to understand.

LESSON #9

From Liking to Loving

It is likely that someday you would like to be in a meaningful relationship. It sounds old fashioned, but deep down most people want to find the person that they can grow old with, someone who will love them despite their wrinkles. People want to be in love with their best friend.

If your relationships never seem to work out, it might help to take a good look at them. Love is something that is hard to find, even if you know what you're looking for. In this chapter, we'll look at how a relationship grows from attraction to a deeper bond between two people. Pay attention to each of the steps. Think about how quickly you move through the steps in your life. Are you skipping any of them?

Initiating (in-NISH-shee-ay-ting) is getting started. This is when you meet someone you are interested in, and try to find out if they might share your interest. Usually you will talk about the weather and other easy subjects. This step might not get you anywhere, but don't skip it. If you jump straight into saying "Hey baby..." you might be embarrassed or "shot down".

Experimenting (ex-PAYR-rim-men-ting) is the step where you talk about different

topics to find out if you have anything in common with each other. This is “small talk”. A lot of people hate looking for things to talk about, but if you want to get to know a person you need to start somewhere. Find out what they do for a living. Do they like the same things that you do? Do you like this person for reasons other than how they look?

Intensifying (in-TENS-sif-fy-ing) is where your relationship really begins. This does not happen when you first meet. You have spent time getting to know each other, and doing things together. You start telling each other things that are important to you, and trusting that secrets will be kept. Instead of having to ask why s/he looks tired after work, you may already guess that the boss was a jerk again. You can call yourselves “us”.

Integrating is when other people start to treat you like a couple. You get invited to go places together. Your friends have met your partner. Things that were once yours are now “ours”. You are expected to go to family events together. You give up some of your freedom, and change the ways that you do some things.

Bonding is the point where you do something official to show the world that this

relationship matters to you. This may mean getting married or moving in together. However this is done, it has to be something that you both agree upon. You both have to feel the same way.

Don't expect any of these steps to last forever. People are always changing and growing. Your partner may seem like a different person in five years than s/he is today. You may too. If you respect each other's changes and seek help when you need it, your relationship can last a long time.

EXERCISE #9

The following paragraphs are examples of relationships. Not every “step” of the relationship is provided, so in the blank spaces write down what you feel would happen next. Use the information in Lesson #9 as a guide. Not every example will become a lasting relationship. In those cases, fill in what might have gone wrong. The first example is done for you.

1. Michelle is at a party and is introduced to Ian. They start talking and find that they both love animals and have German Shepherds. The two of them have a good time talking, so they plan to take their dogs to the park the next day. Their dogs get along, so they spend most of the day together. Soon they see each other 2 or 3 times a week. After a few months they have met each other’s parents and everyone knows that they are a couple. Ian proposes to Michelle at Christmas and they are married the next summer.

2. Every day on his way to work Will buys coffee and a paper. He and the waitress always joke around, and he notices how fun she is. It takes him a few weeks, but he finally asks her out. _____

_____.

Will really likes living alone, so when she starts hinting that maybe they should live together he gets really freaked out. Soon he’s hardly calling her anymore, and finally he just tells her that he’s not ready for anything serious. They break up.

3. Gail is taking an evening course to learn about computers. She notices that one of the guys in class always finds a seat close to her, and talks to her during their breaks.

She doesn't expect much will come of it, since she is divorced with two little girls, but he asks her out. _____

4. John has known Denise for quite awhile as just "his cousin's friend". _____

They both work in the same end of town, so moving in together is the easiest thing to do. They haven't got much money, so they don't even consider getting married. A few years later Denise gets pregnant and they agree to go to the Justice of the Peace to be married, for the sake of their child.

5. Write about the steps that you went through in one of your own relationships:

LESSON #10
One Big, Happy Family

Families give us a sense of belonging and help us through tough times. Sometimes parents and children are also the people with whom we have the most conflict. There is no such thing as a perfect family. Here are some ideas that can help us focus on what is important.

1. **Spend time together.** Make time together. This may mean not answering the phone or turning off the TV for one or two hours each day. Read to each other. Do odd jobs, such as washing dishes, cleaning up the apartment, or pulling weeds together. Before your child falls asleep, take time to listen to him talk about his day, what he will be doing tomorrow and praising him for everything he did well today.
2. **Visit places that are special to your family.** Have a special spot outdoors that you enjoy or a home where you can relax and be yourselves. Go camping, build a fire, or pick berries together. Get a free public library card. Pick books or toys to take home or while you are there look at picture books or play on the computers. Find a street or path where you can go for a quiet walk on weekends.
3. **Share common interests.** Get a pet that you all can enjoy. Grow a garden where each one grows something that they like to eat. Go hunting or fishing or hiking as a family. Make some popcorn and watch a ball game.

4. **Celebrate together.** Celebrate your birthdays, wedding anniversary, graduation from high school and the anniversary of the day you stopped smoking. Find any reason to celebrate. Attend pow-wows. Remember important days by planting a tree, dancing in the living room or having a sharing circle where people give the high points and low points of the past year.

5. **Have and hold regular customs.** Visit places with your children that you went to as a child. Tell the stories that you heard as a child. Visit relatives and ask them to tell their stories. Hold a ceremony to remember family members who have died. Attend family reunions. Write your life story. Research you family tree. Collect photographs that remind your children of who they are. Take part in sacred ceremonies and each day set aside a special time to pray.

6. **Tell stories.** We tell stories to entertain each other. Stories are also important for learning about our past and for teaching us how to live our lives. Children and adults need to hear stories about the people and events in their families, both the good and the bad. Repeating stories is a way of making sure they are remembered and passed on through the generations. These stories are what bind family members together.

EXERCISE #10

Part A. Give one idea of what your family could do to:

- 1. Spend time together. _____
- 2. Visit a special place. _____
- 3. Share a common interest. _____
- 4. Celebrate together. _____
- 5. Have a regular custom. _____
- 6. Tell stories. _____

Part B. Write a story that was first told to you by your parents or grandparents.

LESSON #11 **Working Together**

Every healthy relationship has conflicts. Relating to your partner is like being in a dance. Sometimes you are very close then you move apart, and move together again. It depends on the music that is being played. The things that happen in our lives and our differences as human beings mean that we move apart at times. There are some clear and easy steps to follow when dealing with conflict. You will find that they take a lot of practice to learn well.

Working with a Conflict

1. Ask the other person to say what is happening from their view point. How did this make them feel?
2. In your own words, repeat what the other person said to show that you understood. If you did not understand, ask them to make it clear to you.
3. Tell what is happening from your own point of view. Say what you are concerned about. Say what you are feeling.
4. Hopefully, the other person will try to repeat in their own words what you tried to say. This will show that they understand.
5. List the things that you need to talk about. Avoid bringing up things that they have done wrong in the past.

6. Talk about one thing at a time. Focus on the problem, not the other person.
7. Talk about possible answers to the problem. Don't stop until you have thought of every possible idea. Don't shoot down any ideas.
8. Find one idea that both of you can agree to.

Making a Request

1. Say what it is that you want.
2. If the other person says no, do not become angry or complain. Try to understand why your request was refused. Say "May I ask why?"
3. When your question is answered, say the reason in your own words to make sure you understand the other person. Example: "So the reason I can't borrow your tools is because I didn't put them back in their place the last time?"
4. Make an offer. Make sure that your offer deals with the problem that the other person is facing. Example: "It must be frustrating not to find your tools where you look for them. Show me where you want your tools and I'll remember to put them right where you want them."

EXERCISE #11

Part One: It is important to follow the steps to resolve conflict in the right order. Number these steps in the order that they should be taken. One is done for you.

- _____ Tell the other person my view point.
- 7 Talk about possible answers to the problem.
- _____ Find an idea that you can both agree on.
- _____ Repeat in your own words what the other person said.
- _____ Ask the other person to tell their view point.
- _____ Ask the other person to repeat what you tried to say.
- _____ List the things you need to talk about.
- _____ Talk about one problem at a time.

Part Two: Think about a conflict you have had with another person. Write it down the way you remember it. Circle the steps that are listed above which you missed in dealing with that conflict.

LESSON #12

What's my Style?

