TEEN DATING VIOLENCE AWARENESS MONTH TOOLKIT

FEBRUARY 2022

center for prevention of abuse.

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INTRODUCTION

February is National Teen Dating Violence Awareness Month

The Center for Prevention of Abuse (CFPA), in collaboration with organizations such as Love Is Respect, Let's Be Real, and Break the Cycle, are uniting communities around the world to educate and raise awareness about teen dating violence, the warning signs of abusive relationships, and what we can do to protect ourselves. Statistics show many teens are impacted by toxic relationships each year.

For example, did you know:

- Nearly 1 in 11 female and approximately 1 in 14 male high school students report having experienced physical dating violence in the last year.
- About 1 in 8 female and 1 in 26 male high school students report having experienced sexual dating violence in the last year.
- 26% of women and 15% of men who were victims of contact sexual violence, physical violence, and/or stalking by an intimate partner in their lifetime first experienced these or other forms of violence by that partner before age 18.

Source: https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teendatingviolence/fastfact.html

With these statistics in mind, CFPA has created a packet of resources to help you incorporate teen dating violence awareness in your school/organization and encourage your staff and students to join the movement to end abuse.

In this packet you will find:

- Information to educate your students and staff about teen dating violence prevention.
- Activities to engage your students and staff to raise awareness.

This year's theme is "Let's Talk About Love." February is the month of love, and this toolkit is aimed to educate and inform students about healthy love! This month, we hope you communicate, educate, and invest in healthy dating relationships. We hope you will participate in some, if not all, of the activities. We look forward to hearing what you choose to do. Be sure to "like" CFPA on Facebook and post pictures and/or comments on how your school chose to draw awareness to this very important issue. You can also get involved by using the hashtag #teenDVmonth.

If you have any questions or would like more information about Teen Dating Violence programming, please feel free to contact us at 309.691.0551 or at PreventEd@centerforpreventionofabuse.org.

CURRICULUM

Meeting State Mandates

The Center for Prevention of Abuse's PreventEd: Relationship Abuse curriculum helps schools meet the "Critical Health Problems and Comprehensive Health Education Act," which is outlined below.

Our programming is ideal for freshman health classes, but is appropriate for all high school students, and is presented one time per week for four to eight weeks.

Illinois Critical Health Problems and Comprehensive Health Education Act

105 ILCS 110/3.10
Effective July 1, 2013
Sec. 3.10. Policy on teen dating violence

The school board of each public school district in this State shall adopt a policy that does all of the following:

- States that teen dating violence is unacceptable and is prohibited and that each student has the right to a safe learning environment.
- Incorporates age-appropriate education about teen dating violence into new or existing training programs for students in grades 7 through 12 and school employees.

Curriculum Details

PreventEd: Relationship Abuse 1

The first series in the *PreventEd: Relationship Abuse* curriculum through CFPA is comprised of four cumulative 45-minute lessons that utilize a variety of hands-on activities and discussions to appeal to all learning styles. Students will learn about the four types of sexual harassment and how to respond, the cycle of violence, consent and coercion, and how to be active bystanders to sexual assault.

PreventEd: Relationship Abuse 2

The second set of *PreventEd: Relationship Abuse* curriculum lessons are offered to those schools who have completed the first series and builds on *PreventEd: Relationship Abuse 1.* In this series, students will broaden their knowledge of domestic violence and human trafficking. In the four lessons, students will learn about emotional abuse (within the cycle of violence), human trafficking, the process of boyfriending, and how to respond when a friend is in a violent relationship.

CURRICULUM

PreventEd: Relationship Abuse 1 (for Individuals with Disabilities)
Series 1 in the *PreventEd: Relationship Abuse for Individuals with Disabilities* curriculum contains four lessons. Throughout these lessons, students will be empowered to set boundaries in all relationships, learn how to identify healthy and unhealthy relationships, and how to be assertive and protect themselves from abuse. Each 45-minute lesson highlights respect, self-esteem, empathy, and consent. Hands on activities, audio/visual aids, and discussion appeals to all learning styles and special needs with an IQ of 50+.

PreventEd: Relationship Abuse 2 (for Individuals with Disabilities)
Series 2 in the *PreventEd: Relationship Abuse for Individuals with Disabilities* curriculum focuses on exploring dynamic personal boundaries across all relationships. Throughout the four lessons, students learn how boundaries may change, identify "red flags" and dating challenges, and develop communication skills and internet safety awareness. Content is designed to appeal to all learning styles and special needs with an IQ of 50+.

To schedule this programming, please contact CFPA's Director of Prevention Education, Laura Kowalske, at lkowalske@centerforpreventionofabuse.org or 309.691.0551 ext. 291.

PRAISE FOR CFPA

PreventEd: Relationship Abuse 1 & 2

Teacher Feedback:

"Absolutely fantastic! This may help the students in the future or even now!"

"This program is awesome. Every school needs it."

"This is an excellent program! Our students look forward to these lessons."

"Great program that opens students eyes up to new information."

"Great program, great presentations, great presenters."

Student Feedback:

"I enjoyed everything, but what I love about this program is that they're actually putting in the effort so people know about these situations so that they can quickly do something about it before it gets worse."

"It showed me what to look out for. I've been in three abusive relationships and this program helped me leave my last one in September. Thank you!"

"I enjoyed our presenter's attitude and how kind she was. We learned about abusive relationships and I can use that information to help my peers."

"I thought it was all surprising; there were lots of things I didn't know and now I am informed and I'm glad that I know."

PreventEd: Relationship Abuse for Individuals with Disabilities 1 & 2

"The students really responded to role playing in different situations. They did an excellent job keeping material at the student's level as well as connecting with a majority of the students."

