

A hand holding a black pen is shown writing the words "Love, Me." in cursive on a piece of paper. The background is a soft, out-of-focus gradient of light purple and blue. The entire image is framed by a thick orange border.

february 2019

**teen dating violence  
awareness month toolkit**

center *for*  
prevention  
*of* abuse.

# contents

We hope you enjoy exploring the information and activities contained in this year’s Teen Dating Violence Awareness Month toolkit, compiled and created by the Center for Prevention of Abuse.

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## 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 1.5 million high school students experience physical abuse from dating a partner annually.**
- **Only 33% of teens who were in a violent relationship ever told someone about the abuse.**
- **One in three adolescents in the U.S. are victims of either physical, sexual, emotional, or verbal abuse from a dating partner.**

With these statistics in mind, CFPA 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.**
- **Social Media Campaigns**

This year's theme is **"Love, Me."** which is a love letter we write to ourselves about what we know we deserve in a relationship. 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 then 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**.

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**If you have any questions or would like more information about the Teen Dating Violence Program, please feel free to contact us at 309.691.0551 or email us at [PreventEd@centerforpreventionofabuse.org](mailto:PreventEd@centerforpreventionofabuse.org)**

## Meeting State Mandates

The Center for Prevention of Abuse's Teen Dating Violence curriculum helps schools meet the "Critical Health Problems and Comprehensive Health Education Act" mandated by the State of Illinois and outlined below.

Our programming is ideal for freshmen 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

### Teen Dating Violence 1 Programming:

The first series in the Teen Dating Violence Curriculum through CFPA is comprised of four lessons. Throughout these lessons, students will learn how to define and identify the four types of sexual harassment, the three stages in the cycle of violence, consent and coercion, and how to be active bystanders to sexual assault. Each lesson is 45 minutes in length, is cumulative, and utilizes a variety of hands on activities, audio/visual aids, and discussion to appeal to all learning styles. The series also has a pre-test and post-test to provide insight on what students know before the lessons versus what they have learned during our sessions together.

### Teen Dating Violence 2 Programming:

The second set of Teen Dating Violence lessons are offered to those schools who have completed the first series. It is comprised of an additional four lessons, this time focusing on emotional abuse (within the cycle of violence), what human trafficking is and how to define it, the process of "boyfriending" within human trafficking as well as bystanders to domestic violence which helps students answer the question, "what can I do if I think my friend is in a violent relationship?" These lessons are 45 minutes in length and pre-tests and post-tests are administered. By the end of this series, students will broaden their knowledge of domestic violence and human trafficking.

**To schedule this programming, please contact CFPA's Director of Prevention Education, Laura Kowalske, at [lkowalske@centerforpreventionofabuse.org](mailto:lkowalske@centerforpreventionofabuse.org) or 309.691.0551 ext. 291.**

## praise for CFPA

“The information presented to the students is **very relevant** and **up to date**. The instructor **relates well** to the students. **Good discussions** come from the material presented!”

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“The Program is **engaging** and I do hear students **calling each other out** in the hall **if they see sexual harassment happening**.”

“The presentation was **wonderful!** The content was delivered in an **engaging** way, and I believe the students **learned a lot**.”

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“It’s important the speaker understands our population of students and is able to **relate** with them. It’s also important to have activities the students can participate in so they remain engaged in the lesson. Both of these are **done well** and **the students enjoy the lessons**.”

# infographic

**58%** of parents cannot correctly identify signs of dating abuse.



## physical

- hitting
- kicking
- slapping



## verbal/emotional

- yelling
- threatening
- name calling



## sexual

- rape
- threatening
- refusal to use contraception



## financial

- allowance
- monitoring spending
- harassing at work



## digital

- holds passwords
- pressure to send explicit messages



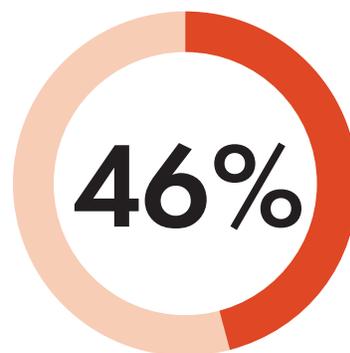
## stalking

- showing up uninvited
- tracking on social media

**1 in 3** teens have been, will be, or are in an abusive relationship by the time they are **18**



of parents either don't believe teen dating violence is an issue or admit they don't know if it is an issue.