Here are five different styles of dealing with conflict. Which one best describes you in your relationship with your partner? Which one describes your partner?

Turtle

Turtles climb into their shells to get away from conflicts. They give up what they want for themselves and their relationship. They stay away from any subjects that start an argument. They stay away from people that they are in conflict with. Turtles believe it is hopeless to try to work with a conflict. They feel helpless. They believe it is easier to withdraw from conflict than to face it.

Shark

Sharks try to overpower people by forcing them to accept their answer to the problem. What they want for themselves is very important to them. Their relationship with their partner is not very important. They get what they want at all costs. Sharks are not concerned with the needs of others. They don't care if others like or accept them. Sharks believe that a conflict is taken care of by one person winning and one person losing. They want to be the winner. Winning makes a shark feel proud and losing makes him feel weak. Sharks try to win by making others afraid of them.

Teddy Bear

To a Teddy Bear, the relationship is much more important than what they want for themselves. Teddy Bears want to be accepted and liked by other people. They think that conflict should be avoided and should not even be discussed. Harmony is always

better than conflict. Teddy Bears are afraid that if the conflict continues, someone will get hurt and the relationship will end. They try to smooth over the conflict to make sure that others will like them.

Fox

Foxes want the best of both worlds. They want a good relationship and they want to meet their own goals. Foxes look for a compromise (KOMP-prim-myz) or a middle ground. They give up part of their goals and get the other person to give up part of their goals. Foxes want both sides to win. They look for an agreement which will be for everyone's good.

Owl

Owls believe in facing a problem head on. They think that the relationship and the goals of both people can be met without anyone giving anything up. Every conflict has an answer that works for everyone if you look hard enough. Owls want to get rid of all the hard feelings for everyone. They are not satisfied until everyone is satisfied and the relationship is saved.

One style is not better than the other. You may find that you use one style with one person and another style with another person. Which style you use depends on how important that relationship is to you, or how important your own goals are.

EXERCISE #12

Which animal would say each of these statements?

- 1. Soft words win hard hearts. _____
- 2. You scratch my back and I'll scratch yours. _____
- 3. Come now and let us reason together. _____
- 4. Might overcomes right. _____
- 5. He who fights and runs away, lives to fight another day. _____
- 6. Kill your enemies with kindness. _____
- 7. Stay away from people who disagree with you. _____
- 8. Put your foot down where you mean to stand. _____
- 9. There are two kinds of people in this world- the winners and the losers.

- 10. By digging and digging, the truth is found. _____
- 11. Better half a bread, than no bread at all. _____
- 12. If you cannot make a person think as you do, make her do as you think.

- 13. When one hits you with a stone, hit him with a cotton ball. _____

Think of the animal that you are most like, and write three ways in which you are the same: _____

LESSON #13

Building Fences, Not Walls- Part A

Each one of us needs a “fence” around ourselves to protect us from being hurt. The fence also keeps us from hurting others. This “fence”, or boundary, also helps us remember who we are and helps us to be in charge of ourselves. The “fence” lets us choose how close we want to let other people come to us. My “fence” lets me think for myself instead of letting other people tell me what to think.

If there are no “fences”, people are not protected from each other. If there are “walls” instead of “fences”, then there is too much protection and friendships can’t grow. “Walls” that stop friendships from happening can be built with anger, fear, too much silence, or too many words. This lesson is about building fences, which let us communicate in healthy ways.

These are some examples of good “**fences**”:

- I ask someone if it’s okay to give them a hug, before I hug them.
- I say how I feel without making someone else feel responsible for my feelings.
- I keep my ideas to myself if others are talking about a private matter.
- I say no to another job if I need to spend time for myself.
- I ask for help when, and only when, I need it.

These are some examples of “**walls**” that block friendship:

- I stay away from social events or I don't phone people because I'm afraid.
- I give the silent treatment to my partner when we really need to talk.
- I cling to another person for safety but I don't see other people.
- I make a wall of words by talking on and on, not giving other people a chance to talk.
- I give help when I was not asked for help.
- I cover up for someone else's mistakes.

As children and adults, we need to set boundaries in five different areas of our lives:

1. Our bodies	My body belongs to me (or to the Creator) but not to others around me. This is also true for everyone else.
2. Our sexuality	I take part in sexual activity only how and when I want to. I allow the same for my partner. I respect myself and others who are gay or straight.
3. Our minds	My thoughts and opinions are my own. I don't have to change my mind for other people. I don't force my opinions on others.
4. Our feelings	I don't have to hide my feelings. I will not demand that others feel the way I do. I allow others to express their feelings to me without judging them.
5. Our spirits	I can believe what I wish to believe. I can choose not to believe. I can worship the way I choose and whom I choose. I cannot expect others to believe the way I believe.

EXERCISE #13A

Circle (or think about) the areas in which you feel that your boundaries have been crossed in the last few months:

- Body
- Sex
- Mind
- Feelings
- Spirit
- None of the above, I have felt respected at all times.

Circle (or think about) the areas in which you have had trouble crossing other people's boundaries in the last few months:

- Body
- Sex
- Mind
- Feelings
- Spirit
- None of the above, I respect other people at all times.

Circle (or think about) the kinds of walls that you sometimes use to keep your family or friends from getting close to you:

- Anger
- Silence
- Fear
- Words
- None of the above, I communicate well with everyone.

EXERCISE #13B

Think of an important relationship that you are in. Ask yourself what you give to the relationship and what you get from it. Fill in the spaces below. If you need more space, do the exercise on another sheet of paper.

What I give:	What I get:
•	•
•	•
•	•
•	•
•	•
•	•
•	•
•	•
•	•

If you are in a healthy relationship, the two sides should be about equal. Some points may weigh more than others. If the sides are not equal, it is a sign that you may need to build some fences.

LESSON #14

Building Fences, Not Walls- Part B

Each of us has a right and a responsibility to not let others cross over our lines without our permission. Trust your feelings when you are not sure if you are being abused. We also have a responsibility to respect the boundaries and rights of others.

Sometimes we have held some boundaries for many years, but now we know that it's time to change. People who have known you for a long time may feel angry with your new boundaries. Remember that it is your right to change your boundaries, just because you say so, even if you don't have a good reason. Here are some examples of what you can say when someone doesn't like your new boundaries.

- **Call a time-out.**

Andy: Can I borrow 20 bucks till next Tuesday?

You: I'm not ready to answer. I'll call you back about this tomorrow.

- **Be a broken record. Keep repeating your decision.**

Fran: I know you quit smoking, but how about one for old time's sake?

You: Yes, I did quit smoking and I haven't changed my mind.

- **Ask the other person for a favour.**

Rick: I need you to fix my jacket this afternoon so I can use it tonight.

You: I don't have time, but I could use your help with the kids this afternoon.

- **Say no.**

Becky: I'm coming over with the kids for a few days.

You: No, that will not be suitable.

- **Use an "If.....then" statement.**

Sam: You know, we've been dating for two weeks now, and I think it's time we went to bed.

You: If you keep bringing this up, then I will stop seeing you.

Making a boundary is not about one person being right and the other person being wrong. It is about standing up for myself, without accusing the other person of wrongdoing. It is about letting me be who I am.

When you give your new boundaries, remember to speak clearly and firmly and look people in the eye. You don't need to come up with new excuses each time you are asked. Just repeat your refusal over and over again. Practice doing it with a friend or in front of a mirror. Be brave!

EXERCISE #14

Use the ideas on the last page and write a possible answer to each of these questions. Practice setting a boundary for each one.

- Hey, can I borrow that book?
-

- I thought I'd just drop in and shoot the breeze. Mind if I come in?
-

- How much would you like to donate to our food bank?
-

- May I use your car tonight? Mine is broken, and I have a big meeting I have to attend.
-

- I know you asked me not to call after 11, but I have to tell you something important.
-

- Do you have some bus tickets to spare?
-

- You're a good friend and I was hoping you'd come to church with me next Sunday.
-

- Hey buddy, it's cold out and I really need a place to sleep tonight.
-

LESSON #15
Parenting: What is Fact and What is Fiction?

