



**Granite State**  
**RESPECT**  
**Week**

2017  
Toolkit





# Together we can end teen dating violence



This document was developed by the New Hampshire Coalition Against Domestic and Sexual Violence in collaboration with our 13 local crisis center member programs. Granite State RESPECT Week is based on the Respect Week initiative developed by [loveisrespect.org](http://loveisrespect.org), and is funded by HopeLine by Verizon.



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## About the Toolkit

Granite State RESPECT Week is based off of an initiative that was originally developed by [loveisrespect.org](http://loveisrespect.org) in an effort to engage, educate and empower young people during Teen Dating Violence Awareness Month. The New Hampshire Coalition Against Domestic and Sexual Violence (NHCADSV) and its 13 member programs have adopted this initiative and tailored it to meet the needs of New Hampshire schools.

### THE FACTS:

- **Up to 20% of New Hampshire youth have experienced dating violence.** <sup>1</sup>
- **Nearly 1.5 million high school students nationwide experience physical abuse from a dating partner in a single year.** <sup>2</sup>
- **1 in 3 girls in the U.S. is a victim of physical, sexual, emotional or verbal abuse from a dating partner.** <sup>2</sup>
- **1 in 10 high school students has been purposefully hit, slapped or physically hurt by a partner.** <sup>2</sup>
- **Only 33% of teens who were in a violent relationship ever told anyone about the abuse.** <sup>2</sup>

1: NH YRBS  
2: Love Is Respect

### GOALS:

- ✓ **Raise awareness about teen dating violence**
- ✓ **Connect teens to support services**
- ✓ **Promote healthy relationships and foster a culture of respect in your school**

The structure of Granite State RESPECT Week is similar to a high school spirit week in that each day has a unique theme that ties into the greater message of Teen Dating Violence Awareness Month.

This toolkit provides schools with a step-by-step outline for implementing Granite State

RESPECT Week 2017. Everything from **outreach materials, such as flyers and social media guidelines, to activities and an agenda** for each day is included. This toolkit is designed for flexibility; we encourage you to customize Granite State RESPECT Week to reflect the needs and capacity of your school.

***It is our hope that with the support of NHCADSV and your local crisis center educators, you have the opportunity to promote healthy relationships and foster a community of respect in your school. READY. SET. RESPECT.***



# Promotion Plan

In preparation for Granite State RESPECT Week, one of the first steps that your school can take is to promote this campaign. Utilize the sample flyers provided below to advertise, inform students and get people talking. We recommend putting up flyers two weeks before the start of Granite State RESPECT Week. In addition to covering the hallways, bathroom stalls, bulletin boards, locker rooms and classroom doors, please feel free to post the electronic versions of the flyers to your school website, newsletters, athletic programs or any other platforms that your school utilizes.

## Sample Flyers

Electronic copies of all flyers are available on the NHCADSV website. If you do not have the capacity to print copies of the promotional flyers, please contact [NHCADSV](http://NHCADSV) by **January 30<sup>th</sup>** to have printed materials shipped to your school.



## Implementation Guide

The Implementation Guide provides you with all of the information that you need to carry out each day of Granite State RESPECT Week.

For each day of Granite State RESPECT Week we have outlined the following:

- Overview
- Objectives
- Sample language for your morning announcements
- Informational videos to play after your morning announcements or any other time that you see fit
- School-wide activities
- Daily social media challenges



### **DAY 1: Monday, February 13<sup>th</sup>** **Ready. Set. RESPECT.**

**Overview:** Monday, February 13<sup>th</sup> marks the kickoff of Granite State RESPECT Week! The focus of this first day is to lay the foundation for the week-long campaign by outlining the prevalence of teen dating violence, educate students on how teens in New Hampshire are impacted by abusive relationships and the importance of respect across all relationships.

#### **Objectives:**

- ✓ Provide a definition of teen dating violence.
- ✓ Develop an understanding of how teens in New Hampshire are impacted by dating violence and unhealthy relationships.
- ✓ Engage in conversations around healthy dating and the importance of respect.
- ✓ Assess the student's understanding of teen dating violence.

#### **School-Wide Activities:**

- **Morning Announcements & Teen Dating Violence Awareness Videos:**  
"Good morning and welcome to Granite State RESPECT Week! February is Teen Dating Violence Awareness Month and this year **[INSERT SCHOOL NAME]** will be participating in a week-long awareness campaign that aims to educate you on the signs of teen dating violence and provide you with the tools to help yourself or a friend. There will be activities and social



media challenges each day with prizes for the lucky winners. Today, the first 5 students to post a photo of one of the Granite State RESPECT Week graphics using the hashtag *#RespectWeekNH* will be announced as the challenge winners and receive a prize! Graphics are available on the New Hampshire Coalition Against Domestic and Sexual Violence website and social media platforms. Let's kick off Granite State RESPECT Week and show everyone that the *[INSERT SCHOOL MASCOT]*'s value respect and healthy relationships! Ready, Set, RESPECT!"

- In the video library there are links to several TDV videos that are less than 1 minute. Playing a few of these short videos throughout the day, during morning announcements, at the start of classes, in all lunch periods, or in individual classrooms is a simple way to introduce Granite State RESPECT Week and continue conversations throughout the school day.

➤ **Teen Dating Violence (TDV) Factsheets:**

**Option 1)** Utilize the teen dating violence factsheet that is available on the NHCADSV website or contact your local crisis center to request resources and informational materials that you can use. Contact information for the 13 crisis centers is available in the Resources section. On Monday, post [TDV factsheet](#) on the school website and social media pages.

**Option 2)** Print and post [TDV factsheets](#) and other outreach materials around school with other [Granite State RESPECT Week flyers](#).

**Option 3)** Use [TDV factsheets](#) to host trivia contests during all lunch period. We recommend asking 2-3 trivia questions about TDV during each lunch period and giving away RESPECT Week prizes that are provided by NHCADSV for the students that participate.

## DAY 2: Tuesday, February 14<sup>th</sup> *Healthy Relationships*

**Overview:** The second day of Granite State RESPECT Week centers on healthy relationships and what they are made of. The goal of day two is to celebrate positive relationships, help students identify components of a healthy relationship and understand what a healthy relationship looks like.

**Objectives:**

- ✓ Identify qualities that make up a healthy relationship.
- ✓ Celebrate healthy relationships.
- ✓ Understand the importance of healthy relationships and the impact they can have on an individual, a school and a community.

## School-Wide Activities:

### ➤ **Morning Announcements & TDV Videos:**

“Good morning and Happy Valentine's Day! Today we will be celebrating **healthy relationships** and the positive impact they have on schools and communities. Participate in today's Granite State RESPECT Week Social Media Challenge and be eligible to win! The first 5 students to post a picture and feature AT LEAST ONE component of a healthy relationship in their caption while using the *#RespectWeekNH* hashtag will be announced as challenge winners and receive a prize!”

- *If your school chooses to create healthy relationships wall, please insert the below language into your morning announcements:*  
 “We will be celebrating healthy relationships today by creating our very own Healthy Relationships Wall in **[INSERT LOCATION IN YOUR SCHOOL]**. There will be tables set up during all lunch hours and in between classes for you to fill out a heart-shaped sticky note with a component of a healthy relationship or why you think healthy relationships are important. Our goal is to cover an entire wall and have visual representation of **[INSERT SCHOOL NAME]**'s commitment to healthy relationships.”
- Play a TDV video from the video library directly after morning announcements.

### ➤ **Healthy Relationships Wall**

- Each school will be provided with a set amount of heart-shaped sticky notes
- At the start of school, during all lunch periods, and at the end of the day, have a table set up with heart-shaped sticky notes and encourage students to write one component of a healthy relationship or why they think healthy relationships are important on the sticky note and then stick it to the designated wall.
- The goal of this activity is to cover a wall or designated space in your school with the heart-shaped sticky notes to have a visual representation of your school's successful participation in RESPECT Week and commitment to raising awareness about teen dating violence.