of teens who know a victim of dating abuse do not intervene; most cite fearing physical harm as their number one reason why.

victims of digital abuse are:

**2x**

as likely to be physically abused

**2.5x**

as likely to be psychologically abused

**5x**

as likely to be sexually coerced

# school-wide initiatives

## “Stick It” to Love!

Community Action through the OneLove Foundation – Sometimes it’s hard to identify the difference between healthy and unhealthy relationship behaviors. Help encourage your students to have conversations about what is healthy and unhealthy in relationships by participating in this Stick It to Love campaign.

To get you started, here’s what you’ll need to start this conversation:

1. Sticky notes or tiny sheets of paper – a lot of them!
2. A poster, wall or bulletin board
3. Writing supplies like pens, markers, pencils, etc.

You’ll want to divide your poster, wall, or bulletin board in half and write #ThatsLove on one side and #ThatsNotLove on the other. Then ask people to write examples of healthy and unhealthy behaviors on the sticky notes and place them on the appropriate sides!

<https://www.joinonelove.org/act/stick-it-to-love/>

## Wear Orange for Love Day

Wear orange for love on Tuesday, February 12th! Join Break the Cycle and Love is Respect’s National movements to show support for healthy relationships by wearing orange. Use the hashtags #LoveBetter, #Orange4Love, and #RespectWeek2019 to share your school’s participation on your social media accounts!

## Community Hashtags

#teenDVmonth #LoveBetter #RespectWeek2019 #Orange4Love #ThatsNotLove

# 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

wanting to be actively participating in the act/situation

## verbally

communicating with words – actually saying “yes”

## coherently

being of present & agreeable mind and under no influence or inhibitor

## continuously

on-going from the initial ask and throughout the act of engagement

## consent sounds like:



## consent does sounds like:



# sample daily announcements

**Raise awareness within your school by reading the following to the entire student body during morning announcements or read them within individual classrooms.**

It can be very difficult to tell others about experiences of abuse. Only 33% of teens who were in a violent relationship ever told anyone about the abuse they experienced. If you think that you or someone you know may be in an abusive relationship, tell an adult you trust. They are here to support you.

Teen Dating Violence can affect teens from all backgrounds and identities. One in 10 high school students has been purposefully hit, slapped, or physically hurt by a romantic partner.

Transgender youth experience the highest rate of dating violence, with 88.9% reporting physical dating violence. Physical abuse in a dating relationship is reported by 42.8% of LGBTQ youth compared to the reported 29% of non-LGBTQ youth.

Students, more than half of college students do not know what to do in order to help someone who is experiencing dating abuse, and about 90% are not confident in their ability to recognize the warning signs that signal teen dating violence. The more we raise awareness of the issue and learn the signs, the better prepared we are to help ourselves and others.

Did you know around 1.5 million high school students across the nation experience physical abuse from a dating partner in one year? By knowing the signs of an abusive relationship we can help to stop it.

# classroom activities & tools

## Topic: Start the Conversation

**Grade:** 9–12

**Time Needed:** 30–45 minutes

**Supplies Needed:** writing utensils, scissors, copies of the four speech bubbles (*included in toolkit*)

1. "I can support others by..."
2. "One thing I appreciate in others is..."
3. "Something we can share together is..."
4. "I can set healthy boundaries by..."

**Objective:** To challenge students to think of positive ways they can keep their relationships healthy and to be mindful of the things they think are important in a relationship (*of any kind*).

**Activity:** Show students all four of the speech bubbles and have each student pick two. Have students fill out the speech bubbles with what they feel is important in a healthy relationship.

Remind students that this is a space to share positive aspects of relationships, rather than negative. Provide markers, crayons, or colored pencils and have students decorate their speech bubbles. Find a place in the hallway to hang the speech bubbles to encourage other students to consider what they prioritize in a healthy relationship. Ask willing students to share their speech bubbles in class.