We all grew up with some ideas about what it is like to be a parent. We get these ideas from watching our parents, family, friends and television. Here are some common false ideas about parenting:

I will be a different and better parent than my parents were. This is possible, but it won't happen just because you hope it will. This will happen only if you learn new ways of parenting. You can do this by watching good parents model good relationships with their children. You can read books on parenting, or take a parenting course. It will take regular effort to change old thinking patterns.

Parenting is a natural skill that everyone is born with. This is a wrong belief. Parenting is a skill that we learn. Many First Nations people have parents or grandparents who didn't have the chance to learn parenting skills from their parents because they were taken away to residential schools. This was a huge loss for which many children are still suffering today. With much determination, First Nations parents are re-learning how to care for their children and are passing their newfound skills on to future generations.

My kids will love me and be happy if I buy them lots of things. No, your children will love their things until they break and then beg for more. Your children will love you and be happy if you spend time with them. Your children want your attention more than anything else. It may be hard not to buy them all the things that their friends have, but children understand when you explain that you need the money for groceries, rent, and school supplies.

It is better to have a boy than a girl. This is untrue and unhealthy for both boys and girls. With that kind of thinking, boys grow up to take advantage of girls, and girls allow bad things to happen to them. No child should be more favoured because of their gender.

Having a child will give me worth as a person and keep me from being lonely. This is an unhealthy belief because it makes the child responsible for keeping you happy. No child can do that. Having a child may only help you escape looking after your own needs. If your own needs are uncared for, you are not in a good position to care for a child. You can expect your child to be only as healthy as you are yourself.

LESSON # 16
My Child's Needs

As a parent, you need to give your children more than just a place to live and food to eat. Children have emotional needs too. Here are some of them:

Children need security. Children need to feel safe, protected, and loved. Children often lose that sense of security when their parents fight a lot, or get a divorce. Children need to know that they are not to blame for the actions of their parents.

Children need to be able to trust. As you care for and give safety to your children, they will trust you. You help them to trust that the world is a safe place in which to live. Watching violent shows or movies makes them fearful and untrusting.

Children need love. As a parent, you are the first person to love and support your child. Being loving with your kids will encourage them to do well in life. Simple things like hugs or saying “I love you” are very important to your child.

Children need to feel accepted. When you accept your child as an important person, they feel good about themselves. When a child feels good about himself, he has more confidence to try new things, and to do his best. Each of your children will be different. Each one needs to know they are accepted for all of their unique, one of a kind, qualities.

Children need self-esteem. Self-esteem is built up when parents listen to what their

children are saying. Parents need to let the child know her feelings are important to them. These feelings can turn into destructive behavior if they are not acknowledged and talked about. If a child does not have good self-esteem, she may try to become more important by saying or doing hurtful things to friends or pets that are not as strong as she is. She may take it out on herself by avoiding people, over-eating, under-eating, using drugs, etc.

Children need some freedom. Children learn the most from their own experiences. Part of healthy relationships is being free to be yourself, and letting someone else be who they are. Let your child learn to be him/herself by guiding them and not controlling them. Children need to learn how to use their freedom in different places. For example, they have more freedom at home than in public places.

Children need limits. Part of your child's sense of security comes from the limits you put on him/her. Having some rules shows that you care what your children do. The next chapter talks about some ways to set limits.

EXERCISE #16

Matching: Draw a line from each example to the emotional need that it helps to meet.

- | | | |
|--|---|---------------|
| 1. Give your child a hug every night at bedtime. | • | • Security |
| 2. Hold your child's hand when they are scared and telling them that you will be right there when they are scared. | • | • Trust |
| 3. Let your child build a snow fort in the backyard with his/her friends. | • | • Love |
| 4. Give your child a time that they have to be home on school nights, even if all of their friends can roam around town every evening. | • | • Acceptance |
| 5. Not forcing your child to join a hockey team, just like you did when you were young. Let them do things that they are good at. | • | • Self-esteem |
| 6. Teach your child that they can do anything if they work hard enough at it. | • | • Freedom |
| 7. Keep your promises to your child. Be honest to others, and let your child see you do it. | • | • Limits |

LESSON #17
Setting Limits with Children

Here are eleven basic points for living with children and caring for them in a loving, respectful way. Which points did your parents follow? Which points do you wish your parents followed when you were a child?

- 1. Give your child a choice whenever it is possible. Use commands to get them to act right away only when a child is in danger of being hurt or hurting someone else.** In this way, children learn how to make decisions for themselves. For example, instead of saying, “Here are your clothes. Get dressed.” You could say, “Which of these nice clean clothes would you like to wear today?”
- 2. When you ask your child to do something, say exactly what it is that you want them to do.** For example, instead of saying, “You two be good!” you could be more specific and say, “Pick a game or do your homework please.”
- 3. Use positive words instead of negative words.** Instead of telling children what they should not be doing, tell them what they should do. For example, instead of saying, “Don’t colour on the table” you could say “Here is some paper to colour on.”
- 4. Give reasons for your rules.** If children know why they should do something they will remember it better with fewer reminders. Instead of saying, “Because I said so” you could say, “Eating your vegetables keeps you from getting a cold.”

5. Make rules that are possible to keep. A child is more likely to keep a rule that makes sense. If the rule is no TV right after school and you don't get home until 5:00, it will be hard to make the rule stick. If the rule is 2 or 3 hours of homework every night and your child is seven years old, you will have trouble enforcing the rule. If your child is sick, hungry, or upset, the rules need to be more flexible.

6. Go over the rules regularly and make changes if needed. As children grow up, they should be able to get more freedom in more areas of their lives. You may also need to discuss some new rules for new situations that come up.

7. Ask your child for help in making rules. The child will feel more responsible for following a rule that s/he has made. S/he will understand what is expected. For example, if one child feels that he is always cleaning up the toys, ask the children for ideas on what would make a good rule in this case.

8. Let children know about a rule before you start using it. When school starts and they have to go to bed earlier, the child should know about it a week ahead of time. Move the bedtime up slowly, so that they can get used to the change. If it is time for the child to stop playing, tell him, "Five more minutes and then come inside."

9. Have as few rules as possible. It is easier for you to enforce 3 rules than 20 rules. Children will cooperate better when they are not feeling fenced in by a long list of do's

and don'ts. Save the rules for the really important things, such as keeping safe.

10. Give one rule at a time and make sure that the child understands it. Ask the child to repeat it back to you in her own words. Ask her to tell you why she should keep the rule. When she forgets the rules ask, "What is the rule about crossing the street?" Sometimes it helps to write a rule down and stick it where it can be seen.

11. Be consistent with the rules that have been made. If you have rules about important things that make sense to the children, then it is up to you as a parent or caregiver to stick to them. Your children will respect you and you will enjoy being with your children.

EXERCISE #17

Improve each of the statements below. Try to change what the “parent” is saying so that their “child” is more likely to listen.

1. “You have to wear that shirt in your school picture.”

2. “Don’t wear your muddy shoes in the house!”

3. “I don’t care if your little brother started it. You’re the oldest, so you should be setting an example. Clean up the mess.”

4. “Your curfew is ten o’clock. That hasn’t been a problem before, why should things change now that you’re sixteen?”

5. “Clean your room now.”

6. “You can’t play in the neighbour’s yard at Grandma’s house. You should know that, even if you can do it at home.”

7. “We don’t eat snacks before dinner, even if someone stole your lunch.”

8. “You always slam the back door! I am tired of telling you not to!”

LESSON #18
Living with Teenagers

Adults often relate to teenagers by trying to control them or by doing the exact opposite and ignoring them. These are both unhealthy ways of relating. Here are four rules to keep in mind when adults communicate with teenagers:

- ✓ **Be honest** about your own mistakes.
- ✓ **Give accurate information** instead of using scare tactics.
- ✓ **Show that you care** about what the teenager thinks.
- ✓ **The teen should feel safe** talking to you because they know you don't always have to be right.

Here is a conversation between a parent and a teenage son. The parent is concerned about his son using drugs. Read the conversation and check to see if the parent used the rules of honesty, giving information, caring and giving safety.

John: I want to talk to you about something. I see you and your friends ruining your bodies and self-respect with booze.