"GREAT topics! Exactly what we needed! Thank you for coming!"

"Coverage of material was very good. Speaker engaged students in discussions."

"Presenter did a great job working with the students and presenting information. We have a lot of learning levels in our group and they worked to include all. Thanks so much!"

"Activities are engaging and student interactions/lessons include all students. Educator did a wonderful job involving all students – even the students who tend to be very quiet."

STATISTICS

Nearly

1 in 11 female & **1 in 14** male

high school students report having experienced physical dating violence in the past 12 months

Nearly

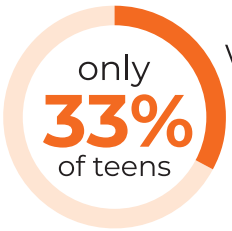
1 in 8 female & **1 in 26** male

high school students report having experienced sexual dating violence in the past 12 months

Some teens are at greater risk than others.

Sexual minority groups are disproportionately affected by all forms of violence, and some racial/ethnic minority groups are disproportionately affected by many types of violence.

Young adults in LGBTQ relationships worry their partner will "out" them to family and friends if they're not out already or their partner may threaten to "out" them as a way to gain power and control over them.



who were in an abusive relationship ever told anyone about the abuse

Unhealthy, abusive, or violent relationships can have short-and long-term negative effects, including severe consequences, on a developing teen.

For example, youth who are victims of teen dating violence are more likely to:

- Experience symptoms of depression and anxiety
- Engage in unhealthy behaviors, like using tobacco, drugs, and alcohol
- Exhibit antisocial behaviors, like lying, theft, bullying, or hitting
- Think about suicide

Technology & Dating Abuse

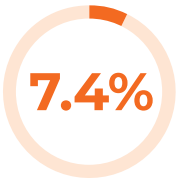
of teens and young adults aged 14–24 have experienced technologically abusive dating behavior

Nearly

1 in 10

teens in relationships report having a partner tamper with social networking accounts without permission

of U.S. teens have personally experienced at least one type of abusive online behavior



of teens reported that their partner send them texts/emails/etc. to engage in unwanted sexual acts

of teens reported being pressured by their partner to send a sexually explicit or naked photo of themselves

of teens who have dated reported that a current or past partner has read their text messages without their consent

Sources: Love is Respect; Join One Love; CDC; Day One NY

SCHOOL-WIDE INITIATIVES

Wear Orange for Love Day

Orange is the official color of Teen Dating Violence Awareness Month! Wear orange for love on Tuesday, February 9th! Participate in Break the Cycle and Love is Respect's national movements to support healthy relationships by wearing orange. Snap a picture and use the hashtags #loveisrespect, #KnowYourWorth, #Orange4Love, #TalkAboutLove, and #TDVAM to share your school's participation on your social media accounts.

Respect Challenge

Respect is crucial in all relationships, so it's important to talk about it! Participate in Love is Respect's social media campaign, "respect challenge". Use social media in a creative way to promote respect and healthy love!

Some ideas:

- Tag a friend, your partner, or a supportive person in your life that shows you respect! Let them know how much that respect matters to you and helps you feel worthy.
- Share how you show respect or what respect means to you in a social media post, and tag three friends to share their thoughts!
- Sing a song related to respect, or create a dance that goes along to one. There are a lot of songs out there that talk about respecting each other. Have a favorite one? Sing or share a favorite one, and tag a friend to do the same.

By challenging your friends to talk about what respect means to you, you're making your community that much stronger. Use hashtags: #loveisrespect, #LoveBetter, #teenDVMonth, and #TalkAboutLove

https://www.loveisrespect.org/wp-content/uploads/media/sites/3/2021/01/TDVAM-2021-Respect-Week-Guide.pdf

Community Hashtags

#TalkAboutLove #TDV #LoveBetter #Orange4Love #ThatsNotLove #CFPA #TeenDatingViolenceAwareness #teenDVmonth #TDVAM #KnowYourWorth

SAMPLE DAILY ANNOUNCEMENTS

Day 1

Dating abuse can be physical, verbal, emotional, sexual, financial, or technological. Sometimes it's subtle and sometimes it's extreme. Without help, the abusive behavior usually gets worse. If you or someone you know is experiencing dating abuse of any kind you can talk to a trusted adult about it.

https://www.dayoneny.org/abuseoverview

Day 2

Relationships may be defined in different ways depending on who's involved, but healthy relationships all depend on a few key elements: healthy communication, healthy boundaries, mutual respect, and support for one another. Check in with each other's needs regularly while also giving each other space and privacy, and be sure to keep an eye out for the warning signs of dating abuse.

https://www.loveisrespect.org/healthy-relationships/

Day 3

It may be difficult to spot some warning signs of dating abuse. Warning signs can be constant put-downs, telling you what to do, constantly checking in on you, an explosive temper and/or monitoring who you talk to or what you post on social media. Knowing the warning signs can not only help you keep your relationships healthy but a friend as well.

https://www.dayoneny.org/abuseoverview

Day 4

The line between unhealthy and abusive behavior isn't always clear, but abusive actions should never be written off as "normal." No matter the situation, everybody deserves to be in a healthy relationship free from violence, and you should always take it seriously if there's violence in your relationship.

https://www.loveisrespect.org/resources/what-should-i-look-for/

Day 5

Healthy relationships bring out the best in you and make you feel good about yourself. A healthy relationship does not mean a "perfect" relationship, and no one is healthy 100% of the time, but trust, honesty, independence, and respect are just a few of the behaviors you should strive for in all of your relationships.

https://www.joinonelove.org/signs-healthy-relationship/

CONSENT

consent is: **willing** *consent is:* **verbal**

consent is: **coherent**

consent is: **continuous**

consent is explicit permission or agreement to engage in (sexual) activity. it is given:

willingly	**verbally**	**coherently**	**continuously**
wanting to be actively participating in the act/situation	communicating with words – actually saying "yes"	being of present & agreeable mind and under no influence or inhibitor	on-going from the initial ask throughout the act of engagement

consent sounds like:

consent does not sound like:

CYCLE OF VIOLENCE

Stage I: Tension Building

- blaming, put-downs
- name-calling, threats
- questioning their partner's every move
- "I told you not to wear that shirt."