### Debrief:

- Do healthy relationships only matter when it comes to intimate dating relationships?
- Why is it important to set boundaries?
- What are some examples of healthy boundaries?
- What are some ways we can address potentially unhealthy behaviors?

# classroom activities & tools

i can support others by...

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# classroom activities & tools

one thing i appreciate in other people is...

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# classroom activities & tools

something we can share together is...

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# classroom activities & tools

i can set healthy boundaries by...

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# classroom activities & tools

**Topic: Technology & Dating Abuse** (*"Buzzer Game," created by Break the Cycle and modified*)

**Grade:** 9–12

**Time Needed:** 20–30 minutes

**Supplies Needed:** paper, pencils, noisemaker (buzzer, phone alarm, etc.)

**Objective:** For students to understand the way dating abuse can involve control over technology and to discuss healthy technology boundaries with a partner.

**Activity:** Write the sentence "I have a right to a safe and healthy relationship" on the board. Have each student take out a piece of paper. Tell the students when you say "start," they will be writing the sentence on one side of their paper. When they hear the buzzer, they have to stop exactly where they are. Next time they hear the buzzer, they have to restart writing the sentence from the beginning. Each time the buzzer goes off, the students have to stop and wait to start over.

Make sure to set the buzzer off every few words so that students have to frequently restart. Do this activity for 1-2 minutes or as long as desired.

*\*Some students may get agitated or frustrated during this activity and may choose to stop participating. Work this into the conversation about how they felt and how it might relate to the way someone may feel if they are being controlled through technology\**

## Debrief:

- How did you feel during this activity? (*beginning, middle, end*)
- How many times did you have to write your name? (*Did you finish writing it each time? Did the way you wrote your name change during the activity?*)
- How do you think the buzzer represents the constant, potentially threatening text messages from an abusive, controlling partner?
- What kinds of messages might the controlling partner be sending? Why? (*"Where are you?" "Who are you with?" "Why aren't you responding?"*)
- Do you think this happens at school? Have you seen it at school?
- Are text messages like this unhealthy or abusive? (*What makes these types of messages unhealthy or abusive?*)
- Discuss with the class the way technology can be used as a tool for manipulation. Remind students that technology and communication are not bad, but the constant communication and monitoring can lead to dangerous behaviors if there are not boundaries between partners. (*What are some warning signs of abuse through technology?*)
- Discuss shared passwords and monitoring behaviors. (*If this was an actual situation of abuse via technology, what could you say or do? Would you say anything? What if they did not stop, what could you do? Who could you talk to for help?*)

# classroom activities & tools

**Topic: The Music of Relationships** (*"Music Lyrics," created by Break the Cycle and modified*)

**Grade:** 9–12

**Time Needed:** 20–30 minutes

**Supplies Needed:** selected lyric excerpts (*clean versions*), audio recording to play

**Objective:** For students to think critically about the way popular music discusses relationships and how these messages may affect our conversations about healthy relationships.

**Activity:** Separate into small groups (dependent on size of class). Have each table select excerpts of clean song lyrics (different songs from each group, if possible). Ask each group to discuss and write down some healthy or unhealthy characteristics they notice in the lyrics.

Have one person from each group share a few lyrics that their group categorized as either healthy or unhealthy and have them explain their thoughts. If time, listen to the clean version of each song and discuss as a class.

## Debrief:

- Which songs did you interpret to discuss healthy relationships? Unhealthy ones?
- How did these songs make you feel?
- Are the lyrics of these songs typical to the lyrics of other popular current songs? How?
- Do you think that the language regarding relationships affects the way we personally think of relationships?
- Are there any other songs you can think of that have positive or negative relationship characteristics in them?
- Are there other ways teens can get positive or negative examples of relationships? (*i.e.: social media/reality TV*)



# classroom activities & tools

**Topic: Okay for Pets, Not Partners** (activity created by The One Love Foundation at [joinonelove.org](http://joinonelove.org))

**Grade:** 9–12

**Time Needed:** 20–30 minutes

**Supplies Needed:** *Okay for Pets, Not Partners* memes found in this toolkit

**Objective:** For students to identify characteristics that are controlling behaviors in their relationships. What is acceptable behaviors for our pets are not always acceptable behaviors for our partners.