Kevin: Are you going to start about drinking again? We just like to kick back and relax. There's nothing else to do anyways. You and Mom drink, so what's the big deal? I wouldn't have any fun at a party if I were the only straight person there!"

John: Well it looks like a lot of your friends are becoming addicted to drugs. You may think when you're drunk that you're funny and smart, but being around a drunk

can get to be a drag after awhile. I think that you kids have a lot of fears and you use alcohol to hide them. All it does is take you away from the life that you want to live.

Kevin: Dad, everyone drinks. You're just being uptight.

John: I wish you loved yourself and your body enough to stop drinking and work on getting your life together instead. Using chemicals as much as you and your friends do is very risky. You're building habits that you may find hard to change. If I could make you stop I would, but I know you're the one who has to decide. I won't pretend that what you're doing is okay. I hope that you'll think about the things I said.

Kevin: Well, I'm not going to stop partying. I think you worry too much. It's okay, Dad. Lighten up!

John showed that he cared because he was asking Kevin to stop drinking for Kevin's own sake. John was honest and did not deny that he also drinks. John let Kevin say his piece and did not argue with what Kevin believes to be true. John also gave Kevin true information about alcohol that was not exaggerated or misleading.

Keep in mind that teens do not respond well to orders. If they have reached the stage where they think they know everything, share your feelings instead of giving orders. Instead of telling them what might happen as a result of their actions, ask them what they think might happen. You and your teenager won't agree on things, but teens should know that they won't be punished for having different opinions. Teens will decide for themselves how they want to behave. They may hear and appreciate the information you give them, but may only act on it at a later date. Encourage them to

talk to other adults if they are afraid of upsetting you. It can feel safer to talk to a teacher, family friend, aunt, or neighbour sometimes. In short, focus on teaching your teen how to take care of him/herself instead of you doing it for them.

EXERCISE #18

Fill in the blanks with how a respectful parent could respond to these actions by their teen. Remember to follow the rules of honesty, caring, safety, and accurate information. The first example is done for you.

1. All of Melissa's friends are going to a party on Friday night. Melissa is going too. It's her first time going to a party with alcohol.

Are you planning to drink? What do you think could happen if you get drunk?

2. Joe leaves his dirty laundry lying all around the house. It smells and his mom almost trips and falls over it.

3. Kate wants to have a party at her house while her dad and sisters are gone for a week.

4. Jay is demanding a new pair of runners which his mom cannot afford this month.

5. Emily is sleeping late every morning which makes her late for school. Her marks are slipping.

6. Jason's dad smokes. Yesterday he saw cigarettes in Jason's backpack when Jason was working on his homework.

7. Jenna is looking depressed every day. She is overeating and gaining too much weight.

8. Riel often makes fun of his sister's big nose and then laughs when she tells him that it bothers her.

LESSON #19

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How does My Addiction Hurt Others?

If you are suffering from an addiction, you may be so caught up in it that you don't see how other people are hurting from it. Or, you may know what you are doing is hurtful to others, but you may feel helpless to do anything about it. This story tells how a relationship can change as a result of addictions, and what may be needed for a healthy relationship to happen.

Adam is addicted to alcohol and sits drunk on the couch every weekend. It is very difficult for Sheila, his wife, and his kids to accept the fact that Adam needs help. They try to deny it and explain it away. They say Adam is going through a hard time in his life. He will soon come to his senses and get sober. This kind of denial has been going on for years. Sheila and the children even help him get the booze so that he doesn't need to be embarrassed in public or get irritated. These people who spend a lot of energy in supporting Adam's addiction are called co-dependents. They have learned to cope with the pain and shame of Adam's addiction by playing along with it. Sheila regularly calls his boss to tell him that Adam has the flu or a sore throat and won't be in to work for a few days.

Adam ends up losing his job even though his family has done everything they could to hide it from his boss. Friends don't drop by anymore. The bills are piling up

and the house needs repairs. Sheila gets stressed out when the old patterns of living don't work so well any longer, but she still helps him into bed when he gets home from the bar. It is easy for her to slip away with a bottle and forget what is happening to them. She is forgetting to check up on the kids to make sure their homework is done. Bailey, their daughter isn't eating meals and their son, Byron, is getting into fights at school. Sheila even told Adam she was going to leave the house and never come back. Adam could tell it was just a threat. Sheila is at her wit's end.

Sheila's friend, Linda, tells her what she is learning about alcoholism in her Alcoholics Anonymous meetings. Sheila is surprised that other people are going through the same experiences as her. She remembers hearing about AA before, but it didn't sound like it was right for her. Now she sees that Adam's addiction is serious and she cannot cope with it alone. Sheila makes a hard decision. She will no longer play the supporting role in Adam's addiction. She begins to attend the AA meetings. When she stops getting up to help Adam to bed and won't give him money for liquor, he is angry and hurt. He calls her a bitch and tells her that she is good for nothing. Sheila is afraid of what Adam may do but she sticks to her decision.

After many months of rage and throwing chairs and even knocking Sheila to the floor once or twice, Adam is at the end of his rope. One day he notices that Sheila has

packed her suitcase and left. After another month, he phones Linda and asks for the address of an AA meeting. Adam meets other adults who have become sober, some for just days. They share their feelings and thoughts. All of them were trying to escape the pain of past losses by using alcohol. Adam remembers the day that he started drinking. It was almost too painful to imagine. With the support of these people he starts to believe he can begin to change his way of dealing with his hurt.

Two years later, Adam is inviting his friend Eric to attend the meetings with him.

EXERCISE #19

The story from your life may be the same or very different. From your own experiences in living with an addict and/or from the above story, list some of the effects that addiction has on family and friends of an addict. This can include living with someone addicted to alcohol, food, drugs, sex or work.

Finish the sentences. There can be many right answers.

1. The family has to spend energy in _____.
2. Family members feel _____ and _____ and _____.
3. Family and friends have to put up with _____.
4. They also have to give up _____.
5. The relationship suffers because _____.
6. Children suffer because _____.
7. The addict suffers because _____.
8. The addict feels _____ and _____ and _____.
9. Change is hard because it may mean _____.
10. It is hard for family members to ask for help because _____.
11. It is hard for the addict to ask for help because _____.

* If you want to learn more about addictions and becoming free from them, ask for a copy of our other workbooks called Staying Sober and Relapse Prevention.

LESSON #20**Jail**

Spending time in jail is a major change in lifestyle. Your relationships change from regular contact with your co-workers, friends and family to weekly or monthly visits by one or two close people. In jail, relationships are made with other inmates and institutional staff.

The family hurts when a family member leaves for jail. Relationships within the home go through a big shift. The other parent must take responsibility for the family. S/he might have to pick up another job to support the family. S/he has to take care of the house alone. S/he also has to live with the often shameful fact that her partner is in jail. Friends may give unhelpful and unwanted advice. Friends may act strangely because of their fear of jails and crime. They may not know how to talk about it. The parent who is left at home feels grief, loneliness and anger. S/he is left with telling the children what has happened to the missing parent. The children feel sad, angry, and confused. They might be teased at school. Their friendships and schoolwork may suffer as they feel the added stress. They may act out and be hurtful towards others in reaction to their own hurt. If their remaining parent cannot care for them the children may end up going to live with relatives or stay in foster homes.

As a family deals with the arrest and incarceration they go through a wide range

of emotions. When they are first arrested and waiting for their trial, the accused person is suddenly separated from the people s/he loves. Family and friends are shocked, confused and stressed. The family has to learn legal talk, and how to take care of themselves while they wait for trial. If they can't raise money for bail, the family might feel guilty and frustrated.

Upon sentencing, everyone must face reality. The convicted person faces the next few months or years separated from friends and family. Most people hope for the best, so they feel shocked when sentencing happens. They have to deal with questions like, "When can I visit? What does the sentence mean? Will s/he be hurt in prison? How will I make it on my own?"

When it is time for release from prison, the family goes through another stressful change. If one partner has gotten by on their own, it might be awkward giving up some responsibility to their partner. The children may be settled down in another home or they might stay with someone else for a while before the family gets back together. It is important to be prepared well before the release date. The next lesson has ideas for how to talk with your child.