Stage II: Violent Explosion

- forced sexual activity
- put-downs, name-calling
- intimidation, threats, isolation
- "Give me all your passwords and car keys. I decide what you can do."

Stage III: Honeymoon/Calm

- gift-giving, making promises
- consensual sexual activity
- romantic, sweet
- "I'm sorry, I was just upset. Let me make it up to you."

CLASSROOM ACTIVITIES & TOOLS

Conversation Hearts

Grade: 9th–12th

Time Needed: 30–60 minutes

Supplies Needed: Conversation heart template, art supplies

Objective: Spread kind words/affirmations, and descriptions of healthy love to promote Teen Dating Violence Awareness Month

Activity:

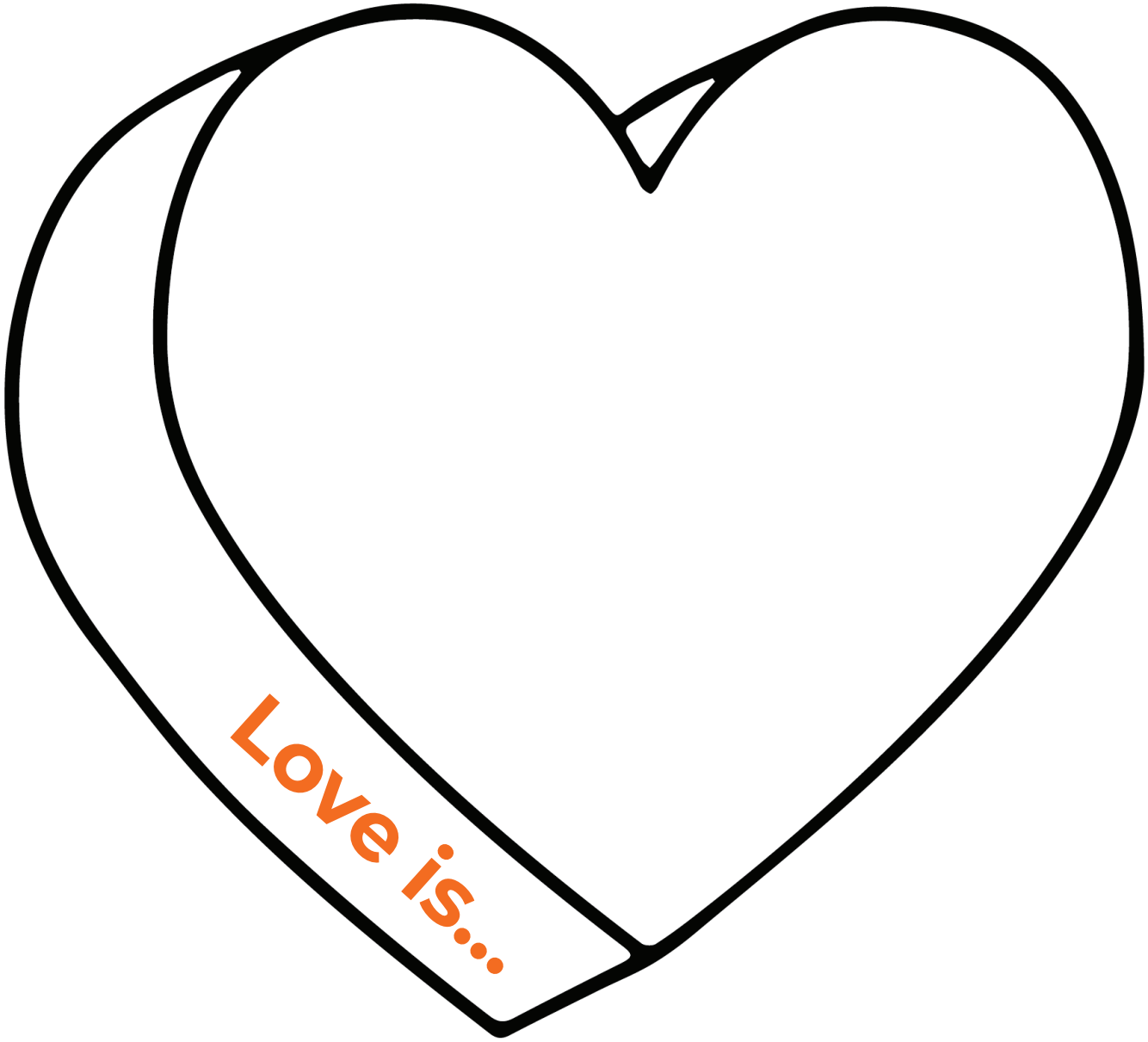
Start the conversation about healthy love with conversation hearts! Using the template below, have students color and fill out the conversation hearts with the prompts, "Love is..." and "You are....". Examples: love is respectful, fun, exciting, you are beautiful, worthy, kind, etc.!

Create a fun bulletin board, or spread them around your classroom or school to promote communication about healthy teen dating relationships.