**Activity:** Separate into small groups. Give each group a printed copy of one of the four memes included in this packet. Ask each group to discuss and write down why the behaviors displayed by the animal in the meme is ok for that animal but why it may be controlling for a partner.

Have one person from the group share the meme with the rest of the class and tell why this is a controlling behavior. Students will lead the discussion among their peers.

If there is time at the end of class, or on students own time, you can visit [www.onelovefoundation.org](http://www.onelovefoundation.org) or <http://www.petsvspartners.com> to create your own #OkayForPetsNotPartners memes.

## Debrief:

- What are some of the healthy or unhealthy characteristics being portrayed in this meme?
- What about these memes makes them violent?
- What are healthy characteristics of a relationship?
- What are some unhealthy characteristics of a relationship?
- Does this meme fit into the \*cycle of violence? How?
- What can you do if you feel like you, or a friend, are in a violent relationship?
- What are some ways you can determine if your relationship is violent and/or unhealthy?

**\*\*Note:** The cycle of violence is recognized as a pattern or cycle in unhealthy relationships that is characterized by three different stages. There is no time frame in which violent relationships move in or out of each stage and there is no predetermined time that a person will spend it each stage. During the tension building stage, something happens that upsets the violent partner and starts to build tension between both individuals. Once that tension has built, the violence happens. The violent episode is the stage where abuse takes place. After the violence has happened, the honeymoon stage occurs. It is during this stage that the violent partner will apologize for their actions and try to make it up to the abused person. However, eventually, something will happen within this relationship that will cause tension and the cycle will start over again.