## DAY 3: Wednesday, February 15<sup>th</sup>

### Know the Signs

**Overview:** Wednesday, February 15<sup>th</sup> centers on the indicators of unhealthy relationships and teen dating violence. The goals for today are to identify characteristics of unhealthy and/or abusive relationships and educate students on the signs they can look out for in their own and/or a friend's relationship. Activities will provide students with the tools to recognize the signs of dating violence and the dynamics of power and control.

#### Objectives:

- ✓ Outline indicators of unhealthy relationships and abusive behavior.
- ✓ Understand that unhealthy relationships can take many forms and not all survivors respond the same way.
- ✓ Develop a basic understanding of the basics of power and control.
- ✓ Understand the role that technology plays unhealthy relationships.

#### School-Wide Activities:

##### ➤ **Morning Announcements & TDV Videos:**

“Good morning! Thank you for your participation in Granite State RESPECT Week thus far and for demonstrating *[INSERT SCHOOL NAME]*'s commitment to respectful relationships!

Abusive relationships operate through the use of power and control against someone in the relationship. Signs of abusive relationships include isolating a person from friends or family, excessive jealousy or possessiveness and monitoring someone's social media activity.

Educate yourself on the signs of unhealthy relationships so you know what to look for in your friends' relationships and in your own as well. Share your knowledge around unhealthy relationships by participating in the Granite State RESPECT Week Social Media Challenge!

The first 5 students to tweet @NHCADSV with AT LEAST ONE sign of an unhealthy relationship hashtag will be announced as challenge winners and receive a prize!”

- *If your school chooses to participate in the Know the SIGNS activity, please insert the below language into your morning announcements:*

“There will signs posted around the school, each of which will represent one sign of an unhealthy relationship. While you're walking to class or on your way to your locker, please check out the posters that your classmates have created and familiarize yourself with the signs of unhealthy relationships.”

- Play a TDV video from the video library directly after morning announcements.

➤ **Know the SIGNS:**

- Designate a group of students to make posters that outline the signs of teen dating violence. Using the “Know the Signs” document available on the NHCADSV website, assign each student to a specific sign and have them create a poster that represents it.
- For example, if a student is assigned technology as a tool for control, they could cover their poster in social media logos, examples of ways in which technology can be used to control another person (e.g. needing to know the other person’s passwords, monitoring their social media or using social media as a tool to embarrass someone).
- Then, take all of the posters that were created by the student group and post them all over your school on Wednesday, February 15<sup>th</sup>.

## DAY 4: Thursday, February 16<sup>th</sup> *Be A Friend*

**Overview:** Thursday, February 16<sup>th</sup> is centered on being an active bystander when a student recognizes that a friend, peer, or even they are in an unhealthy relationship. All activities that are scheduled for this day highlight the resources that are available to students in hopes that if they find themselves or a friend in an unhealthy relationships, they will know what options they have and where to turn for help. After participating in Wednesday’s “Know the Signs” day, Thursday will better equip students to safely intervene and support a peer when they have identified an unhealthy relationship.

**Objectives:**

- ✓ Provide students with sample language to use if a friend discloses that they are in an unhealthy relationship.
- ✓ Inform students of the services offered by their local crisis center and how to access them.
- ✓ Outline options that students can offer to a friend or utilize themselves when coping with dating violence.
- ✓ Understand how to help a friend check the privacy settings on their phone and review the basics of safety planning.

**School-Wide Activities:**

Post crisis center factsheets around the school so students know who their local crisis center is, how to contact them and the services that they provide.

➤ **Morning Announcements & TDV Videos:**

“Good morning! Today is the fourth day of Granite State RESPECT Week and our focus today is on being a friend. After yesterday’s activities, you are aware of the signs of unhealthy relationships and have the tools to identify them. Now, it’s important to have information about local resources so you can support a friend or seek help for yourself. **[INSERT LOCAL CRISIS CENTER NAME]** is our local crisis center and they provide free and confidential support services to those that have been impacted by violence. **[INSERT LOCAL CRISIS CENTER**



**NAME]** has a 24/7 confidential hotline that you can call at any time to speak with an advocate, the hotline number is **[INSERT LOCAL CRISIS CENTER HOTLINE NUMBER]**. To learn more about resources that are available to you, follow @NHCADSV on Twitter, Facebook and Instagram or head to **[INSERT LOCAL CRISIS CENTER NAME]**'s website. The first 5 students to tweet @NHCADSV with the name, phone number and one service provided by your local crisis center will be announced as the winners of the challenge and receive a prize! Tomorrow is the last day of Granite State RESPECT Week; please wear orange to show your support for healthy and respectful relationships!"

- *If your school chooses to participate in the Know the SIGNS activity, please insert the below language into your morning announcements:*  
"There will be a table set up during all lunch periods and at the end of the day with information about **[INSERT YOUR LOCAL CRISIS CENTER NAME]** and their services. Get informed so you can be a supportive friend!"
- Play a TDV video from the video library directly after morning announcements.
- **Outreach Table Local Crisis Center:**
  - Have students table at the start of school, during lunches and at the end of day to hand out RESPECT Week materials and materials from your local crisis center.

## DAY 5: Friday, February 17<sup>th</sup> Pledge Day

**Overview:** Friday, February 17<sup>th</sup> is the final day of Granite State RESPECT Week! On Friday, all students and faculty will have the opportunity to take the Granite State RESPECT Pledge and demonstrate their commitment to fostering and upholding a culture of respect in their school and community. In addition to everyone signing the pledge, schools and students are encouraged to develop a custom action plan to continue the work they have done to promote respect within their school. On the last day of the campaign, we encourage all student and faculty at high schools across New Hampshire to wear orange in support of healthy relationships and to take a stance against teen dating violence.

### **Objectives:**

- ✓ Encourage students, faculty and staff to take the Granite State RESPECT Pledge.
- ✓ Reflect on what students and faculty have learned over the course of the week.
- ✓ Identify next steps and develop and action plan for ongoing awareness.
- ✓ Assess the effectiveness of Granite State RESPECT Week by participating in the school-wide survey.

## **School-Wide Activities:**

### ➤ **Morning Announcements & TDV Videos:**

“Happy Friday! Today is the final day of Granite State RESPECT Week and it is Pledge Day! Thank you for your participation and enthusiasm throughout this week! We have all learned a lot about the components of healthy relationships, the signs of an abusive relationship and the resources we can reach out to for support. Today **[INSERT YOUR SCHOOL NAME]** will take the pledge to uphold our commitment to healthy relationships and a culture of respect here in our school. You can also share the individual pledge on social media; it is available on the NHCADSV website and on all of their social media platforms. Teen Dating Violence Awareness month continues through the end of February and we encourage you all to continue to spread the word about respectful relationships on social media. Let’s take what we have learned this week and continue to treat each other with the upmost respect because together we can end teen dating violence.”

- *If your school chooses to make the pledge your own, please insert a brief description of your activity here.*
- Play a TDV video from the video library directly after morning announcements.

### ➤ **Make the Pledge Your Own:**

- An electronic version of the RESPECT Pledge will be available on the NHCADSV website and will be shared widely on our social media platforms. But, in addition to signing and sharing the electronic pledge, we challenge schools to demonstrate their commitment respect in their own unique way! We have outlined a few options for your school to take the pledge, but we encourage you to come up with your own ideas!
  1. Using poster boards or poster paper and orange paint. Have all students that are interested in taking the pledge place their hand in the orange paint and make a handprint on the poster. Students should have the option to write their name under their handprint. Then, display the covered posters in your front hallway to demonstrate your schools commitment to respectful and healthy relationships.
  2. Using orange streamers, have each student write their name and why respect is important to them on a 2 foot strand of streamer. Then, hang the streamers from the wall or ceiling in your front hallway to demonstrate your schools commitment to respectful and healthy relationships.
  3. Using orange construction paper, cut 2 inch wide strands and have each student write what respect means to them or simply write their name on the strand of paper. Then create a paperchain with the strands of paper to represent the strong connections that exist in your school and demonstrate your schools commitment to respectful and healthy relationships.
  4. Take photos of students holding up a sign that says “[Insert School Name] values healthy relationships and RESPECT!” Then, create a photo collage of the photos of students and faculty to demonstrate your schools commitment to respectful and healthy relationships.