Debrief:

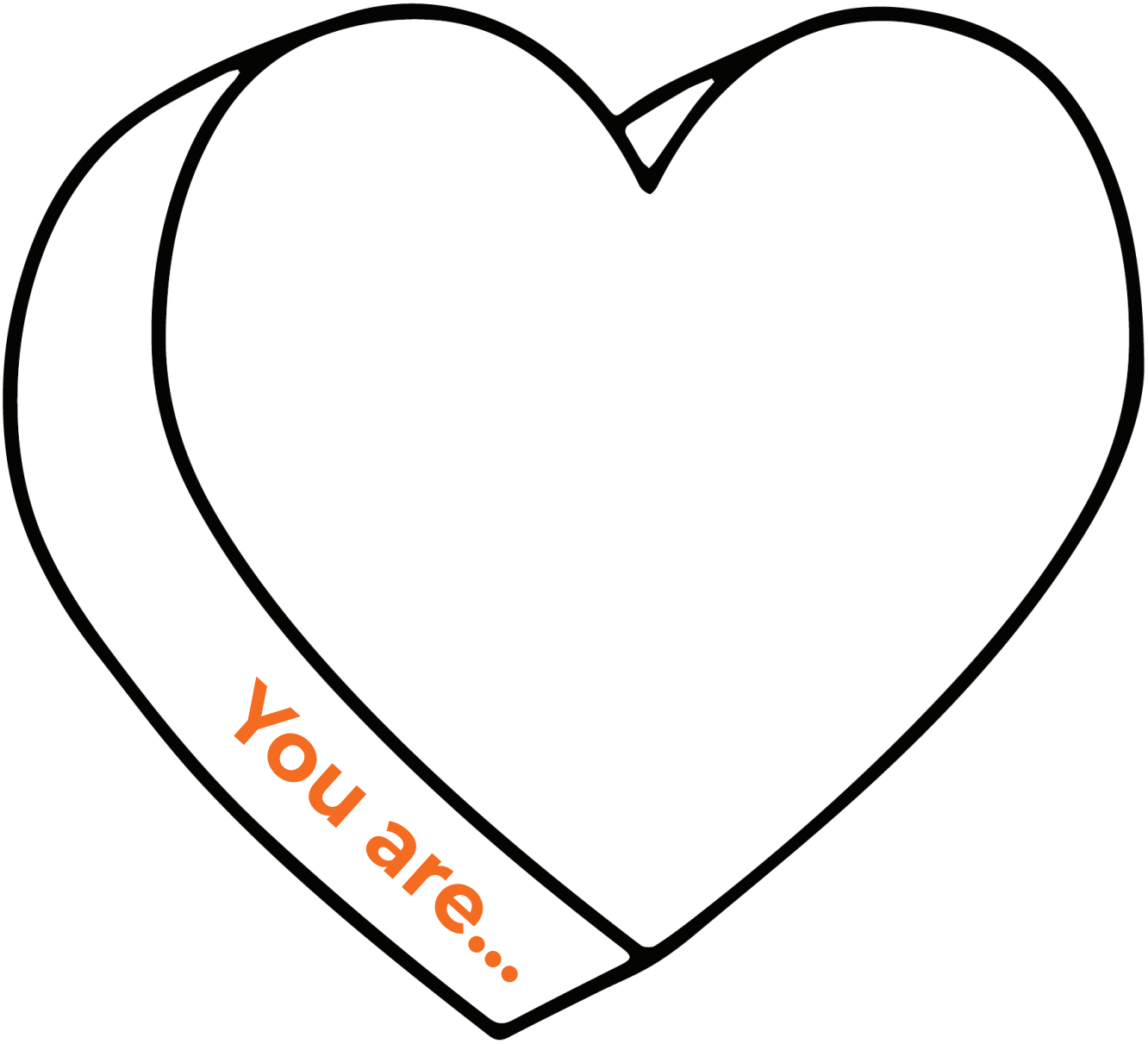
What words did you find that depict a healthy relationship to you?

Conversation Hearts Template 1



CLASSROOM ACTIVITIES & TOOLS

Conversation Hearts Template 2



What's Your Love Language?

Grade: 9th–12th

Time Needed: 15–30 minutes

Supplies Needed: Quiz, results description

Objective: To understand your love language, and how that information can help develop healthy relationships

Activity:

Take "The Five Love Languages Quiz" that includes thirty prompts with two options. Choose the option that you prefer the most of the options given. Once you have completed the quiz, at the bottom total the amount of each letter (A, B, C, D, and E). The letter that you have the most of, corresponds to your love language! Once you've taken the quiz and read the short description about your love language type, view the diagram below to get a better idea how to relate with people and what to avoid based on the love languages.

Debrief:

1. Were you surprised by your love language quiz results?
2. How can you use this information to strengthen your relationship with your friends? Significant other? Family?
3. How can you use your knowledge of your love language to promote self-love?
   - *Ex. If your love language is receiving gifts, you could treat yourself to something new you've really been wanting*
   - *Ex: If your love language is physical touch and you aren't getting that type of love from those around you, maybe try a weighted blanket to stimulate the feeling of hugging someone*

CLASSROOM ACTIVITIES & TOOLS

The Five Love Languages Quiz

Select the one you prefer most of your two options, the one that fits the best right now.