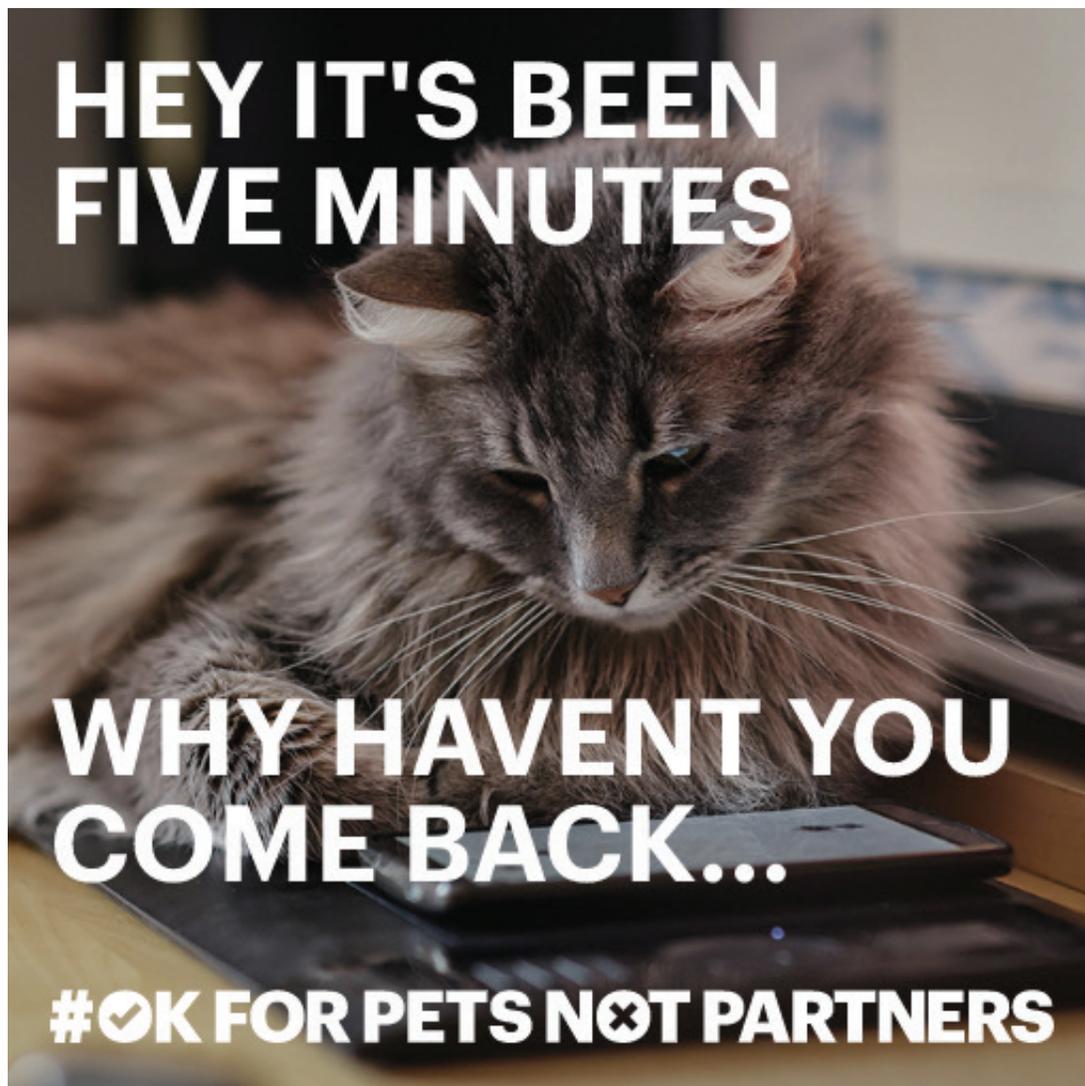
# classroom activities & tools



# classroom activities & tools



# classroom activities & tools



# classroom activities & tools



# classroom activities & tools

## **Topic: Healthy and Unhealthy Relationship Behaviors “Pop Up” Game**

*(while this activity is appropriate for all students, it has been successfully facilitated with students with disabilities.)*

**Grade:** 9–12

**Time Needed:** 30–45 minutes

**Supplies Needed:** The list of statements provided below.

**Objective:** To discuss and understand differences in dating relationships.

**Activity:** Partners may want different things in a dating relationship. It is important to talk about differences in order to keep a healthy relationship. It is okay to take time in a relationship to figure out what you and your partner want.

Read the statements below out loud; if students think it is a healthy characteristic in a dating relationship, ask them to stand up or “Pop Up.” If students think it is an unhealthy characteristic ask them to stay seated.

*A dating partner calls you names and makes fun of you, but then says, “I was just joking.”*

*A dating partner complains about spending time with your family and friends.*

*A dating partner shoves you.*

*A dating partner is not always truthful.*

*A dating partner talks to you about something that is bothering them.*

*A dating partner tells someone else a secret you shared with them.*

*A dating partner makes you feel good.*

*A dating partner wants to know your personal feelings about things.*

### **Debrief:**

Discuss with the students the importance of looking for healthy behaviors and talking with a parent, teacher or trusted adult. It’s important to note that the above statements are not “absolutes” and will vary dependent on the situation.

# classroom activities & tools

**Topic: What Do I Want?** *(while this activity is appropriate for all students, it has been successfully facilitated with students with disabilities.)*

**Grade:** 9–12

**Time Needed:** 30–45 minutes

**Supplies Needed:** paper, markers

**Objective:** To discuss and understand differences in dating relationships.

**Activity:** Partners may want different things in a dating relationship. It is important to talk about differences in order to keep a healthy relationship. It is okay to take time in a relationship to figure out what you and your partner want.

*Trace the outline of a student's body.*

*Write or draw what you want in a relationship on one half of the body.*

*Write or draw what you do not want in a relationship on the other half of the body.*

## **Debrief:**

Discuss with the students the importance of looking for healthy behaviors and talking with a parent, teacher or trusted adult.

# safety planning

Safety planning is a guide to help keeping people safe when they're leaving abusive relationships. Provided here is a worksheet that may be distributed to students to help them build a safety plan. Everyone's safety plan will not look the same. This is a guide for individuals to start thinking about people, places, and things they can rely on to stay safe.

## i can bring:

- cell phone and charger
- spare money
- keys, ID bracelet
- driver's license or other form of ID
- change of clothes
- medicine
- valuable items

## safe people i can call:

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## safe places i could go:

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## emergency numbers:

- emergencies: 9-1-1
- CFPA: 309.691.0551 or 1.800.559.SAFE (7233)
- suicide prevention hotline: 1.800.273.8255

# the bystander effect

Dating violence does not just affect the individuals in a couple. Rather, a community of support is necessary to help a survivor reach safety and peace. Whether you are a parent, friend or unacquainted bystander, you have the ability to become involved. Here are some important things to consider when you are in a situation where you can take action and safely interrupt a violent situation.