## Social Media Guidelines

Throughout Granite State RESPECT Week all social media activity will be linked by using the hashtag [#RespectWeekNH](#). We encourage schools and students to use this hashtag to promote the campaign in the weeks leading up to February 13<sup>th</sup>-17<sup>th</sup>.

Other hashtags that we encourage schools and students to use are [#teenDVmonth](#) and [#orange4love](#). These hashtags are linked to the national teen dating violence awareness month and will allow social media users to share their messages about healthy relationships and respect with teens all across the country.

Daily social media challenges have been outlined for the campaign, most of which will contain give away prizes for select participants. Beyond these planned activities, we hope to use the designated hashtags to continue to raise awareness about teen dating violence, share future projects that schools participate in and continue to emphasize the importance of respect in schools and communities across New Hampshire.



### Prizes:

The contest winners for the daily social media challenge will receive prizes for their participation. We do not condone students posting identifying information such as their full name, school, city or phone number on social media. To ensure students are practicing safe social media habits but are still eligible to participate in the challenges to win prizes, we have outlined the following procedure:

- Student tags @NHCADSV in their post or response
- When the contest has concluded NHCADSV will write a post that includes the winning students social media handles (e.g. @WeLoveRESPECT01) with a message letting the winners know to email [Madison@nhcadsv.org](mailto:Madison@nhcadsv.org) to claim their prize
- In the private email exchange, NHCADSV staff will ask the student for their name and the school that they attend
- NHCADSV will mail or deliver the prizes to the student's school and notify school administration.

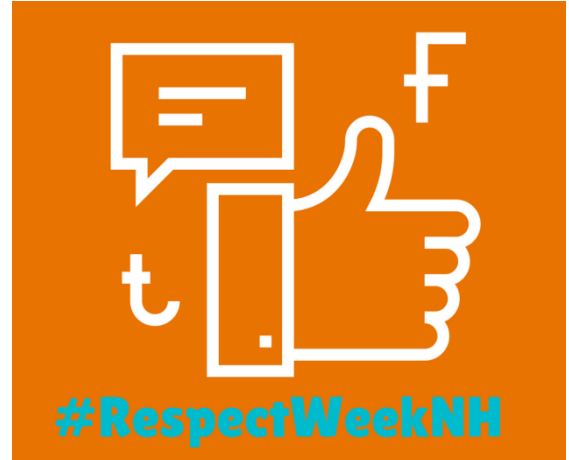
### Social Media Challenge:

Each day of Granite State RESPECT Week will have its own social media challenge that ties into the theme of the day. We encourage schools to share the daily social media challenge during your morning announcements, all lunch periods and on your school website.



### Day 1: Spread the Word!

Social media can be a powerful tool to raise awareness, take a stance and start important conversations amongst your personal network. We challenge all students and faculty to change their profile pictures and cover photos on Twitter, Facebook and Instagram to the Granite State RESPECT graphics that are available at [http://www.nhcadsv.org/Granite\\_State\\_RESPECT\\_Week.cfm](http://www.nhcadsv.org/Granite_State_RESPECT_Week.cfm)



#### CHALLENGE!

The first 5 students to post a photo of one of the Granite State RESPECT Week graphics using the hashtag **#RespectWeekNH** will be announced as the challenge winners and receive a prize!

### Day 2: Share the Love!

The second day of Granite State RESPECT Week celebrates healthy relationships! There are a wide range of options for schools to choose from on this day of the campaign and we encourage students and schools to share photos of their school-wide activities using **#RespectWeekNH** to highlight the efforts happening across the state.

#### CHALLENGE!

The first 5 students to post a picture and feature AT LEAST ONE component of a healthy relationship in their caption while using the **#RespectWeekNH** hashtag will be announced as challenge winners and receive a prize!

### Day 3: Shout the Signs!

Teen dating violence and unhealthy relationships can take many forms. The third day of Granite State RESPECT Week focuses on the signs of teen dating violence, abuse and unhealthy relationships. Share photos of your school's activities with NHCADSV on social media! The most creative photos will be featured on the NHCADSV website.

#### CHALLENGE!

The first 5 students to tweet @NHCADSV with AT LEAST ONE sign of an unhealthy relationship hashtag will be announced as challenge winners and receive a prize!

### Day 4: Support A Friend!

The goal of day 4 is to inform students and faculty of the resources that are out there if you are supporting a friend or need to seek support for yourself. Once you identify an unhealthy relationship, having the tools to navigate the next steps is essential. Your local crisis center offers free and confidential support services to everyone in your community. We encourage schools and students to post the logo of your local crisis center, share their 24/7 hotline number and spread the word about your local crisis center.

**CHALLENGE!**

The first 5 students to tweet @NHCADSV with the name, phone number and one service provided by your local crisis center will be announced as the winners of the challenge and receive a prize!

**Day 5: Step Up!**

The final day of Granite State RESPECT Week challenges schools to take the pledge to show their commitment to fostering a culture of respect and continuing to raise awareness about teen dating violence. While there will be a written pledge available on the NHCADSV website and social media platforms, we encourage schools to take the pledge in their own unique way. Examples of alternative ways in which schools can demonstrate their commitment to respectful relationships are outlined in the implementation guide. We want to see the creative way that your school chose to take the pledge so please share photos with us on social media!

**CHALLENGE!**

NHCADSV invites schools to share photos of their RESPECT Pledge for a photo contest! The photos will be judged on creativity and the level of participation demonstrated. Schools and students can post photos to their Facebook, Instagram and/or Twitter accounts with the hashtag **#RespectNHPhotoChallenge**. Schools can also email the photos to [Madison@nhcadsv.org](mailto:Madison@nhcadsv.org) with the name of their school and the name of the faculty member who will serve as the primary contact, should your school win. The top schools will receive a cash prize to be used for continuing to build upon the foundation that was set during Granite State RESPECT Week. Please consider continuing to collaborate with your local crisis center and other local service providers on a project centered on healthy relationship and teen dating violence education. We would love to hear about your project!





## Small Group Activity Index

This section is designed for schools and teachers to select activities that best meet their needs and capacity. We encourage school administration to share this section widely with teachers as most of the featured activities are designed for a small group or classroom setting. We encourage you to implement activities as you see fit to customize your schools' Granite State RESPECT Week experience. Please find printable handouts for each individual activity in the Activity Appendix.



### Analyzing Media Influence on Relationships and Violence Activities

#### **Sound Relationships Nutrition Manual**

**Activity Snapshot:** Analyze the dynamics of relationships in songs and consider how media influences the culture of relationships in your own school and peer group.

**Source:** *Boston Public Health Commission, 2009*

#### **Activity Links:**

<http://www.bphc.org/whatwedo/violence-prevention/start-strong/Documents/Start%20Strong%20Sound%20Relationships.pdf>

<http://www.bphc.org/whatwedo/violence-prevention/start-strong/Documents/2011%20%20Healthy%20Unhealthy%20Songs%20of%202011.pdf>

<http://www.bphc.org/whatwedo/violence-prevention/start-strong/Documents/Top%2010%202010-1.pdf>

### **Movie Critic**

**Activity Snapshot:** Analyze the dynamics of relationships shown in movies and consider how media influences the culture of relationships in your own school and peer group.

**Source:** *Washington Coalition Against Sexual Assault, 2013*

#### **Instructions:**

- Choose any movie. This can be a movie you were already planning on showing in class, or it can be a film (or portion of a film) of your choosing.
- Ask students to identify scenes, relationships, themes and link them back to items on the power and control wheel:

<http://www.ncdsv.org/images/teen%20p&c%20wheel%20no%20shading.pdf>



- Rate the relationships you see and facilitate a discussion on the types of relationships you see in the film:
- Fun/enjoyable: both people are having a good time



- Respectful: both people share in decision making and are free to choose what is right for them



- Drama: a lot of yelling, breaking up/making up, and/or possessiveness



- Violence: passion grabbing, slapping, shoving as a way to show how 'intense' the love is



**True View: The Whole Picture**

**Activity Snapshot:** Analyze the dynamics of relationships shown in music videos and consider how media influences the culture of relationships in your own school and peer group.