1	I like to recieve notes of affirmation.	A
	I like to be hugged.	E
2	I like to spend one-to-one time with a person who is special to me.	B
	I feel loved when someone gives practical help to me.	D
3	I like it when people give me gifts.	C
	I like leisurely visits with friends and loved ones.	B
4	I feel loved when people do things to help me.	D
	I feel loved when people touch me.	E
5	I feel loved when someone I love or admire puts their arm around me.	E
	I feel loved when I receive a gift from someone I love or admire.	C
6	I like to go places with friends and loved ones.	B
	I like to high-five or hold hands with people who are special to me.	E
7	Visible symbols of love (gifts) are very important to me.	C
	I feel loved when people affirm me.	E
8	I like to sit close to people whom I enjoy being around.	E
	I like for people to tell me I am beautiful/handsome.	A
9	I like to spend time with friends and loved ones.	B
	I like to receive little gifts from friends and loved ones.	C
10	Words of acceptance are important to me.	A
	I know someone loves me when they help me.	D
11	I like being together and doing things with friends and loved ones.	B
	I like it when kind words are spoken to me.	A
12	What someone does affects me more than what they say.	D
	Hugs make me feel connected and valued.	E
13	I value praise and try to avoid criticism.	A
	Several small gifts mean more to me than one large gift.	C
14	I feel close to someone when we are talking or doing something together.	B
	I feel closer to friends and loved ones when they touch me often.	E
15	I like for people to compliment my achievements.	A
	I know people love me when they do things for me that they don't enjoy doing.	D
16	I like to be touched as friends and loved ones walk by.	E
	I like it when people listen to me and show genuine interest in what I am saying.	B

17	I feel loved when friends and loved ones help me with jobs or projects.	D
	I really enjoy receiving gifts from friends and loved ones.	C
18	I like for people to compliment my appearance.	A
	I feel loved when people take time to understand my feelings.	B
19	I feel secure when a special person is touching me.	E
	Acts of service make me feel loved.	D
20	I appreciate the many things that special people do for me.	D
	I like receiving gifts that special people make for me.	C
21	I really enjoy the feeling I get when someone gives me undivided attention.	B
	I really enjoy the feeling I get when someone helps me make decisions.	D
22	I feel loved when a person celebrates my birthday with a gift.	C
	I feel loved when a person celebrates my birthday with meaningful words.	A
23	I know a person is thinkg of me when they give me a gift.	C
	I feel loved when a person helps with my chores.	D
24	I appreciate it when someone listens patiently and doesn't interrupt me.	B
	I appreciate it when someone remembers special days with a gift.	C
25	I like knowing loved ones are concerned enough to help with my daily tasks.	D
	I enjoy extended trips with someone who is special to me.	B
26	I enjoy kissing or being kissed by people with whom I am close.	E
	I enjoy receiving a gift given for no special reason.	C
27	I like to be told that I am appreciated.	A
	I like for a person to look at me when we are talking.	B
28	Gifts from a friend or loved one are always special to me.	C
	I feel good when a friend or loved on touches me.	E
29	I feel loved when a person enthusiastically does some task I have requested.	D
	I feel loved when I am told how much I am needed.	A
30	I need to be touched every day.	E
	I need words of encouragement daily.	A

Totals: **A:** **B:** **C:** **D:** **E:**

A: Words of Affirmation
B: Quality Time
C: Receiving Gifts
D: Acts of Service
E: Physical Touch

CLASSROOM ACTIVITIES & TOOLS

A- Words of Affirmation

Actions don't always speak louder than words. If this is your love language, unsolicited compliments mean the world to you. Hearing the words, "I love you," are important—hearing the reasons behind that love sends your spirits skyward. Insults can leave you shattered and are not easily forgotten.

B- Quality Time

In the vernacular of Quality Time, nothing says, "I love you," like full, undivided attention. Being there for this type of person is critical, but really being there—with the TV off, fork and knife down, and all chores and tasks on standby—makes your significant other feel truly special and loved. Distractions, postponed dates, or the failure to listen can be especially hurtful.

C- Receiving Gifts

Don't mistake this love language for materialism; the receiver of gifts thrives on the love, thoughtfulness, and effort behind the gift. If you speak this language, the perfect gift or gesture shows that you are known, you are cared for, and you are prized above whatever was sacrificed to bring the gift to you. A missed birthday, anniversary, or a hasty, thoughtless gift would be disastrous—so would the absence of everyday gestures.

D- Acts of Service

Can vacuuming the floors really be an expression of love? Absolutely! Anything you do to ease the burden of responsibilities weighing on an "Acts of Service" person will speak volumes. The words he or she most want to hear: "Let me do that for you." Laziness, broken commitments, and making more work for them tell speakers of this language their feelings don't matter.

E- Physical Touch

A person whose primary language is Physical Touch is, not surprisingly, very touchy. Hugs, pats on the back, holding hands, and thoughtful touches on the arm, shoulder, or face—they can all be ways to show excitement, concern, care, and love. Physical presence and accessibility are crucial, while neglect or abuse can be unforgivable and destructive.

CLASSROOM ACTIVITIES & TOOLS

How to relate to a person with this love language...	Communication	Action	What to Avoid
Words of Affirmation	Compliments Affirmations Kind words	Send notes or cards	Criticism
Quality Time	One-on-one time Not interrupting Face-to-face conversation	Take long walks together Do things together Take trips	Long periods of being apart More time with friends than with partner
Receiving Gifts	Positive, fact-oriented information	Give gifts on special occasions and also on not so special occasions	Forgetting special days
Acts of Service	Action words like " I can," "I will," "What else can I do?"	Helping with house and yard chores Repair/maintenance Acts of kindness	Ignoring partner's requests while helping others
Physical Touch	A lot of non-verbal Verbal needs to be "word pictures"	Touches Hugs Pats Kisses	Physical neglect or abuse

CLASSROOM ACTIVITIES & TOOLS

It's the Remix

Grade: 9th–12th

Time Needed: 15–20 minutes

Supplies Needed: YouTube links, print-outs of song lyrics

Objective: To talk about the representation of unhealthy relationship characteristics in media

Part 1:

"Baby It's Cold Outside" is a well-known and popular song frequently played during the holidays and cold weather months. Originally written in 1944 by Frank Loesser, this tune has since been re-recorded by many artists, and featured in theater productions, television shows, and films. The song is a duet between a man and woman, the woman continues to try to go home using lines like, "I really can't stay", "my mother will start to worry", but the male part continues to urge her to stay.