EXERCISE #20

Part One: Draw pictures of the people who would be hurt, or have been hurt, by you going to jail. Label your pictures.

Part Two: Write a paragraph about what difficult things a family faces when a member goes to jail, and is later released.

LESSON #21
Talking to Your Children About Jail

It is difficult for children to be separated from their parents in the best of times. Parents who leave their children in the care of another adult even for a short time know how a child can react to being left. When a parent leaves for a jail sentence, the needs of the child must be looked after.

Children have questions when a parent has left for jail. “When is my dad or mom coming home?” “Who will take care of me?” “Where did s/he go?” “Is s/he okay?” These may be difficult questions to answer. Try to find answers that you and your child’s caregiver can agree on before you talk to your child. Be truthful.

If a child does not know the answers to these questions, they will worry and wonder. If Suzie doesn’t know why dad left, she may think it was something she did. If dad has left and no one explains why, maybe one day mom will also just get up and leave too. “Then who will take care of me?” Suzie can learn to accept the idea that dad did something wrong and that is why he had to go to jail. Then she will not blame herself or worry about being left by everyone.

It may be embarrassing for you if Suzie tells other people about her dad being in jail. You may want to tell her that “we only talk about jail when we are at home with the family.” Sometimes, children will tell others because they are looking for help. If

you decide to lie to Suzie about where her dad is, she might later be angry that you told others, but not her. It is hard to keep a lie going for a long time. She will find out sooner or later. If you tell her that dad went to school or to a hospital, Suzie will be afraid of those places when she sees that her dad isn't coming back for a long time.

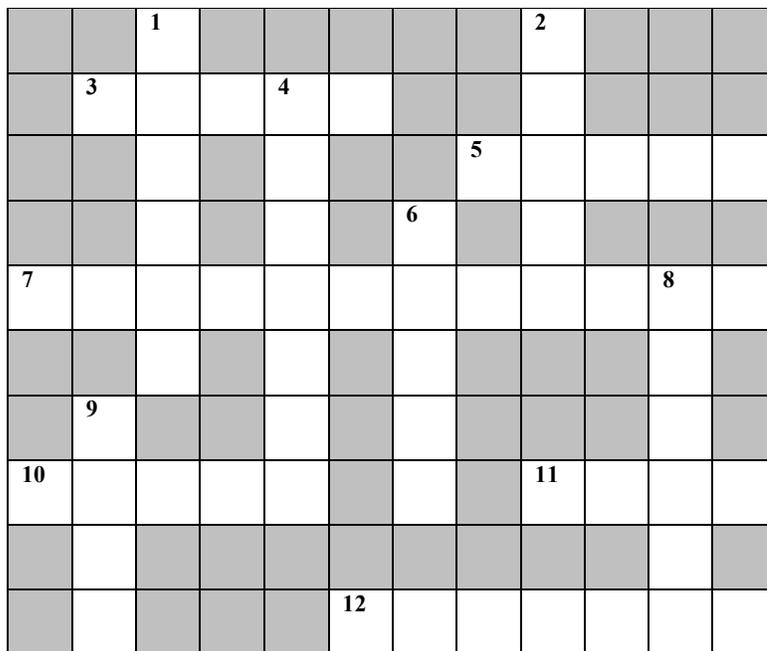
If it is possible, children need to keep in touch with their parent. Try one or two of these ideas and do them regularly. Mom or Grandma can read aloud Dad's letters that are written especially for Suzie and Suzie can draw pictures for her dad. Remember birthdays and special events with hand-drawn cards. Suzie can have a photo of dad on her night table and she and mom can talk about the happy memories that included dad. Dad can talk to her on the phone even if Suzie is too little to respond with words. If the phone call is not too long and expensive, Dad might want to read a bedtime story to her. Dad and Suzie could pick a TV show that both of them will plan to watch and then they can talk about it later. If it is not too far or too costly to travel, take Suzie to visit her dad. If it is possible, he should hold her and talk to her. Be patient, if at first, she reacts to you as if you are a stranger. Draw pictures or play word games together. If Suzie is older, ask about her hobbies and friends. Be willing to listen to her feelings about visiting the jail.

EXERCISE #21

Use the clues at the bottom of the page to fill in the crossword. Choose from the words provided in the word bank.

Word Bank:

watch
 problem
 relationship
 contact
 visit
 touch
 play
 jails
 kids
 family
 inmate
 limit



Across:

3. monitor
 5. the time allowed
 7. People who care about each other
 have a _____.
 10. to go and see someone
 11. There is not much for kids to
 _____ with in a visiting room.
 12. Something difficult or annoying is a

Down:

1. relatives
 2. prisons
 4. to get in touch
 6. With a glass wall between
 you, you cannot _____.
 8. prisoner
 9. children

LESSON #22
Homecoming

Keeping in touch with your child will make your homecoming easier to handle. Even so, there will be big changes to which to adjust. Your child may seem like a different person. You and your partner will both have changed. You may want to join a parenting program or a **re-integration** program to help with the changes. It is important for all of you to take part in listening to and talking with one another. Here are some things to talk about.

Listen to Johnny's fear that you might leave again. Listen to Johnny's feelings of jealousy when mom is spending less time with him and more time with dad. Plan to include Johnny in as many things as possible so that he doesn't feel left out. On the other hand, Johnny may feel anger about his dad coming home and changing his life. He needs to be able to talk about his anger without fear of hurting you. It will take time for Johnny to learn that he now has two caregivers who are both looking after him. Try to agree on rules for Johnny with your partner so that Johnny can't play off one parent against the other. Johnny will test the limits of the "new" parent. Be sure to set limits that both you and he can live with. Johnny may have bad dreams if he fears that dad might leave again. Try to avoid scary stories or movies before bed. Give him snacks with little or no sugar. Make a dream-catcher and talk about what it

means. Set up regular bedtimes. Before bed, ask Johnny to tell you about his day and what he will be doing the next day. Tell him about your day and your plans for the next day. Be honest but don't tell him more than someone his age can handle.

EXERCISE #22

1. If you are in jail, read the last two lessons again and underline the ideas that you think could work for you. If you have more ideas, write them in the space below.

2. Write a paragraph stating how you feel about not being able to be with your child during this time.

LESSON #23
Living With the Past

There are hurtful experiences from our past that keep coming up in our new relationships. We think these new relationships are not at all connected to our past, but the past has shaped us into who we are today. We continue to live by the old rules, even if we know that they are unhealthy for us. There is more to changing old patterns than saying that we will not be like our parents or that we will never date that kind of person again. It is hard work to replace the old patterns of living with new ones. Read the following story for an idea of how this happens.

Allen grew up in a family where his mom, Gloria, did her best to help the children finish their homework and get through school. Nick, their dad, took the time to take the children on fishing or camping trips whenever there was a chance. When it came to buying clothes or eating meals, the children took what they were given with few chances to choose what they wanted, because the family was poor. Nobody ever said anything about it, but Allen knew that his dad would sometimes go into his older sister's bedroom when he thought everyone was asleep. Nick would also take his anger out on Allen by hitting him whenever he messed up on his chores. Allen felt angry with Nick and also with Gloria for not stopping him. Allen often secretly thought about how badly he wanted to hurt his dad.

Now Allen has a family of his own with two beautiful healthy children, a daughter and a son. Allen loves them more than anyone else. Showing his love to them is another story. When he talks to them, he hears his father's voice giving orders. Allen fears getting close to his children because he may hurt them the way his father hurt him. Allen's wife wonders why he doesn't hug his children and spend time playing with them.

These are the old rules which Allen grew up with:

1. Parents make decisions for children.
2. Children are the property of their parents.
3. Anger is a bad emotion that leads to violence.
4. Parents are always right.

Allen decided to replace each of these old rules with a new rule that he could live by. He wrote them on a slip of paper and taped it on the wall beside his mirror.

1. I will let my children make choices for themselves whenever possible. I will give them choices that are safe and healthy until they are old enough to make these decisions for themselves.

2. My children are a gift. I will give them love and encouragement to be themselves.

I will show my son that to be strong is to be gentle. I will teach my daughter that her

body belongs to her alone.