## **Do not neglect your personal safety.**

Your safety is always the highest priority and you will not be able to give the best support if you are injured. If for any reason you feel unsafe, do not approach the violence. Alert an adult or call the police immediately. If you do intervene and the violence continues, step away and get help.

## **Do not mind your own business.**

If you feel safe and comfortable, you can intervene with the individuals in the situation, whether it is the girl from your math class or a stranger you pass by on your morning run, you can stop the violence just by butting in. Addressing the violence is one way to handle the situation. Let both individuals know that what is occurring is not right. Reassure the mistreated partner that he or she is undeserving of these actions and inform the violent partner that this behavior is unacceptable and dangerous. If you don't feel comfortable calling out the violent partner, you can still disrupt the situation by asking to borrow notes for class or striking up a conversation about anything.

If you feel it is unsafe to intervene, stand away, but let the couple see that you are watching them. Get out your cell and call for help. You can still give support without physically intervening.

## **Do put yourself in someone else's shoes.**

Dating violence is a scary and isolating experience. If you witness someone else going through dating violence and do not know what to do, try to imagine how you would want someone to help you. Stepping in not only temporarily breaks up the violence, but offers support to the victim that he or she may not have received anywhere else.

## **Do treat them like a friend.**

Watching a friend endure dating violence often leaves you feeling helpless and wanting to do something more to help them. You can give the same care and encouragement to someone you do not know as you would to a friend. Ask yourself how you would feel if no one helped your friend and something horrible happened to her or him when you were not present. Be someone's friend and stop the violence.

Have you ever stepped in to break up a violent situation between a couple? What would you say to someone who was harassing their partner to make them stop?

*\*source: [loveisrespect.org](http://loveisrespect.org)*

# internet safety tips

Human trafficking, specifically underage sex trafficking, is a form of dating violence. Teens are controlled by dating partners who groom them for commercial sex. Here are some warning signs that you can watch out for when talking to someone online:

## 1. "Find me on Kik/Skype." or "Let's go private."

Leaving the comments section or public thread and talking on a private messaging app gives people a chance to learn more personal information about you or to talk to you knowing that they're safe from being "overheard."

## 2. "Are you alone?"

Someone may be asking if you're alone to send you content they wouldn't want your parents or other people seeing or to get you to share more pictures or information. If someone you don't know is specifically seeking out ways to talk to you in private, be extra careful. It's okay to end a conversation or block a user that makes you feel uncomfortable.

## 3. "Do you have a pic?"

There are some pictures that seem harmless to share with someone you trust, but once you share a photo with someone, you can't always control who else they share it with. Pictures might also communicate more information that you intend to—for example, a photo of you and your friends at your volleyball tournament can tell someone where you go to school.

## 4. "You seem sad. Tell me what's bothering you."

We all enjoy having someone offer a listening ear. While it can be helpful for you to talk about what you're going through, it also gives the other person a chance to learn about your thoughts and private life. It's possible that the person is asking personal, seemingly caring questions to find out ways to take advantage of you.

## 5. "I know a way you can earn money fast."

Anyone offering you a way to make money fast should probably not be trusted. It's a good idea to avoid getting caught up in dealing with money with someone you don't know, especially if it includes sending photos of yourself or talking on a webcam, even if it sounds like what they're asking you to do is no big deal. Talk with a trusted adult before you ever accept employment or money from someone you do not know.

## 6. "What's your phone number?"

Not only does giving someone your phone number create an opportunity for them to build more trust and a false sense of intimacy, a phone number also reveals your location, and often times, even your home address.

## 7. "I love you."

Everyone enjoys hearing the words "I love you," but sometimes people use this to make it feel safe to do things that you might not otherwise do.