In recent years a controversy has developed arguing that "Baby It's Cold Outside" is unhealthy and perpetuates rape culture as the male part doesn't take no for an answer.

Have students first listen to the original version of the song featured in Neptune's Daughter a 1949 musical romantic comedy:

https://www.youtube.com/watch?v=7MFJ7ie_yGU

Using the lyrics on the next page, have students either individually, as a class, or in partners/groups change the male part of the duet to sound more consensual and respectful of boundaries.

Part 2:

In the 2021 Netflix film, Love Hard, a couple sings the song with a twist to make it more consensual as the male responses respect boundaries and promote a heathier relationship.

Watch the clip from Love Hard to see how your new responses compare to theirs!

https://www.youtube.com/watch?v=t8GciakJyGc

Debrief:

1. What scenes in the original video did you notice unhealthy behaviors?
2. What are some other songs that you feel also promote unhealthy behaviors or relationships?
3. Were some lines that you came up with similar to those featured in Love Hard?
4. Since "Baby It's Cold Outside" is such a popularly played song, was it difficult to think about changing the lyrics? Why or why not?

Baby It's Cold Outside

[Verse 1]

I really can't stay (But, baby, it's cold outside)
I've got to go away (But, baby, it's cold outside)
This evening has been (Been hoping that you'd drop in)
So very nice (I'll hold your hands, they're just like ice)
My mother will start to worry (Beautiful, what's your hurry?)
My father will be pacing the floor (Listen to the fireplace roar)
So, really, I'd better scurry (Beautiful, please don't hurry)
But maybe just a half a drink more (Put some records on while I pour)
The neighbors might think (Baby, it's bad out there)
Say, what's in this drink? (No cab's to be had out there)
I wish I knew how (Your eyes are like starlight now)
To break this spell (I'll take your hat, your hair looks swell)
I ought to say, "No, no, no, sir" (Mind if I move in closer?)
At least I'm gonna say that I tried (What's the sense of hurtin' my pride?)

[Chorus]

I really can't stay
(Oh, baby, don't hold out)
Baby, it's cold outside

[Verse 2]

I simply must go (But, baby, it's cold outside)
The answer is no (But, baby, it's cold outside)
Your welcome has been (How lucky that you dropped in)
So nice and warm (Look out the window at the storm)
My sister will be suspicious (Gosh your lips look delicious)
My brother will be there at the door (Waves upon the tropical shore)
My maiden aunt's mind is vicious (Gosh your lips are delicious)
But maybe just a cigarette more (Never such a blizzard before)
I've got to get home (But, baby, you'd freeze out there)
Say, lend me a coat (It's up to your knees out there)
You've really been grand (I thrill when you touch my hand)
But don't you see? (How can you do this thing to me?)

