TRUST YOUR SENSES

TEEN DATING VIOLENCE AWARENESS MONTH TOOLKIT

FEBRUARY 2021

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 15 male high school students report having experienced physical dating violence in the last year.
- 26% of women and 15% of men experienced intimate dating partner violence for the first time before age 18.

Source: https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teendatingviolence/fastfact.html#:~:text=It%20affects%20millions%20of%20teens,violence%20in%20the%20last%20year.

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 *Trust Your Senses. Trust Your Senses* is a reminder to trust your instincts when it comes to dating relationships. Listen to yourself when it comes to dating relationships and what feels like, sounds like, and looks like love and what does not. This month, we hope you remember to trust your senses, trust your instincts, 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

"This program is our favorite! They do a great job capturing the attention of the students. They really enjoy the interactive lessons and videos."

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

"The information covered was very beneficial for our students. Some of them have never been informed on these topics. All of our students are now more knowledgeable on them!"

"I love this program and think the information for our students is VERY beneficial!"

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!"

"You have provided great discussion on relationships. It is great that there is someone outside their teachers trying to teach this content. They take it better coming from you. Thank you for coming!"

"I appreciate that the instructor understands the world we teach. Thank you!"

STATISTICS

Less than
25%
of those who experience dating violence in the LGBTQ+ community ever report the abuse.

ONLY 33%
of teens who were in an abusive relationship ever told anyone about the abuse.

1 IN 3 TEENS
in the US report experiencing some kind of abuse in their romantic relationships, including verbal and emotional abuse.

American high school students who have been hit, slapped, or physically hurt on purpose by their partner earned grades of **C** and **D** twice as often as earning grades **A** or **B**.

81%
of parents either don't believe that or don't know if teen dating violence is an issue.

59% OF U.S. TEENS
have personally experienced at least one type of abusive online behavior.

Among US high school students who dated in the past year, the prevalence of physical dating violence was higher among gay, lesbian, and bisexual students **(17.5%)** and students who identified as 'not sure' **(24.5%)** than heterosexual students **(8.3%)**.

Sources

Love Is Respect: https://www.loveisrespect.org/resources/lgbtq-relationships-and-dating-violence

Join One Love: https://www.joinonelove.org/statistics-on-relationship-abuse/

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

SCHOOL-WIDE INITIATIVES

Wear Orange for Love Day

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 #LoveBetter, #Orange4Love, and #RespectWeek2021 to share your school's participation on your social media accounts.

What is Love?

How would you describe love? What does love sound, feel, taste, look, and smell like to you? Using the "What is Love" template on the following page, have students fill out what love is to them. The finished creations can be shared on social media using the hashtags #CFPA #TDV #TeenDatingViolenceAwareness or they can be printed out and displayed in your school if that applies.

Community Hashtags

#TDV #LoveBetter #RespectWeek2021 #Orange4Love #ThatsNotLove #CFPA #TeenDatingViolenceAwareness #teenDVmonth

SCHOOL-WIDE INITIATIVES

What is Love?

What does love sound, feel, taste, look, and smell like to you? Using the lines below, fill out what love is to you. If you need inspiration, examples below can help point you in the right direction. Feel free to share your creations on social media by using the hashtags #CFPA #TDV #TeenDatingViolenceAwareness.

For me, love sounds like: *examples – calm, respectful words; music; ocean waves; excited drumming; laughter; a voice of a loved one; etc.*

_____
_____
_____

For me, love feels like: *examples – being wrapped in a soft blanket; warm sunshine on my skin; refreshing shower; relaxing bath; etc.*

_____
_____
_____
_____

THE FIVE SENSES OF LOVE

For me, love tastes like: *examples – warm cup of coffee; favorite treat; homemade meal; peanut butter and jelly sandwich; etc.*

_____
_____
_____
_____

For me, love looks like: *examples – people respecting each other's boundaries; a hug; sharing; giving; acts of service; making a special gift; holding hands; etc.*

_____
_____
_____
_____

For me, love smells like: *examples – fresh flowers; fresh baked cookies; cinnamon; chocolate; favorite perfume/cologne; etc.*

_____
_____
_____
_____

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:

CLASSROOM ACTIVITIES & TOOLS

What Do You Envision: Vision Board

Grade: 9–12

Time Needed: 30–60 minutes

Supplies Needed: magazines and/or newspapers

Objective: For students to make a visual for what they would like in their healthy relationships, whether that includes a dating relationship or being single.

Activity: Students will use magazines and newspapers to cut out words and pictures of what they would like to see as far as their healthy relationships go. It can represent a healthy dating relationship, a healthy relationship with themselves, or both. Afterwards, have students hang them up in their homes/rooms to remind them of what they want and deserve in a healthy relationship.