3. I will express my anger by talking about the problem. I will take responsibility for my share of the problem. I will let my children know that I love them even when I feel angry.

4. I will let my parents know when I disagree with them in a respectful and gentle way.

Allen sometimes still feels sadness and anger over the events of his childhood. He wrote a letter to Nick telling all about his feelings. He ended the letter by saying goodbye to his dad. Allen decided not to mail the letter. Instead he read it to his wife and put a match to it. Together they watched as it burned and disappeared into smoke and ashes. Allen felt like he had made a small but important break from his past.

EXERCISE #23

Write two or three unhealthy rules that you have lived by as a child or as an adult. Beside each one, write a new rule that will be healthy for you and your relationships. This can include your relationship with your partner, your friends, your children, or your parent.

Old Rules	New Rules
1.	1.
2.	2.
3.	3.

LESSON #24**Denial**

Has anyone ever told you that you were wrong about something, but you decided not to listen? You decided to deny what you know in your heart to be true. Denial hurts relationships because it is about facing the truth. As long as you are not listening to your inner voice or the wisdom of other people, you might be hurting yourself and others. Let's look at an example.

Fred was in a relationship where he would come home from work and hit Jane for not keeping "his" house clean. Jane would try her best, but she also had to look after their two young boys. Fred's aunt noticed that Jane had a black eye. His aunt asked if Fred was hitting her. She said, "No." Fred's aunt asked Fred if he hit his wife and he denied it. Why did they both deny the abuse?

Fred and Jane are in an abusive relationship. Fred denies that anything is wrong with the hitting, and Jane is afraid to find help. Abuse causes deep emotional and physical pain. When a person is treated this way, they lose sense of who they really are. The abuser and the abused get trapped in a relationship of power and control. No matter how much control one partner has over the other, it's never enough. You are caught in a cycle of believing that you have a right to lose control over yourself and have control over others. You believe that you have the right to make up for past

wrongs done against you. This cycle will affect others around you, including your children. Kids who are abused or see their parent being abused often grow up to hurt others and their own kids.

In order to change the cycle, you must look into your past. You might be in denial about your hurtful actions even as you read this. Remember how you have been treated. Has anyone hurt you? Now, think about the way you treat your partner. Do you treat others the same way you were treated? Does this relationship have the healthy things we've talked about, like trust, open communication, honesty, and loyalty? Or, does it have unhealthy aspects, like power and control, jealousy, dependency, and selfishness? No relationship is perfect, but we must be aware of the things that require change. If you can be honest about yourself and your relationships, you are on your way to making things better. Don't be afraid to admit that your behavior has hurt others. It takes a strong person to admit to their mistakes and change their ways of behaving.

EXERCISE #24

Word Search:

A	D	C	I	D	N	S	E	C	N	E	D	N	E	P	E	D	N	E
N	O	Q	E	N	L	T	R	E	P	R	O	G	R	A	M	E	T	R
R	B	U	S	A	I	P	S	X	U	Q	R	I	Y	A	S	C	E	S
E	L	R	E	T	Y	H	Y	P	N	C	B	O	N	Q	V	I	R	N
N	S	H	M	G	B	U	I	L	D	B	T	V	U	R	Y	S	S	T
E	R	N	S	D	K	R	F	O	O	S	K	E	H	I	U	I	Y	G
W	X	E	T	N	M	D	S	R	I	Y	N	R	J	T	W	O	C	S
A	G	I	N	Y	D	O	G	A	D	D	I	C	T	I	O	N	S	E
L	O	H	E	W	H	I	L	T	I	P	R	O	S	H	C	R	E	L
Y	O	Q	M	J	T	B	M	I	B	S	H	M	A	Q	P	D	Y	F
T	R	N	S	C	Q	U	F	O	Z	G	D	E	O	N	U	L	I	H
S	E	B	S	O	D	C	S	N	B	H	I	P	F	A	L	I	C	E
I	C	D	E	F	E	S	T	M	E	E	K	S	R	H	B	Y	T	L
F	B	Y	S	M	I	R	O	A	W	A	R	E	N	E	S	S	W	P
N	U	G	S	R	F	D	N	H	X	L	E	O	G	R	O	K	I	T
Q	R	H	A	N	E	C	F	Q	P	T	H	D	E	A	I	Y	E	R
T	I	C	J	E	B	G	U	K	G	H	O	S	S	X	P	B	K	O
U	S	A	R	T	D	H	I	R	E	Y	S	U	T	Y	M	R	C	S
O	K	F	S	Z	C	B	N	T	A	I	R	C	O	U	N	S	E	L

Search for these words in the puzzle. They may be horizontal, vertical, diagonal, forwards or backwards:

addiction
awareness
assessment
build
counsel

decision
dependence
exploration
freedom
heal

healthy
overcome
renewal
reprogram
self-help

LESSON #25
I am so Jealous

What happens when my partner seems to stop loving me and their attention turns to other people? What is happening when my partner treats other people as more special than me? One person said, “Jealousy is being afraid that your partner will give away to someone else what is [you believe] supposed to belong to you.”

Jealousy is a feeling that you get when you are afraid you are going to lose a special connection that you have with someone. It is a feeling and you can make a choice about how to express that feeling. It is easy to react with anger when you are jealous. You may feel like breaking off your relationship with your partner or getting even with him or her in some hurtful way. Or, you may think that this problem will go away if you ignore it for awhile.

If you can't learn to trust your partner, your jealous feelings may get stronger. The more you imagine your partner cheating on you, the stronger your distrust and jealousy becomes. It may be helpful to ask yourself why you are feeling jealous. Ask yourself: “Why am I afraid of losing this person? What if I lose her/him and I don't find someone else? Could I handle being on my own?”

One reason why people get into relationships is to make themselves feel like a whole person. They think that something is missing if they are a single adult. But

when your partner is the only person giving meaning to your life, then jealousy has a better chance of controlling you. It is also impossible for your partner to give you everything that you need from a relationship.

One part of dealing with jealousy is learning how to support yourself. Someone once said, "I am my own best friend." You can be a whole person by looking after your own needs. Of all the people in the world, you know best what you need and how your needs can be filled.

It is also up to you to make other close friends whom you can depend on, especially friends of your own gender. Spend time with friends talking, eating out, shopping, or going to movies, with or without your partner. In other words, move from dependence on one person to inter-dependence with a group of people.

Having other close friends does not make your partner less special to you. In fact, you will find that your relationship will be richer as you share your new experiences with each other.

EXERCISE #25

In the exercise below, think about three times that you have felt jealous. In complete sentences, write down what made you jealous. What did you fantasize about the situation (what did you think they were doing)? What did you do? If you can't think of three examples, write about something that you have seen or thought about. For example:

What happened: My wife came home late from work last week.

What I imagined: I was thinking she was cheating on me with her co-workers, or maybe her boss.

How I reacted: I took away her car keys and told her she couldn't have them unless she had a damn good reason.

1. *What happened :* _____

What I imagined: _____

How I reacted: _____

2. *What happened:* _____

What I imagined: _____

How I reacted: _____

3. *What happened:* _____

What I imagined: _____

How I reacted: _____

Place a checkmark beside each of the statements below that describe you:

- I feel responsible for other people's problems.
- I have difficulty expressing feelings.
- I am afraid of being hurt and/or rejected by others.
- I am a perfectionist and have high expectations for others and myself.
- I find it hard to make decisions for myself.
- I try not to hurt other people by saying the things they want me to say.
- I don't think I'm good at anything by myself.
- I'm never 'good enough.'
- I do not know or believe that asking for help is both normal and OK.
- I tend to put other people's wants and needs ahead of my own.
- I have to be 'needed' in order to have a relationship with others.
- I have difficulty forming and/or maintaining close relationships.

People who are dependant on others often have many or most of the feelings listed above.