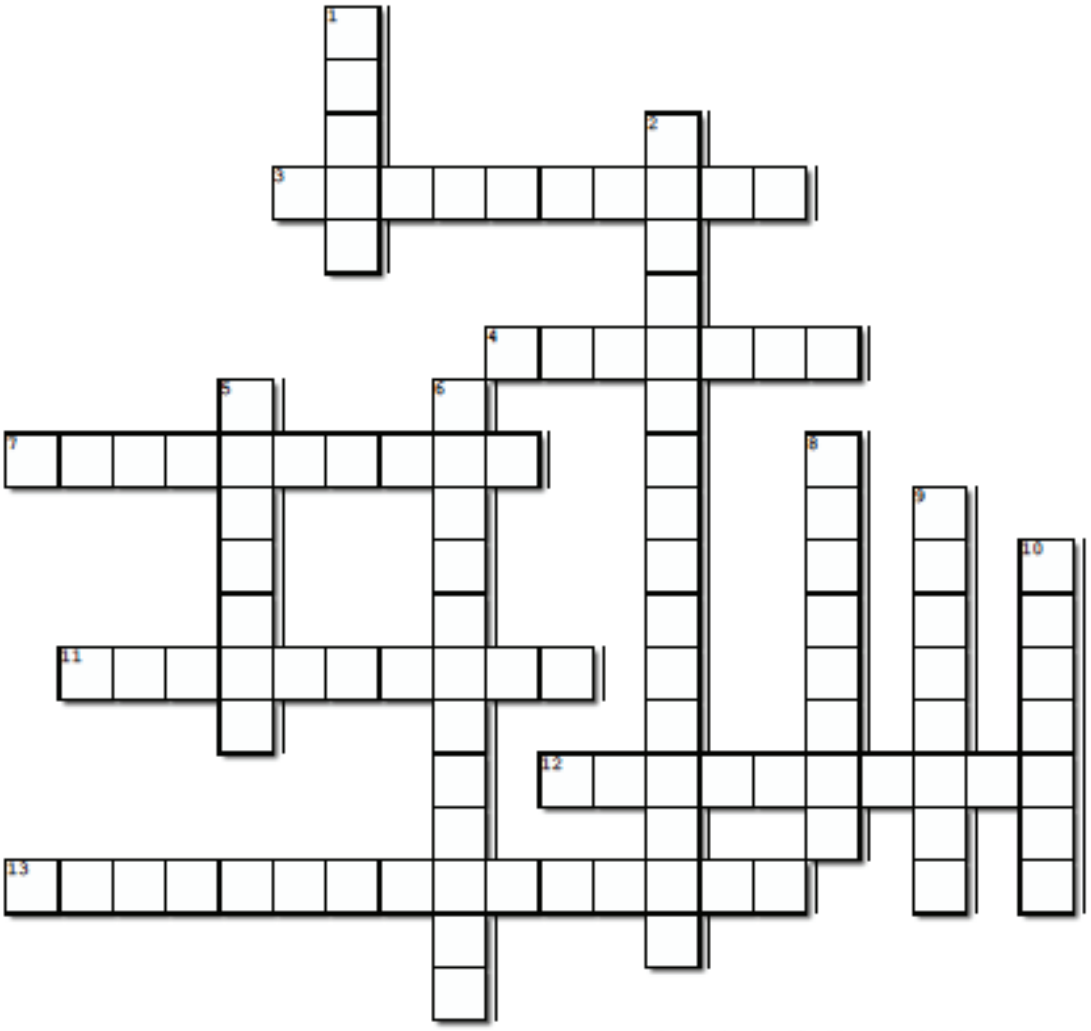
CLASSROOM ACTIVITIES & TOOLS

Provide each student with a crossword puzzle. Once they have completed the puzzle, give each student a copy of the vocabulary list to get a full definitions of the words they used.

Name:_____

Teen Dating Violence Crossword

Complete the crossword puzzle below



Created using the Crossword Maker on TheTeachersCorner.net

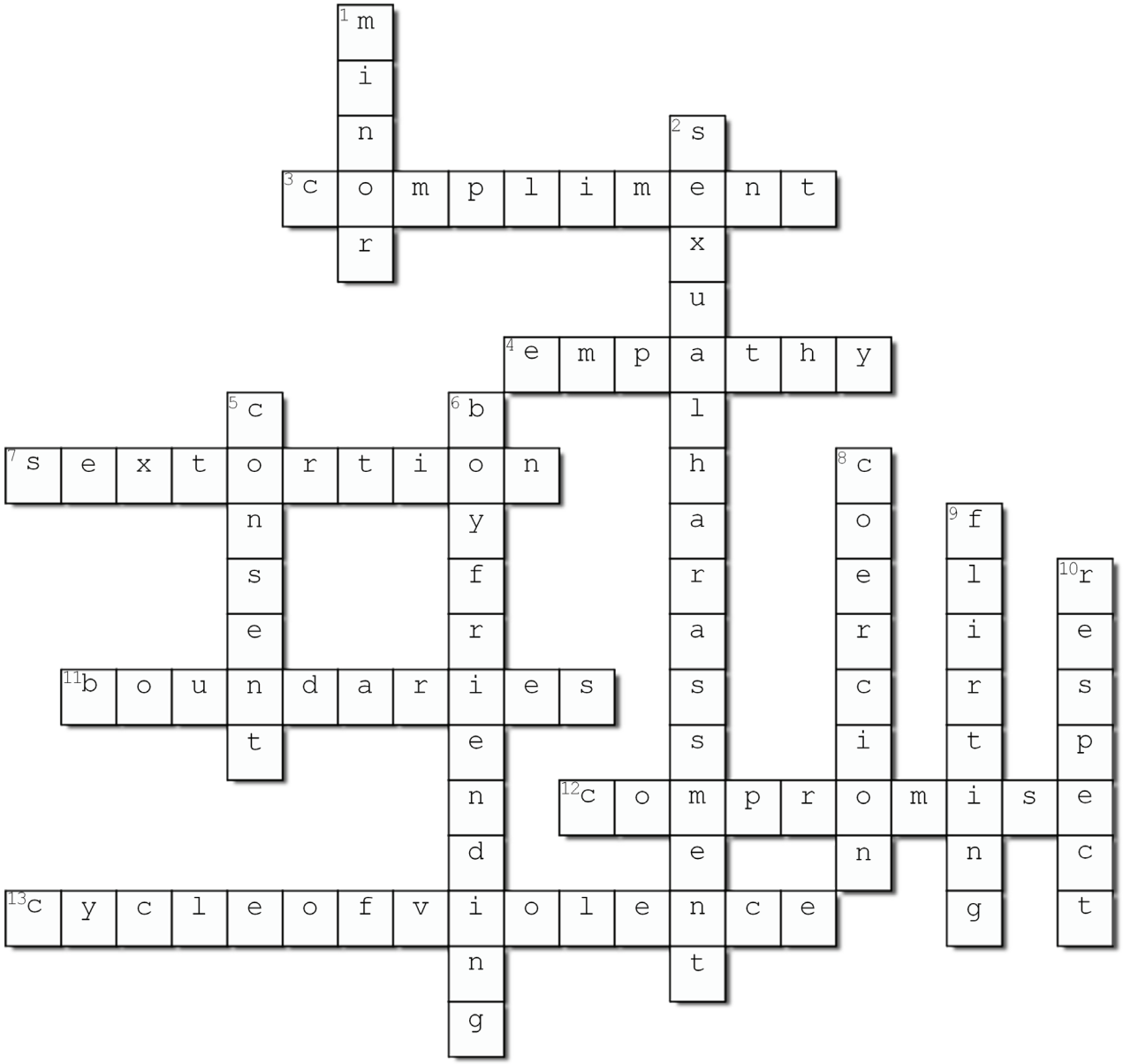
Across

3. Something said that is nice, genuine, and meaningful
4. Putting yourself in someone else's shoes
7. Blackmail by using nude photos/videos
11. Limits we set with each other
12. A solution to a problem in which both parties feel their needs and feelings have been considered in coming to an agreement
13. All about power or controlling their partner