**Source:** Boston Public Health Commission, 2010

**Activity Link:**

[http://www.bphc.org/whatwedo/violence-prevention/start-strong/Documents/188\\_BPHC-TrueView%20tool-final\\_v1-1.pdf](http://www.bphc.org/whatwedo/violence-prevention/start-strong/Documents/188_BPHC-TrueView%20tool-final_v1-1.pdf)

**Scenario-Based Classroom and Small Group Activities:**

**Relationship Spectrum Activity:**

**Activity Snapshot:** On a chalkboard or dry erase board, make three columns labeled: Healthy, Unhealthy and Abusive. Print and cut out the relationship behaviors in this toolkit and hand them out to students. Have students determine which behaviors are healthy, unhealthy or abusive by taping them in the appropriate columns. This activity can be modified for a full classroom, small group or individuals.



**Source:** Loveisrespect High School Educators Guide, p.19

**Activity Link:** <http://www.loveisrespect.org/wp-content/uploads/2016/08/highschool-educators-toolkit.pdf>



## Violence Continuum Activity:

**Activity Snapshot:** To engage students in critical thinking about healthy, unhealthy and harassing dating and relationship behaviors.

**Source:** *AMHC Sexual Assault Services and Maine Coalition Against Sexual Assault*

**Activity Link:**

[http://www.mecasapreventiontoolkit.org/uploads/4/4/3/6/44365787/violence\\_continuum\\_amhc.pdf](http://www.mecasapreventiontoolkit.org/uploads/4/4/3/6/44365787/violence_continuum_amhc.pdf)

## Designated Daters Activity:

**Activity Snapshot:** To build awareness about dating behaviors, critical thinking, and to encourage positive bystander engagement

**Source:** *Sexual Assault Crisis Center (SACC, a subsidiary of Sexual Assault Prevention and Response Services (SAPRS) and the Maine Coalition Against Sexual Assault*

**Activity Link:**

[http://www.mecasapreventiontoolkit.org/uploads/4/4/3/6/44365787/designated\\_dater\\_sacc.pdf](http://www.mecasapreventiontoolkit.org/uploads/4/4/3/6/44365787/designated_dater_sacc.pdf)

## Stepping In Activity

**Activity Snapshot:** Students will learn how to cultivate healthy relationships and how to recognize and intervene in unhealthy relationships. Educators will have an opportunity to raise awareness about dating violence and help prevent it by guiding students to understand the facts and how to intervene.

**Source:** *Love Is Respect High School Educators Guide, p.14*

**Activity Link:**

<http://www.loveisrespect.org/wp-content/uploads/2016/08/highschool-educators-toolkit.pdf>

## Additional Activities:

### Am I A Good Partner Activity?

**Activity Snapshot:** Take this quiz to understand how to be a good partner and learn more about the dynamics of healthy and unhealthy relationships.

**Source:** *Love is Respect*

**Activity Link:**

<http://www.loveisrespect.org/am-i-a-good-partner-quiz/>



### Cool Not Cool Quiz

**Activity Snapshot:** Take this interactive quiz to learn more about the dynamics of healthy and unhealthy relationships.

**Source:** *That's Not Cool*

**Activity Link:**

<http://www.coolnotcoolquiz.org/>

### How's Your Relationship Cards: Chat About Love With Those You Love

**Activity Snapshot:** No one is too young or too old to think about what a healthy relationship looks like and feels like. These activity cards help you get the conversation started so you can chat about love with those you love.

**Source:** *Washington Coalition Against Sexual Assault*

**Activity Link:**

<http://wscadv.org/resources/hows-your-relationship-conversation-cards/>

### How's Your Relationship? Conversations with Someone About Their Abusive Behavior

**Activity Snapshot:** It's hard to admit or even recognize when someone we care about is being abusive. When we do start to see it, some of us want to vote them off the island and some of us want to stick our head in the sand. But what if we want to continue to be in community with folks who have done harm? These cards will help you talk with a person in your life who is struggling in their relationship, who maybe isn't their best self, and who has the will to change.

**Source:** *Washington Coalition Against Sexual Assault*

**Activity Link:**

<http://wscadv.org/wp-content/uploads/2015/06/Hows-Your-Relationship-Abusive-Behavior-Cards.pdf>

## Video Library

### #That'sNotLove: One Love Foundation

Intensity <https://www.youtube.com/watch?v=xZodyjWEdp0>

Obsession: <https://www.youtube.com/watch?v=rtdqEIlSQ4>

Isolation: <https://www.youtube.com/watch?v=2PCsnO2oWV0>

Guilt: <https://www.youtube.com/watch?v=fCZCJkt53Cs>

Put Downs: <https://www.youtube.com/watch?v=CTK5ObpBdV0>

Anger: <https://www.youtube.com/watch?v=PLgzmcMloCk>

Control: <https://www.youtube.com/watch?v=v2IF1OZ48IQ>

Because I love You: One Love Foundation <https://www.youtube.com/watch?v=4JYyHa03x-U>

Signs of Healthy Relationship: Student Success [https://www.youtube.com/watch?v=wmxVv-x3l\\_c](https://www.youtube.com/watch?v=wmxVv-x3l_c)

Tea and Consent (clean version): <https://www.youtube.com/watch?v=fGoWLWS4-kU>

## Resources for Next Steps

### Support for victims and their friends and loved ones:

Domestic violence and sexual assault crisis centers:

[http://www.nhcadsv.org/crisis\\_centers.cfm](http://www.nhcadsv.org/crisis_centers.cfm)

Domestic Violence 24-hour Hotline: 1-866-644-3574\*

Sexual Assault 24-hour Hotline: 1-800-277-5570\*

*\*Staffed with confidential advocates 24/7/365. You don't need to be in crisis to call.*

### Creating Safe School Environments:

Love Is Respect Educators Toolkits:

High School Educators Toolkit:

<http://www.loveisrespect.org/wp-content/uploads/2016/08/highschool-educators-toolkit.pdf>

Middle School Educators Toolkit:

<http://www.loveisrespect.org/wp-content/uploads/2016/08/middle-school-educators-toolkit.pdf>

Love Is Respect Student Council Toolkit: Dating Abuse Facts and Campaign Ideas for Your School.

<http://www.loveisrespect.org/wp-content/uploads/2015/02/TASC-toolkit-2014.pdf>

New Hampshire Department of Education InspirED Network - Child Sexual Abuse & Youth Sexual Violence: Prevention and Response Resources Group:

<http://nh.getinspired.2revolutions.net/groups/10292>

### Policies:

Training and technical assistance on mandated reporting in New Hampshire: Granite State Children's Alliance:

<http://www.cac-nh.org/>

Title IX (Resource for students):

<http://knowyourix.org/high-school/>

U.S. Department of Justice, Office of Violence Against Women: Protecting Students from Sexual Assault

<https://www.justice.gov/ovw/protecting-students-sexual-assault>

Considerations for School District Sexual Misconduct Policies. White House Task Force to Protect Students from Sexual Assault, September 2016:

<https://www.justice.gov/ovw/file/900716/download>

Safe Place to Learn: Prevent, Intercede, Respond to Sexual Harassment of K-12 Students

<https://safesupportivelearning.ed.gov/safe-place-to-learn-k12>



## Additional Resources:

Love is Respect downloadable materials: Fact sheets, quizzes, safety plans, tip sheets, posters, palm cards:  
<http://www.loveisrespect.org/resources/download-materials/>

Teen Power & Control Wheel (Interactive, with links to videos): Love is Respect  
<http://www.loveisrespect.org/is-this-abuse/power-and-control-wheel/>

Teen Power & Control Wheel (printable): National Center on Domestic and Sexual Violence  
<http://www.ncdsv.org/images/teen%20p&c%20wheel%20no%20shading.pdf>

## Preventing Domestic and Sexual Violence in New Hampshire

*To learn more about prevention work in your area, contact your local crisis center education staff.*

- ✓ Free school and community-based programs
- ✓ Age-appropriate, aligned with DOE curriculum requirements, research and evidence-informed programs
- ✓ Professional staff trained in classroom education, victim advocacy, and violence prevention
- ✓ Staff expertise in handling disclosures and linking students, parents, and teachers to support and services
- ✓ Programs at **130 schools and youth-serving institutions** in 2016