LESSON #26**Power and Control**

We all try to find ways to control our own life. Some learn to control it by going to school and getting a job or by getting help from an elder or a counselor. Others think they can control their lives by controlling others. When control is lost, they try to get it back by using power. They might push others around, cause fear, throw things, and talk loudly. Venting anger through violence is sometimes the only way we have learned to deal with a troubled relationship. When a man tries to control a woman and then says, “I didn’t mean to hit her,” he is saying that he hoped to control her, but without physical force. Using the “silent treatment”, disappearing for long periods of time, and making them feel stupid are other ways of controlling a partner. These are issues of power and control. Women get caught up in using power and control as well. A woman may control her partner by setting the kids against him, cheating on him, or by threatening to leave him.

When one partner has more power than the other, it makes for an unhealthy relationship. If a person controls another person, then growth stops and conflict starts. If the conflict is not dealt with, then anger and violence result. People with power will usually try to control those who they see as being weaker than themselves. It is not

unusual in a family for a man to control the woman, the woman to control the children, and the children to take out anger on their pets.

Adult relationships that are based on power and control often become cycles of abuse, which we will discuss in the next lesson.

EXERCISE #26

Place a check beside the statements that are true for you:

- Your partner is jealous or controlling of you.
- Your partner is very bossy or demanding.
- Your partner tries to isolate you from friendships and other people in general.
- Your partner demands sex, or sexual activities that you are not comfortable with.
- Your partner abuses drugs or alcohol.
- Your partner is violent to you emotionally, and/or physically.
- Your partner blames you for his/her emotional condition. It's always your fault, so you 'deserve' a beating.
- Your partner has a history of unhealthy relationships.
- Your family has said that they are concerned about you. They fear for your emotional and physical health while you are with your partner.
- You are always worried about how your partner will react to you.
- Your partner 'rages' at you when they feel hurt, shame, fear, or loss of control.
- You leave your partner, but always find yourself going back.
- You find it hard to end the relationship even though you know it's the right thing to do.

If you find that one or more of the statements listed apply to you, you are in an abusive relationship and need to see an elder or counselor.

LESSON #27**Abuse**

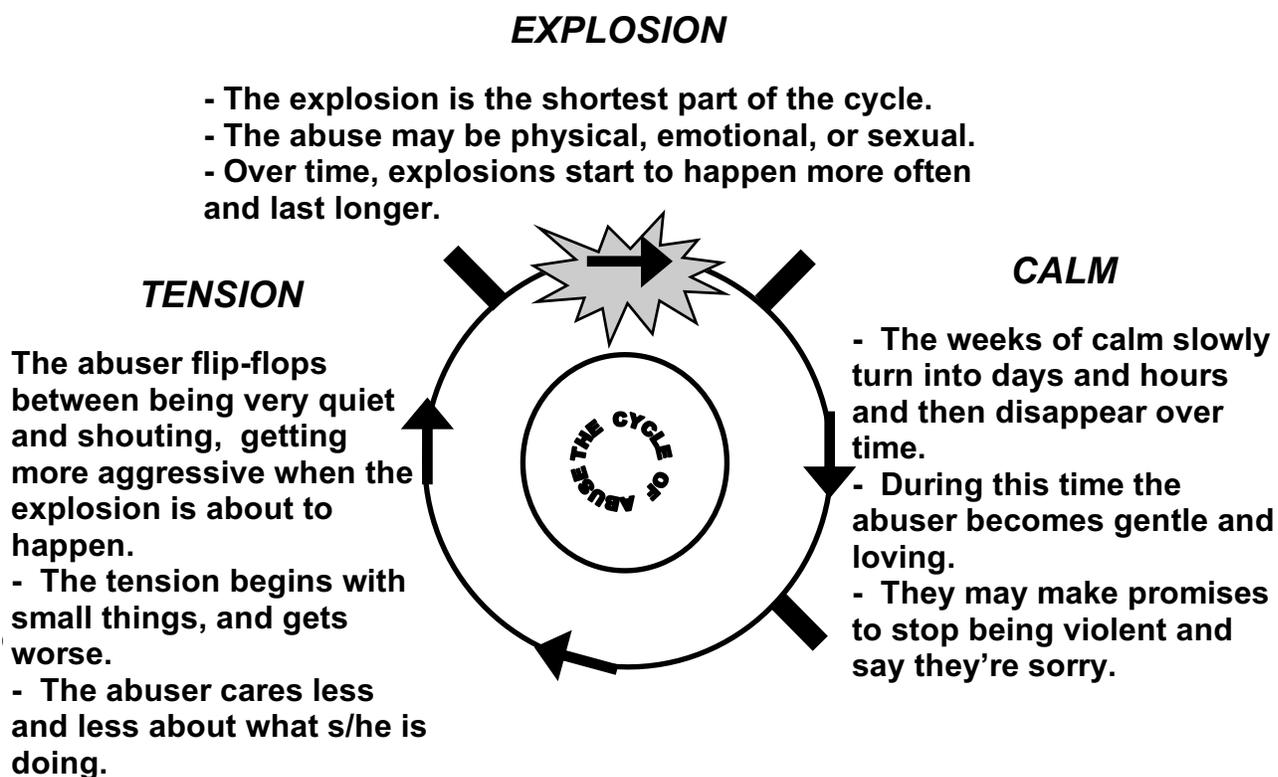
There are different kinds of abuse which destroy relationships. There can be physical abuse where someone gets beaten up or slapped around. There is sexual abuse where someone gets raped or touched in private places without their permission. There is verbal or emotional abuse where a person gets put down with words or is yelled at. There is spiritual abuse where someone is made to feel that God is against them.

Nobody wants abuse to be a part of their life, but it can be like a trap. As you try to get out of it, things can get worse. You may have been in an abusive relationship where it seemed harder to get out than to stay. Perhaps you were provided with food and housing where you were abused. Maybe you had drugs, alcohol, or sex to help deal with the pain. Even though you found ways to cope with it, the abuse didn't stop. This is something that no person should have to experience.

Abuse happens when one partner has most of the power in a relationship. This person may use excuses like jealousy and rage to threaten their partner, or be violent. All of the different kinds of abuse make a person feel worthless. It is hard to know that some words or actions are abusive because they may be mixed with statements

like, “I didn’t mean it,” or, “I’ll change. I promise.” This makes it harder to get out of the relationship because you want to believe the promises are true. The person being abused tries to deny that anything is wrong because trying to leave their partner could make the violence worse.

Abusive relationships get worse as time goes on. It becomes a cycle that starts with tension and builds up to an explosion, and then calms down for awhile until the tension builds again. This cycle is shown below:



Do you recognize this cycle? You may be the abuser, the abused person, or have been a child affected by abuse. If you fit any of those descriptions, there is help available. If you have behaved abusively, there are counseling and domestic violence programs. If you are being abused, shelters and support services can help you. If you are or were an abused child there are other people like you, and places that you can call. Past abuse will affect the relationships that you are in right now.

EXERCISE #27

Match the word with an example on the right. Some examples may be a combination of two kinds of abuse.

- Physical Abuse •
 - Sara slaps Jake across the face when he spills his milk.
 - Jon laughs loudly when Marie falls off the chair that she was trying to climb onto.
- Sexual Abuse •
 - Doris yells at her daughter in front of her friends, asking her why she can't be as smart as they are.
- Verbal Abuse •
 - Amy tells Jake that she doesn't want to have sex today. He then says he won't be coming to see her tonight.
- Emotional Abuse •
 - Jo tells his son Sammy that if he doesn't behave, God won't love him.
- Spiritual Abuse •
 - When Kara didn't come home at the right time, her dad locked her favourite cat into a small closet.
 - Lucy wouldn't get off the phone, so Marvin dropped the dish that Lucy's mother gave her last Christmas.
 - Kirk pinches Nancy's nipple when he and his friends pass her in the hallway.

LESSON #28
How can I Change?

Abusive behaviour is deep-rooted. It takes more than a strong will to get out of it. Both partners must be open and honest about the relationship. You need to *want* to change. Individual counseling, group therapy, and family counseling can help you to see what is wrong and change. When someone who has been abusive can accept that something is wrong with their relationship, they can move toward healing. Be careful of denial and seeing problems in everyone else but yourself.