Down

1. An individual under the age of 18
2. Unwanted sexual pressure
5. Willing, verbally, coherently and continuous permission
6. Partner uses their relationship to traffic their significant other
8. Tricking someone into sexual activity
9. Two sided-makes both parties feel good
10. Treat others the way you want to be treated

Teen Dating Violence Crossword Answer Key



CLASSROOM ACTIVITIES & TOOLS

Teen Dating Violence Vocabulary

Boundaries: Limits we set with each other

Boyfriending: Partner uses their relationship to traffic their significant other

Coercion: Tricking someone into sexual activity

Compliment: Something said that is nice, genuine, and meaningful

Compromise: A solution to a problem in which both people feel their needs and feelings have been considered in coming to an agreement

Consent: Willing, verbally, coherently, and continuous permission

Cycle of Violence: All about power or controlling their partner

Empathy: Putting yourself in someone else's shoes

Flirting: Two sided; makes both partners feel good

Minor: An individual under the age of 18

Respect: Treating others the way you want to be treated

Sexual Harassment: Unwanted sexual pressure

Sextortion: Blackmail by using nude photos/videos

SOCIAL MEDIA SAFETY

Be protective of what you put on social media (including in your "info" section) and remember that personal details like phone numbers, addresses, handles, previous schools or employers, and photos with landmarks can make it easier for someone to reach you.

If someone is harassing you through social media, don't respond and instead document all harassing messages, posts, or comments. Flag the posts as inappropriate.

Ask people not to post personal information or location check-ins about you on social media if you're not comfortable with it, and check with others before posting any information about them, including photos.

If you're posting about a one-time event that you really want to celebrate online, wait until after the event to do so; this way, others will be less able to use location information against you. If you're not sure about whether it's okay to post something, side with caution and don't.

If you're in the process of leaving an unhealthy relationship, start by blocking your ex on social media. Adjust your privacy settings to reduce the amount of information particular people can see and avoid posting private details to other people's pages that may not have as strict of privacy settings.

If necessary, consider deactivating your accounts or doing a "super-logoff" by deactivating your accounts each time you log out and reactivating them when you log back in. While it may seem extreme, avoiding social media entirely can be the best option to stop abuse online.

https://www.loveisrespect.org/resources/social-media-safety/

TEST YOUR KNOWLEDGE

Check out these quizzes to test your knowledge and see what you've learned about Teen Dating Violence.

"Cool Not Cool" Quiz

The "Cool Not Cool" quiz goes through three different couples in dating relationships. You decide whether you think the behavior shown is "Cool" or "Not Cool" and then see how others anonymously answered the same question.

http://www.coolnotcoolquiz.org/

"Am I a Good Partner" Quiz

Love is Respect's "Am I a Good Partner" quiz asks twenty "Yes" or "No" questions to help you and your partner see if you are good partners or not.

https://www.loveisrespect.org/quiz/am-i-a-good-partner/?%3E

"Is Your Relationship Healthy" Quiz

Love is Respect's "Is Your Relationship Healthy" quiz asks twenty-six "Yes" or "No" questions to help you and your partner see if the behaviors in your relationship are healthy or unhealthy.

https://www.loveisrespect.org/quiz/is-your-relationship-healthy/?%3E

TAKE ACTION & LEARN MORE

Break the Cycle (breakthecycle.org)

Break the Cycle has fun, inclusive, and informative campaigns designed for all ages. With infographics, curriculum, and guides for friends and parents, this website provides necessary information about encouraging healthy relationships.

Day One (dayoneny.org)

Day One partners with youth to end dating abuse and domestic violence through community education, supportive services, legal advocacy and leadership development.

Love Is Respect (loveisrespect.org)

Love Is Respect offers information and resources for young people about healthy and unhealthy dating relationships. They focus on inclusivity and awareness with the goal of advocating healthy relationships and preventing abuse. A live chat service for questions is also available 24/7.

One Love (joinonelove.org)

One Love is a foundation that educates communities and individuals on the differences between healthy and unhealthy relationships. They have workshops, resources, videos, and activities aimed at creating awareness and spurring change.

Project Consent (projectconsent.com)

Project Consent is a collaborative project with Break The Cycle that works with survivors and allies to fight against rape culture and raise awareness about consent.

That's Not Cool (thatsnotcool.com)

That's Not Cool is an initiative focused on working with young people to address issues of dating violence within their communities. They provide resource guides for youth and adults, activities, and have focused on particularly addressing the issue of digital abuse.

Trevor Project (thetrevorproject.org)

The Trevor Project is an organization that provides services for crisis intervention and suicide prevention for LGBTQ+ individuals under the age of 25. Inclusive community resources are available for both young people and educators, including information on healthy relationships and dating for teens. There is also an option to chat, call, or text with advocates 24/7.

SOURCES

Day One:
https://www.dayoneny.org/statistics

One Love Foundation:
https://www.joinonelove.org/statistics-on-relationship-abuse/
https://www.joinonelove.org/signs-healthy-relationship/
https://www.joinonelove.org/signs-unhealthy-relationship/

Loveisrespect.org
https://www.loveisrespect.org/resources/social-media-safety/

CDC:
https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teendatingviolence/fastfact.html

center *for* prevention *of* abuse.

309.691.0551 | 1.800.559.SAFE (7233)
centerforpreventionofabuse.org