### Core Concepts/Skills for Youth and Adults

- ❖ Sexual Health & Development
- ❖ Information About Sexual Violence
- ❖ Safety & Asking for Help
- ❖ Empowerment, Consent, Respect, Body Autonomy
- ❖ Empathy skills
- ❖ Bystander Intervention
- ❖ Reducing harmful gender stereotypes
- ❖ Intersections of Oppression

### Community Education & Resources

- ❖ Trauma informed advocacy and support for victims
- ❖ Resources for working with Youth with Harmful Sexual Behaviors
- ❖ Training for teachers, coaches, youth-serving institutions, medical community on identifying and responding to trauma
- ❖ Community resources, referrals, and connectedness
- ❖ Adherence to mandated reporting requirements

### Policy & Statewide Goals

- ❖ Policies to protect victims and hold perpetrators accountable: state statutes, mandated reporting, and school policies
- ❖ Collaboration with law enforcement and judicial system
- ❖ Media advocacy
- ❖ Social norms that are intolerant of sexual violence
- ❖ Policies and social norms that promote gender equity

*"I learned how to keep myself safe. It was important to see." - 3<sup>rd</sup> grade student*

*"I feel confident that it changes their attitudes. I do feel it's extremely beneficial for them: They are informed and empowered...Kids should have as much information as possible...they're very grateful for it." -High School Health Teacher*

## References

Resources, activities, and statistics from the following organizations were used throughout the Granite State RESPECT Week Toolkit:

Boston Public Health Commission, Start Strong Program

<http://www.bphc.org/whatwedo/violence-prevention/start-strong/Pages/Start-Strong.aspx>

Love Is Respect

<http://www.loveisrespect.org/>

Maine Coalition Against Sexual Assault

[www.mecasa.org](http://www.mecasa.org)

National Center on Domestic and Sexual Violence

<http://www.ncdsv.org/>

New Hampshire 2015 Youth Risk Behavior Survey

[http://education.nh.gov/instruction/school\\_health/hiv\\_data.htm](http://education.nh.gov/instruction/school_health/hiv_data.htm)

One Love Foundation

<http://www.joinonelove.org/>

That's Not Cool

<https://thatsnotcool.com/>

Washington Coalition of Sexual Assault Programs

<http://www.wcsap.org/>

Washington State Coalition Against Domestic Violence

<http://wscadv.org/>



## Printable Activity Handout Appendix

The Printable Activity Handouts Appendix provides teachers with the necessary handouts to implement the activities outlined in the Small Group Activity Index. Each handout included in below corresponds to a small group activity. We recommend contacting your local crisis center educator to discuss activities that you will be implementing, get feedback around which activities would fit best on each day and answer any additional questions you may have.

The small group activities can be implemented by individual teachers throughout their classes or can be used during lunch periods and assemblies. We have provided a wide variety of activities for schools to choose from and are excited to see how each school integrates these activities into their very own Granite State RESPECT Week.



# Nutritional Impact

Artist:

Song title:

Serving Size: Min:

Sec:

Amount per serving:	Present (X)	Intensity level (1-10)
<b>Unhealthy Relationship Ingredients</b>		
Drama		
Possession/obsession		
Disrespect		
Relationship = sex		
Manipulation		
<b>Total Unhealthy</b>		
<b>Healthy Relationship Ingredients</b>		
Fun/Enjoyable		
Support		
Respect		
Equality		
Trust		
<b>Total Healthy</b>		

**The song may portray:** **Drama:** a belief that making up/breaking up, yelling, bitter arguing, destroying property or a general sense that unhealthy conflict in the relationship is part of a normal relationship. **Possession/Obsession:** a belief that another person is an object to use for one's personal benefit. This could also include stalking, objectification, and controlling behavior. **Disrespect:** a belief that it is acceptable to disregard another person's feelings, ideas, opinions and wishes. This could include name calling, put downs, minimizing language, and cheating. **Relationship=sex** a belief that the main component or focus of the relationship is sex. **Manipulation:** a belief that it is acceptable to lie or use another person's emotions or vulnerabilities to get what is desired. This could include guilt trips, lying, and using alcohol to get sex. **Fun/Enjoyable:** a belief that relationships are enjoyable and fun. **Support:** a belief that a relationship includes building up the other person's confidence and strengths. This could include encouraging another person to make healthy decisions to better themselves, even when the other person may not totally agree. **Respect:** a belief that another person has value and is appreciated and recognized for their ideas, thoughts, and decisions. This could include the use of positive or supportive words to describe the other person. **Equality:** a belief that both parties share in decision making and are free to choose what is right for them. One person does not have power over the other either in decision making or sex. **Trust:** a belief that the other person in the relationship has your best interest at heart. This could include being faithful and honest.

## SOUND RELATIONSHIPS

Music, like food, can feed our brains and give us energy. But, it also can be filled with ingredients that can affect us negatively. Some music may even have an influence on our health and the health of our relationships. This instrument will help you evaluate the "nutritional" value of the music you might listen to. We want you to put on your headphones, turn up the volume and become a song lyrics nutritionist. Just follow these easy steps.

### STEP ONE: Find a song

Select a song. Find the lyrics of the song either from the CD insert, or search for them online. Print out the lyrics, and read them to get a feel for the main themes in the song.

### STEP TWO: Determine if the song has a relationship theme

Songs with a relationship theme describe an emotional or physical connection between two or more people and should support, celebrate or glorify the unhealthy or healthy characteristics of the relationship.

### STEP THREE: Score the song lyrics

Carefully examine the song's title and all lyrics in the chorus and verses of the song. Now look at the Song Lyric Scoring Label to the left. Check the "PRESENT" box for each relationship ingredient that you find in the song. The definitions for each relationship ingredient are at the bottom of the label. Finally, for each ingredient that is present in the song, assign it a score from 1-10 in the "INTENSITY LEVEL"

box based on how much of that relationship ingredient you feel is in the song. A score of 1 would indicate that there is a very low level of that relationship ingredient in the song while a score of 10 would indicate a very high level of that relationship ingredient. When assigning an intensity score, consider how those particular lyrics impact the overall message of the song.

### STEP FOUR: Total your numbers

Add up the scores from the intensity column in both the unhealthy and healthy sections. These totals indicate the unhealthy and healthy relationship "nutritional" value of the song's lyrics.

### STEP FIVE: Balance your "lyrical" diet

Use this tool whenever you want to find out the relationship ingredients of a song. Just like with the food we eat, it is important to have a balanced "song" diet that includes lots of healthy relationship ingredients. Knowing the ingredients will help you make an informed decision about which songs will promote good relationship health.



<b>Top 10 Unhealthy Songs 2011</b>		
<b>Song Title</b>	<b>Artist</b>	<b>Score</b>
Marvin's Room	Drake	33
What the Hell	Avril Lavigne	30
Backseat	New Boyz feat. The Cataracs and Dev	30
Down on Me	Jeremih feat. 50 Cent	28
Moves Like Jagger	Maroon 5 feat. Christina Aguilera	25
Bow Chicka Wow Wow	Mike Posner feat. Lil Wayne	24
Nothing	The Script	23
Give Me Everything	Pitbull feat. Ne-Yo, Afro Jack, & Nayer	22
Workout	J. Cole	19
Judas	Lady Gaga	18

<b>Top 10 Healthy Songs 2011</b>		
<b>Song Title</b>	<b>Artist</b>	<b>Score</b>
I Won't Let Go	Rascal Flatts	40
God Gave Me You	Blake Shelton	38
Stereo Heart	Gym Class Heroes feat. Adam Levine	35
I Love You This Big	Scotty McCreery	33
You Make Me Feel	Cobra Star Ship feat. Sabi	31
Sure Thing	Miguel	30
Honey Bee	Blake Shelton	30
Just a Kiss	Lady Antebellum	30
I Do	Colbie Caillat	28
Are You Gonna Kiss Me Or Not	Thompson Square	26