## 8. "If you don't do what I ask, I'll show everyone the pictures you've sent me."

As someone learns more and more about you, they might threaten to reveal a private photo or tell your parents about something you've shared if you don't do what they ask. Even if you're afraid of what they might think, tell a parent, teacher, or another adult you trust right away if someone is trying to intimidate or threaten you. It's better to put a stop to threats right away than to hope that they'll stop after you just do this one thing.

# quiz: am i a good partner?

**Are you a good partner? Answer yes or no to the following questions to find out. Make sure to write down your responses. At the end, you'll find out how to score your answers.**

## **Do I...**

1. Forget to thank my partner when they do something nice for me?
2. Have trouble making time to listen to my partner when something is bothering them?
3. Text or call repeatedly until I receive a response from my partner?
4. Get upset when my partner wants to spend time with their friends or family?
5. Take out my frustrations on my partner, like snapping at them or giving them attitude?
6. Tease my partner about things they're insecure about?
7. Tell my partner who they can and can't hang out with?
8. Expect my partner to get my permission before joining a club or activity?
9. Drive past my partner's house or job to make sure they're there?
10. Accuse my partner of flirting or cheating even if I'm not sure that's what happened?
11. Criticize my partner's body or appearance?
12. Read my partner's texts, log in into their social media accounts, or go through their email without their permission?
13. Make my partner feel guilty about things they have no control over?
14. Sometimes say things to my partner knowing that they are hurtful?
15. Talk down to or embarrass my partner in front of others to make a point?
16. Intimidate my partner when I'm mad by throwing things, hitting walls, or driving dangerously?
17. Go further sexually with my partner even if I think they don't want to?
18. Shove, slap, choke, or hit my partner when I'm angry or they did something I think is wrong?

# quiz: am i a good partner?

## Scoring – So Are You A Good Partner?

For every yes, give yourself the following points:

Questions 1-5: 1 point

Questions 6-10: 3 points

Questions 11-14: 5 points

Questions 15-17: 15 points

Now that you're finished and have your score, the next step is to find out what it means. Simply take your total score and see which of the categories below apply to you.

### Score: 0 Points

If you have zero points, it sounds like you're very mindful of your actions and respectful of your partner's feelings — these are the building blocks of a healthy relationship. Keeping things on a good track takes work, so stay with it!

### Score: 1–5 Points

If you scored one to five points, there may be a couple of things in your relationship that could use a little attention. Nobody is perfect, but it is important to be mindful of your actions and try to avoid hurting your partner. Remember, communication is key to building a healthy relationship!

### Score: 6–14 Points

If you scored five to fourteen points, it's possible that some of your actions may hurt your partner and relationship. While the behaviors may not be abusive, they can worsen over time if you don't change. Read about the different types of abuse, so that you can keep your relationship safe and healthy.

### Score: 15 Points or More

If you scored five or more points, especially 15 or higher, some of your actions may be abusive. You may not realize it, but these behaviors are damaging. The first step to improving your relationship is becoming aware of your unhealthy actions and admitting they are wrong. It's important to take responsibility for the problem and get help to end it. An unhealthy pattern is hard to change, so talk with a peer advocate or adult you trust for more information on how to get help.

# take action & take interest

## **Break The Cycle ([breakthecycle.org](http://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.

## **Idaho Coalition Against Sexual & Domestic Violence ([idvsa.org](http://idvsa.org))**

Idaho Coalition Against Sexual & Domestic Violence focuses on ways to address domestic violence, dating abuse, stalking, and sexual assault. They have inclusive resources available for all people and campaigns to address and end relationship abuse.

## **Love Is Respect ([loveisrespect.org](http://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](http://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](http://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](http://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](http://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.

**One Love Foundation :**

<https://www.joinonelove.org/act/stick-it-to-love/>

**Break The Silence:**

<https://www.breakthecycle.org/working-schools>

**Human Rights Campaign:**

<https://www.hrc.org/resources/teen-dating-violence-among-lgbtq-youth>

**Love is Respect:**

<https://www.loveisrespect.org/resources/dating-violence-statistics/>

**center *for***  
**prevention**  
***of* abuse.**

309.691.0551 | 1.800.559.SAFE (7233)  
[www.centerforpreventionofabuse.org](http://www.centerforpreventionofabuse.org)