Debrief:

1. What words did you find that depict a healthy relationship to you?
2. What images did you find that depict a healthy relationship to you?
3. Are there any particular words or images that you want to focus on this year?
4. Looking at the final product, was there anything surprising that you included?

CLASSROOM ACTIVITIES & TOOLS

New Year, New Me: Setting Healthy Resolutions

Grade: 9–12

Time Needed: 15–30 minutes

Supplies Needed: prompts (provided on next page)

Objective: For students to set some goals on what they would like to see in their healthy relationships for 2021. These goals can deal with a healthy dating relationship, a healthy relationship with themselves, or both.

Activity: Using the prompts, have students fill in the blanks to help them create and set healthy dating resolutions.

Debrief:

1. Did anyone include goals for both themselves and dating relationships?
2. What were some other healthy qualities you added to the first goal?
3. What were some other boundaries you added in the second goal?
4. What were some other self-care ideas that you added in the third goal?
5. What was a goal that you wrote on your own?

CLASSROOM ACTIVITIES & TOOLS

New Year, New Me Prompts:

I deserve a healthy relationship. Some qualities that are important to me include: *(circle all that apply).*

Trust Honesty Independence Respect Equality

Kindness Fun Taking Responsibilities Healthy Conflict

Create your own: _____

I will set boundaries *(rules or limits set to help keep myself safe)* **in my dating relationships. Some boundaries that are important to me include:** *(circle all that apply).*

I want time & space to do my own things.

I am not comfortable sharing social media passwords.

I need quiet time to myself every day.

Create your own: _____

I don't feel comfortable _____

_____

Self-care is important for all relationships. I can focus on self-care by: *(circle all that apply).*

Taking deep breaths Taking quiet time for myself Getting a hug

Doing my favorite hobby *(sports/art/writing)* Talking to someone that cares about me

Create your own: _____

Write your own goals:

_____

_____

CLASSROOM ACTIVITIES & TOOLS

Healthy vs. Unhealthy: Quarantine Edition

Grade: 9–12

Time Needed: 15–20 minutes

Supplies Needed: scenarios (provided)

Objective: For students to identify the difference between healthy and unhealthy behaviors.

Activity: Have students read each scenario and decide if they think the behavior is healthy or unhealthy in a dating relationship.

Scenarios:

1. Trusting your partner, even if you aren't able to physically be together.
2. Demanding you give them your social media passwords now that they don't see you as often.
3. Giving a partner time and space to deal with their own issues.
4. Making sure you & your partner both have time for independent activities.
5. Expecting a partner to send explicit photos/messages because you can't be together.
6. Talking to your partner about your feelings, needs, and boundaries.
7. Making fun of a partner for the clothes they wear while in quarantine.
8. Pressuring a partner to meet up when they don't feel safe doing so.
9. Feeling safe enough to share your worries or stressors.
10. Demanding that you always share your location with them.

Debrief:

1. Were all of these easy to differentiate between healthy and unhealthy?
2. Were there any situations where any of these qualities could be both healthy and unhealthy, depending on the situation?

CLASSROOM ACTIVITIES & TOOLS

Does This Sound Like Love?

Grade: 9–12

Time Needed: 15–30 minutes

Supplies Needed: YouTube video links: https://www.youtube.com/watch?v=h_r72v3LA44 https://www.youtube.com/watch?v=1L6HB97lbrQ

Objective: To talk about what love should sound like as opposed to what this video shows.

Activity: Have the students watch the video on their own or as a class. After watching, use the debriefing questions below to continue the conversation.

Debrief *(Video 1):*

1. Does that sound like love when he started texting her repeatedly right after he dropped her off? Why or why not?
2. Does that sound like love when he tells her, "I'm worried where you are and all you reply back is, 'I'm busy'?" Why or why not?
3. Does that sound like love when he keeps asking her why she couldn't pick up her phone or why she didn't hear it? Why or why not?
4. Does it sound like love when he says "I'm so sorry, it'll never happen again," but we see that it keeps happening over and over? Why or why not?

Debrief *(Video 2):*

1. What were some of the behaviors that looked like love in the beginning of the video?
2. What scene did you start to notice unhealthy behaviors?
3. What were some of the other behaviors you noticed that were unhealthy and/or abusive?
4. What are some things her friends could have done when they started to see the unhealthy and/or abusive behavior?

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. 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. 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 20 "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 26 "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/videos/
https://www.joinonelove.org/wp-content/uploads/2020/04/Healthy-Signs-during-COVID-19.pdf
https://www.joinonelove.org/wp-content/uploads/2020/04/Unhealthy-Signs-during-COVID-19.pdf

Loveisrespect.org

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

center *for* prevention *of* abuse.

309.691.0551 | 1.800.559.SAFE (7233)
www.centerforpreventionofabuse.org