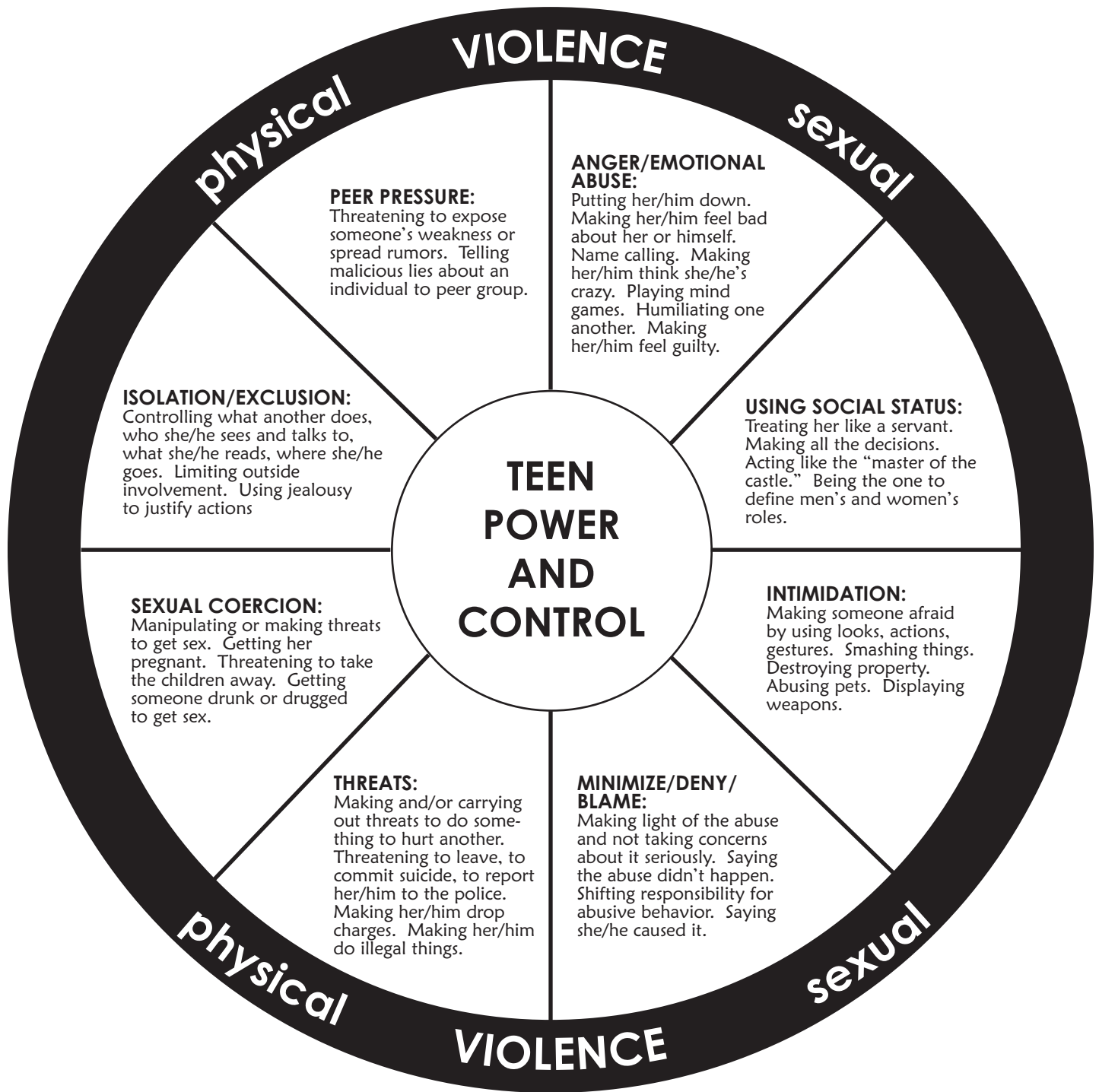


<b>Top 10: Songs with Unhealthy Relationship Ingredients (2010)</b>		
<b>Song</b>	<b>Artist</b>	<b>Score: 0-50</b>
1. Lil Freak	Usher	47
2. Hot Tottie	Usher	44
3. Love The Way You Lie	Eminem (ft. Rihanna)	35
4. Misery	Maroon 5	30
5. Only Girl	Rihanna	29
6. You Love Is My Drug	Kesha	28
7. F**k You	Cee Lo Green	27
8. Deuces	Chris Brown (ft. Tyga)	26
9. Eenie Meenie	Justin Bieber (ft. Sean Kingston)	26
10. Give It Up To Me	Shakira (ft. Lil Wayne)	25

<b>Top 10: Songs with Healthy Relationship Ingredients (2010)</b>		
<b>Song</b>	<b>Artist</b>	<b>Score: 0-50</b>
1. If It's Love	Train	45
2. Teenage Dream	Katy Perry	44
3. Everything To Me	Monica	33
4. Smile	Uncle Kracker	30
5. If We Ever Meet Again	Timbaland (ft. Katy Perry)	28
6. Naturally	Selena Gomez	25
7. When I Look At You	Miley Cyrus	23
8. Nothin On You	BoB	22
9. Mine	Taylor Swift	21
10. Just The Way You Are	Bruno Mars	20



# TEEN POWER AND CONTROL WHEEL



Produced and distributed by:

Developed from:  
Domestic Abuse Intervention Project  
202 East Superior Street  
Duluth, MN 55802  
218.722.4134



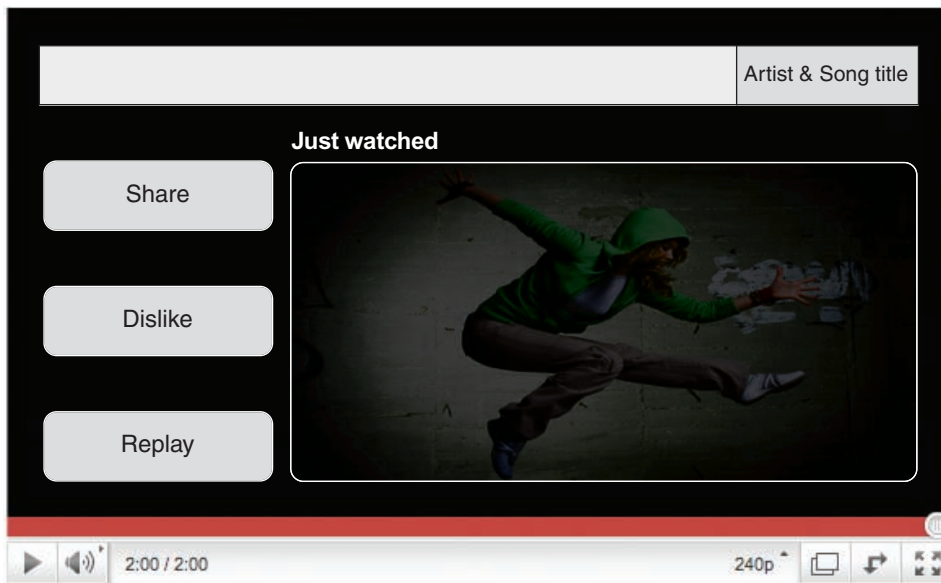
**NATIONAL CENTER**  
on Domestic and Sexual Violence  
*training • consulting • advocacy*

4612 Shoal Creek Blvd. • Austin, Texas 78756  
512.407.9020 (phone and fax) • [www.ncdsv.org](http://www.ncdsv.org)

## The Whole Picture

The songs we listen to affect us. The songs we listen to and watch may have an even greater impact. Since music videos can have an influence on our health and the health of our relationships, it is especially important to be a critical viewer.

Take these steps to help you discover if the music videos you watch are portraying healthy or unhealthy relationships. Get comfortable, get online, and get the whole picture.