People who abuse their partners need to accept responsibility for their behaviour. They need to recognize when they are finding ways to pass off their actions as normal. There are five common ways of protecting yourself from the facts:

1. You may see events as less serious than they actually were.
You might say: We had a little fight. It was just a misunderstanding I only lost it for a bit....
2. You may refuse to admit what really happened.
You might say: I don't remember. You're making that up. I would never do such a thing.
3. You might try to use complicated excuses to explain away what you have done.
You might say: It's in certain people's genes to abuse. It's the alcohol.
4. You may explain away your behaviour by blaming the other person.
You might say: She hit me first. He knows I hate it when
5. You may blame abusive behaviour on something beyond your control.

You might say: I'm under so much stress. My parents taught me to do that. I blacked out.

Group therapy is good for people who abuse because they can see others dealing with their pain. They all support each other and can find it easier to change. Those who are abused also benefit from the support of a group because they can be honest and safe with each other. The people in group therapy help one another see where their relationships are unhealthy.

If you are in an abusive relationship, what do you do if your partner doesn't want to change? The best thing to do when your partner is abusive is to get away from them for a time, or permanently. This is a hard thing to do, but safer and better for both partners. The cycle of abuse can then stop. Once you're gone, your partner cannot control you. This hurts him/her, but allows you the freedom that they took away from you. You must learn to protect and care for yourself at this point. If you need a place to go, shelters are listed in local telephone directories and can also be found by asking friends or social workers to help you.

At some point you have to think about what is best for you and your family. It is up to the abuser to change, and prove that they are worthy of trust again.

EXERCISE #28

1. List two benefits of group counseling:

2. What breaks the cycle of abuse?

3. Separate these words into two groups:

Love, Freedom, Respect, Control, Hate, Peace, Loneliness, Self-respect, Equality, Ordering, Talking, Abuse, Listening, Denial, Excuses, Blame, Honesty, Openness, Self-Control, Safety, Self-care, Jealousy, Counseling, Selfishness, Addiction, Co-dependency, Caring, Support, Trust

Healthy

Unhealthy

LESSON #29
Ending a Relationship

Sometimes relationships cannot be fixed. One partner may be unwilling to change their hurtful, disrespectful ways. You might decide together that you no longer care for each other. You may have suffered abuse for so long that it is too difficult for you to trust your partner again. You may want to find a new, healthier relationship.

Once you decide to end a relationship, you need to decide when, where, and how you will let the other person know. You should do it at a time when neither of you is distracted. The place should be a safe place for both of you to talk. A poor example would be to end the relationship in a house full of people. A better place would be a park or another quiet, safe location where you can talk.

If you're in a power and control relationship where your partner is the dominator, maybe you should bring a friend with you for encouragement. Your friend can offer support in case your partner tries to control you again. If you're in an abusive relationship, you may need to pack up and leave without telling your partner. If you have been abused you have to do what is safe for yourself and your children, not what will spare your partner pain.

Ending a relationship is never easy. If you have been with someone for a long time, it can be difficult to let go. You may need to go through a time of grieving.

Even when things are really bad between you, you may remember the good times and keep hoping that things will be that way again. No one can make your decision for you, but it can help to talk to a counselor, elder, church leader or a trusted friend. They might be able to help you find ways to work out your problems, even when you see no hope.

EXERCISE #29

Answer the following questions in complete sentences:

1. Make a list of reasons why you should stay with your partner or friend. Make another list of why you should leave. (Write on another page if you need more room.)

Why I Should Stay	Why I Should Leave

Draw a circle around all of the reasons that have high importance for you. Show the list to someone that you trust and respect and talk about it.

2. Name some things that you could try to fix in a relationship before it ends.

LESSON #30

Sticking With It

Every relationship will have ups and downs. If you expect your relationship to always be “up”, you’ll be in for disappointment. Some people go from one relationship to another because they like the thrill of a new friend, partner, or lover. When there is stress, pain or a need to accept responsibility, they leave. It’s like growing a plant, but not watering it. After awhile, the plant dies and you have to plant a new one.

When you spend time building your relationship, you will be more prepared for the hard times. Think about that plant again. You’ve been taking care of it and it has turned into a big tree, with roots that go down deep. Should things get difficult, your relationship “tree” has strong roots and can still find what it needs to survive. Even in a flood of problems your “tree” can stand up, because its roots of love and trust hold it steady. Examples of these problems may be:

- illness of a partner
- death of a parent or child
- loss of a job, home, or income
- multiple births
- not being able to have children
- accidents resulting in long term pain
- serious illness of a child
- being separated because of jail, etc.

As you grow older, you, your partner and the relationship that you share will change. The things that you experience will cause you to see life differently. What is

really important to you will change. Your partner may not verbally tell you that they love you as often or take you out to dinner as frequently. They may choose to show their love by washing the dishes, caring for the kids so that you have some time for yourself, rubbing your sore feet, or taking out the trash.

As the years go by, many couples can understand each other very well and can sense their partner's feelings and moods. They may not seem to talk as much, but they still communicate a great deal. Romance in a relationship changes over time and becomes a deeper, loving commitment. They can see past wrinkles and graying hair to the person they love, and who loves them.

It may seem easier to throw a relationship away than take the time to find out what is wrong. However, it takes just as much work to build a new relationship that will have as much history and understanding as you may have right now. Good relationships take time and effort. Grow your relationships like trees, then sit back and enjoy the shade that they provide.

EXERCISE #30**Your comments:**

1. What is one thing that you can do to improve your relationship with a friend, relative, partner, or someone else right now?

2. Where do you see your relationship with your partner or friend in a year?

3. What are your hopes or expectations for your relationship in ten years?

Glossary

Aboriginal- the first people to settle an area of land

Abuse- to hurt someone with violence, harsh words, or neglect

Accept- to take willingly

Assessment- to review your actions, values, beliefs

Awareness- to realize something

Bail- money paid for a temporary release from jail

Behaviour- the way that you act/ the things that you do

Betrayed- when someone broke your trust

Body language- the things your body says without words.

Conflict- disagreement between people

Consequence- the result of an action

Conversation- talking with and listening to people.

Counsel- to help with problem solving

Critical- really important

Decision- to come to a conclusion about something, or make a choice

Defensive- when you feel you have to protect something that you feel strongly about, or someone that you care about

Destructive- something that is painful, negative and breaks down

Emotional- Your emotions are your feelings.

Expansion- to grow to fit a larger space, to go beyond where you were before

Experiment- to try new things and find out the results

Exploration- to discover new places and see new things

Foster parents- people who care for a child when he/she can't live with their natural parents

Inadequacy- to not be good enough for something, to fall short

Influence- to have power to change someone or something else

Initiate- to begin, to start

Integrate- to become one with something else

Intensify- to get stronger

Intimate- a more personal or close relationship

Offender- someone who has committed a crime

Privileges- things that you really enjoy, but don't need

Reject- to refuse to accept, to not want

Re-integrate- to fit back into the community

Relationship- exists when you have met someone, and care for them in some way

Renewal- to make like new again, to give back strength

Reprogram- to rewrite or change a way of thinking, or a computer program

Roles- a character or part that you try to fit into, the place that you hold in society

Suppress- to hold back, keep secret

Virtue- a good quality or trait, something that people would admire in you

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<http://www.uwec.edu/admin/counsel/pubs/bhr.htm> University of Wisconsin-Eau Claire Counseling Services

<http://members.nbc.com/elkdreamer/relation.htm> Healthy Relationships

What do you think of this Workbook?

What is the title of this workbook?

Did you find this workbook useful? Yes__ No__ Why or why not?

Did you learn things that you wanted to know about? Yes__ No__

Example: _____

Do you think that you will use any of the ideas in your everyday life? Y__ N__

How: _____

Was the reading too easy__ just right__ or too difficult__?

Was the reading boring__ or interesting__?

I suggest: _____

Were the exercises too easy__ just right__ or too difficult__?

Were the exercises boring__ or interesting__?

I suggest: _____

Which other workbooks, if any, have you completed?

What other topics would you like to learn about in a workbook?

Do you think the workbooks are a good way to learn about these topics?

Yes__ No__

Do you think there are other ways to learn about these topics? Do you have any suggestions for us? _____

Thank you for taking the time to complete this form.

Please return the completed form to the John Howard Society instructor or send it to:

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