Unhealthy Views		0-5
<b>Drama</b>	Wow! This video shows one or both partners doing a lot of making up/breaking up, yelling, destroying property, etc.	<input type="checkbox"/>
<b>Possession</b>	Crazy! This video shows one or both partners constantly calling, checking on, thinking about, or trying to control the other person, etc.	<input type="checkbox"/>
<b>Disrespect</b>	No way! This video shows one or both partners flirting with other people, cheating, touching inappropriately, ogling, etc.	<input type="checkbox"/>
<b>Relationship = sex</b>	Uh uh! This video takes place mostly in the bedroom, shows one or both partners with very few clothes, focuses primarily on the physical parts of the relationship, etc.	<input type="checkbox"/>
<b>Manipulation</b>	Whoa! This video shows one partner buying/giving gifts in order to get what he/she wants, using alcohol to get sex, etc.	<input type="checkbox"/>
<b>Total Unhealthy Views</b>		<input type="checkbox"/>
Healthy Views		0-5
<b>Fun/Enjoyable</b>	Awww! This video shows both partners laughing, smiling, doing activities together, etc.	<input type="checkbox"/>
<b>Support</b>	This video shows both partners comforting each other, watching/praising each other as they try something new, etc.	<input type="checkbox"/>
<b>Respect</b>	Yup! This video shows both partners talking and listening to each other, helping one another, etc.	<input type="checkbox"/>
<b>Equality</b>	Great! This video shows both partners making decisions together, sharing decision-making around sex, etc.	<input type="checkbox"/>
<b>Trust</b>	Wow! This video shows both partners sharing secrets, looking each other directly in the eyes, hanging out with other friends, etc.	<input type="checkbox"/>
<b>Total Healthy Views</b>		<input type="checkbox"/>

## Directions

### Step One: Find a music video

Select a music video of a song you enjoy. Watch the video on YouTube, iTunes, or TV. Begin with just getting a feel for the main themes of the images and behaviors of the people in the video.

### Step Two: Determine if the music video has a relationship theme

Decide if the music video has a relationship theme. Look for two or more people with an emotional or physical connection. This connection should support or celebrate the healthy or unhealthy characteristics of the relationship.

### Step Three: Score the music video

Watch the music video carefully, looking for images that give you information about the relationship. You may need to watch it more than once.

Look at the TrueView scoring tool to the left. For each healthy or unhealthy "view" that is present in the music video, assign a score. A score of **0** indicates that there is none of that relationship element present while a score of **5** indicates a very high level of that relationship element.

### Step Four: Total your numbers

Add up the scores in both the unhealthy and healthy comment sections. These totals indicate the unhealthy and healthy relationship "views" contained in the music video.

### Step Five: Replay, Dislike or Share

Based on your scores, choose one of the three choices in the video screen:

Circle **SHARE** if you think the overall message about relationships is something you admire and would like to share with others.

Circle **DISLIKE** if you think the overall message celebrates or glorifies unhealthy relationships.

Circle **REPLAY** if you are unsure of the overall message conveyed about the relationship. If you circle this choice, you may want to view the video again alone or with another person who might be able to help you evaluate it.

Use this tool whenever you want to find out the relationship views of a music video.

**Your partner tells you how special you are and how much they care about you.**

**Your partner uses a name or pronoun that you don't like but stops using it once you correct them or ask them not to.**

**Your partner appreciates your passions and encourages you to do the things you love.**

**You miss your partner when you go on vacation with your family but you have a really good time anyway.**

**You had a really good day and can't wait to tell your partner because you know they will be excited about to hear about it.**

## Relationship Spectrum - Examples

**You and your partner feel like you can share things with each other, but you also feel like you can keep some things private.**

**If you have a disagreement your partner uses the silent treatment and won't talk to you for days.**

**Your partner says you don't really love them because you want to go to a movie with a friend instead of spending time alone with them.**

**You always feel like your partner's wishes and goals come first.**

**You and your partner agree to take the night off from texting or calling each other, but while you're out with your friends your partner calls and texts you multiple times to say they miss you.**



## Relationship Spectrum - Examples

**Your partner refuses to spend time with your family, but still expects that you spend time with theirs.**

**Your partner texts you more than you want them to and gets angry if you don't respond.**

**Your partner controls your FB and other social media accounts.**

**After an argument, your partner blocks the doorway and takes your keys to prevent you from leaving.**

**Your partner randomly stops by your job even though you told them it made you uncomfortable.**

**Your partner threatens to tell other people about your sex life or share private photos or texts.**

**Your partner gives you gifts but demands something in return, like money or sexual acts.**

**Your partner demands access to your bank account.**

**When you go to your favorite restaurant and order something different, your partner acts disgusted and calls you stupid for ordering it.**

**Your partner tells you they wouldn't hit you if you just did things the right way.**

## Relationship Spectrum - Key

### Healthy

Your partner tells you how special you are and how much they care about you

Your partner uses a name or pronoun that you don't like but stops using it once you correct them or ask them not to

Your partner appreciates your passions and encourages you to do the things you love

You miss your partner when you go on vacation with your family but you have a really good time anyway

You had a really good day and can't wait to tell your partner because you know they will be excited about to hear about it

You and your partner feel like you can share things with with each other, but you also feel like you can keep some things private

### Unhealthy

If you have a disagreement your partner uses the silent treatment and won't talk to you for days

Your partner says you don't really love them because you want to go to a movie with a friend instead of spending time alone with them

You always feel like your partner's wishes and goals come first

You and your partner agree to take the night off from texting or calling each other, but while you're out with your friends your partner calls and texts you multiple times to say they miss you

Your partner refuses to spend time with your family, but still expects that you spend time with theirs.

Your partner texts you more than you want them to and gets angry if you don't respond

### Abusive

Your partner controls your FB and other social media accounts

After an argument, your partner blocks the doorway and takes your keys to prevent you from leaving

Your partner randomly stops by your job even though you told them it made you uncomfortable

Your partner threatens to tell other people about your sex life or share private photos or texts

Your partner gives you gifts but demands something in return, like money or sexual acts

Your partner demands access to your bank account

When you go to your favorite restaurant and order something different, your partner acts disgusted and calls you stupid for ordering it

Your partner tells you they wouldn't hit you if you just did things the right way

## Healthy Relationships: Violence Continuum

<b>Activity Type:</b>	Activity
<b>Intended Audience:</b>	Grades 6-graduation
<b>Intended Length:</b>	15-20 minutes
<b>Authoring Center:</b>	AMHC Sexual Assault Services <i>Serving Aroostook County</i>
<b>Special Considerations:</b>	Materials: "Helpful" "Harmless" and "Harmful" signs; handouts of healthy

**Lesson/Activity Objective:** To engage students in critical thinking about healthy, unhealthy and harassing dating and relationship behaviors.

**Notes:** Students can work individually or in groups. Sometimes they work better in groups because they are a bit braver that way.

**Lesson/Activity Instructions:** Place Helpful, Harmless, Harmful signs on one wall of the room, spaced well apart as space allows. Hand out behaviors and words that are used in relationships (friendly or romantic), one per page. Have them place the behaviors between the signs, making up a 'continuum' of relationship behaviors. At the end, have students or groups report out how they decided on placement, and the full group can discuss outcomes and the placement together (and rearrange, if need be).

**Sample Behaviors** (these can be modified to be age appropriate):

- Texts all the time asking where you am and who you're with
- Gets angry when you spend time with other people
- Pressures you to do things sexually you're not ready for
- Gives you space to hang out with your friends
- Makes you feel stupid or ashamed
- Writes things that are untrue on your Facebook wall or other public space
- Grabs your arm
- Yells at you
- Takes their anger out on you
- Pressures you- about what to wear, what to do, who to see
- Makes you feel safe and comfortable
- Calls you names
- Respects your boundaries
- Sends you texts or emails that make you feel uncomfortable

*Each local sexual assault support center has invested time and resources developing these tools for their educational programming. They are being shared here as a peer-to-peer best practices compendium. Please feel free to use these resources, but be sure to give appropriate credit to the originating agency.*



## **Engaging Bystanders: Designated Dater**

<b>Activity Type:</b>	Game
<b>Intended Audience:</b>	High School
<b>Intended Length:</b>	20 minutes
<b>Authoring Center:</b>	Sexual Assault Crisis Center (SACC, a subsidiary of Sexual Assault Prevention and Response Services (SAPRS) <i>Serving Androscoggin, Franklin, and Oxford Counties</i>
<b>Special Considerations:</b>	This works especially well for large groups; it's less effective for small groups. Also good for general sexual violence awareness presentations.

### **Lesson/Activity Objective:**

To build awareness about dating behaviors, critical thinking, and to encourage positive bystander engagement. This I

### **Lesson/Activity Instructions:**

The narrator reads questions aloud, and the group works to build consensus for an answer. It works very well on a PowerPoint or large screen, where the questions/answers can be viewed by all. This is a great format to engage discussion.

#### **Question 1**

You are about to go out to a party. Before you go to the party you:

- Tell your parents you are going to study at a friend's house and your "friend" is telling their parental units the same thing.
- You tell your parents that you are going out with a few friends and will be back at curfew.
- You tell your parents that you are going to a party. You state that you will not be drinking because you are going to drive. You tell them that you are going to the party with three other friends and you will be home at curfew.
- You tell your parents good night, act like you are going to bed and then climb out your window and hightail it to the party.

#### **Question 2**

You are going to a party with a three friends. One of you friends decides to hook-up with a hottie. You and your other 2 friends are bored. Do you:

- Leave the party and your friend who has the "love connection" thinking that he or she will be fine.
- Leave the party but come back later to pick up your friend.
- Go get your "hooked up" friend so that you can all leave together. *Besides that hottie was nottie.*
- Text your friend to tell them you are leaving. If they want to go it is their call.

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**Question 3**

You are at a party and notice a couple making out. They both reek of alcohol. You see her give you a concerned look. What do you do?

- A. Ask the couple both how they are doing.
- B. Wave and walk away. You are not into threesomes.
- C. You say, "Wow, where can I get some of that!"
- D. You quickly make up an excuse to get her to leave with you. Then you check in to make sure she is okay.

**Question 4**

The most common "date rape" drug is:

- A. Rohypnol
- B. Ketamine
- C. Alcohol
- D. GHB

**Question 5**

Sexual Assault is:

- A. Not about sex but about assault.
- B. About taking away another person's ability to consent

**Question 6**

Your friend has had a lot to drink and is acting really flirtatious. She wants to dance with everyone and she has been acting very touchy-feely. Just now she even grabbed your butt. Do you:

- A. Tell her to take a nap on the couch. Then you go off and party more. She'll be fine.
- B. Tell her to leave your butt alone. Steer her somewhere where she won't get into trouble and make sure she keeps her wandering hands to herself. After all you know her when she is sober, too. She would be really upset if she knew what she was doing while she was drunk.
- C. Grab her back. Finally, you guys can hook up!
- D. Ignore her. She always does this when she is drunk. She'll go find someone else to have fun with.

**Question 7**

You, your teammates and a couple of their girlfriends are going to the next party. Your buddy's girlfriend has passed out drunk. You see your buddy unzipping her pants and start to feel her up. Do you:

- A. Say "Dude, she's drunk. Leave her alone. Let her sleep it off and ask her about the hand-job when she's sober."
- B. Say nothing while it's going on. But afterward you check in with her and ask if she is okay.
- C. Take pictures with your phone. This has Facebook written all over it!
- D. Ignore it. They are always going at it like rabbits anyway.

*Each local sexual assault support center has invested time and resources developing these tools for their educational programming. They are being shared here as a peer-to-peer best practices compendium. Please feel free to use these resources, but be sure to give appropriate credit to the originating agency.*

# STEPPING IN

## Introduction

Watching a friend go through an abusive relationship can be very scary, and it can seem difficult to figure out how to help them. The decision to leave can only be made by the person experiencing the abuse, but there are a lot of things that someone can do to help a friend stay safe.

If a friend is undergoing the serious and painful effects of dating abuse, they may have a very different point of view than you. They may have heard the abuse was their fault and feel responsible. If they do choose to leave, they may feel sad and lonely when it's over, even though the relationship was abusive. They may get back together with their ex many times, even though you want them to stay apart. It may be difficult for them to even bring up a conversation about the abuse they're experiencing.

**As you are discussing this lesson, you should highlight that if someone listening is in an unhealthy or an abusive relationship, they must be careful. Remind them that they know their relationship best and if any of these tips would put them in danger, don't try them.**

## Overview

Students will learn how to cultivate healthy relationships and how to recognize and intervene in unhealthy relationships

Educators will have an opportunity to raise awareness about dating violence and help prevent it by guiding students to understand the facts and how to intervene.

## Scenario

You are having a sleepover with your friend and she confides in you that she is stressed out about her relationship. She tells you how her boyfriend likes it when she sends him sexually explicit pictures of herself; so she has done it a couple of times. She didn't see any harm in it but now he demands that she does it, even if she doesn't want to. She says that she tries to tell him she isn't comfortable doing it anymore, and he said since she did it before she has to do it again. She also says that he tells her since she is his girlfriend this is something that she is expected to do. Recently he has told her that he will even leak the ones that she has already sent if she doesn't continue to send them.



## Questions

1. Is it okay that the person your friend is dating makes her send nudes/sexually explicit pictures? Why or why not?
2. What do you think about this person threatening to leak her pictures?
3. Is it okay for a partner to demand that the other partner do something because they have done it before?
4. Is this behavior healthy, unhealthy or abusive?
5. How would you support a friend in this situation?

## Additional loveisrespect Resources

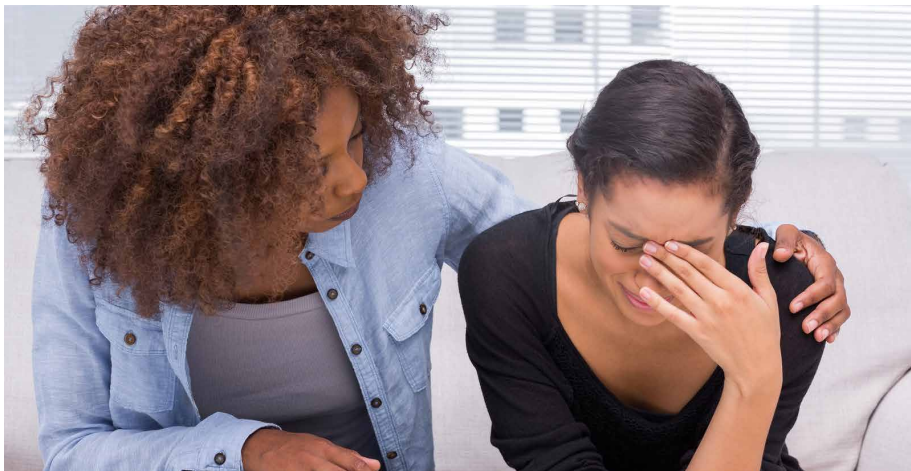
You can find additional relevant resources on [loveisrespect.org](http://loveisrespect.org). Here are a few that may prove helpful:

[Help, My Partner is Blackmailing Me!](#)

[The Pressure to Sext: What You Need to Know About Sexting Coercion](#)

[What is “Revenge Porn”?](#)

[How to Help a Friend](#)



## FOR STUDENTS: How You Can Help a Friend

Don't be afraid to reach out to a friend who you think needs help. Tell them you're concerned for their safety and want to help.

Be supportive and listen patiently. Acknowledge their feelings and be respectful of their decisions.

Help your friend recognize that the abuse is not “normal” and is NOT their fault. Everyone deserves a healthy, nonviolent relationship.

Focus on your friend, not the abusive partner. Even if your friend stays with their partner, it's important they still feel comfortable talking to you about it.

Connect your friend to resources in their community that can give them information and guidance. Remember, [loveisrespect.org](http://loveisrespect.org) can help.

Help them develop a safety plan if you believe that they are in an abusive relationship.

If they break up with the abusive partner, continue to be supportive after the relationship is over.

Don't contact their abuser or publicly post negative things about them online. It'll only worsen the situation for your friend.

Even when you feel like there's nothing you can do, don't forget that by being supportive and caring, you're already doing a lot.



**Together we can end teen dating violence.**



NEW HAMPSHIRE  
**COALITION**  
AGAINST DOMESTIC  
AND SEXUAL VIOLENCE

