



GRANITE STATE RESPECT WEEK 2024

February 12th-16th

#TDVAM2024 #RespectWeekNH



Granite State RESPECT Week is a project of the New Hampshire Coalition Against Domestic and Sexual Violence and our 12 member programs.

We are grateful to these organizations for their generosity and commitment to preventing harassment, violence, and abuse before they occur.





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Granite State Respect Week 2024

Teen dating violence and sexual violence pose significant challenges for youth today. It is not uncommon for a young person experiencing this type of violence to feel alone and unsure of where to turn for support. This can lead to countless other challenges for youth, from academic performance to substance use and even suicide. It is so important as healthy and supportive adults that we remind students that unhealthy relationships don't define them and that we are here to support them.

RESPECT Week aims to raise awareness and can either build on prevention programming students have received earlier this year or prepare them for violence prevention and healthy relationship education that they will receive later in the school year. We encourage participation in these week-long activities as part of your school's ongoing prevention programming as defined by [NH RSA 189:10](#).

Each day you may select from a menu of activities to implement in classrooms and across your school community. You know your school best, so feel free to adapt and choose what works best. You are not required to facilitate every required activity every day. Your local crisis center and the New Hampshire Coalition Against Domestic and Sexual Violence are here to support you with any questions you may have about this guide.

In the end, we are all responsible for creating safe and respectful environments in our schools and communities. By showing kindness, understanding, and a willingness to confront sexual violence, we can each support our students in changing the culture in our schools. The idea of making a change like that can seem daunting. Still, by becoming aware of the signs of unhealthy relationships and behaviors, sexual harassment, and sexual assault, we can learn how to address difficult topics in both large and small ways.

We ALL have a role to play in combating teen dating violence and promoting healthy relationships. Thank you so much for your time and commitment to supporting, educating, and empowering New Hampshire youth!



OVERVIEW

GOALS OF

GRANITE STATE RESPECT WEEK



Raise awareness about teen dating violence



Provide teens, schools, and communities with the tools to address, respond to, and prevent harassment, abuse and violence



Connect teens to support services in their community



Promote healthy relationships and foster a respectful environment in NH schools

PLANNING CHECKLIST



Identify an individual or group to take the lead

In order to stay organized and to ensure that RESPECT Week is a success at your school, it is essential to have a group or an individual who will oversee the project from start to finish.



Decide which school-wide and classroom-based activities to implement

Next, determine which school-wide activities you would like to implement. RESPECT Week can be easily adjusted to meet your school's needs so you can make the most of the week!



Divide responsibilities and assign roles

Now that you have decided which activities you will be implementing, assign each day or activity to members of your group.



Outline a plan to promote the campaign

Use the flyers provided in the toolkit and determine the best ways for your school to spread the word about RESPECT Week. See the next page for template emails to notify parents and teachers of RESPECT Week.



Use social media to raise awareness

Share updates about RESPECT Week on your school's social media pages and share updates throughout the week. Be sure to use #RespectWeekNH and #TVDAM2024



RespectWeekNH

SAMPLE EMAIL LANGUAGE

Sample email for parents:

Dear [INSERT SCHOOL NAME] Parents,

We are excited to share that we will be participating in Granite State RESPECT Week this month. RESPECT Week is intended to raise awareness about sexual violence, teen dating violence, and unhealthy relationships and foster a respectful environment in our school. The campaign will take place from February 12-16 and we're looking forward to engaging in conversations and activities centered on creating and upholding a safe and healthy learning environment at our school.

We will keep you updated on all school-wide and community-based events, and we encourage you to follow up with your student before, during, and after RESPECT Week to learn more about the community resources we will be highlighting throughout the week and identify ways in which you can support our efforts to prevent harassment, abuse, and violence.

Please don't hesitate to reach out with any questions. We hope you will join us in spreading the word about RESPECT Week and working to promote important discussions and respectful relationships at our school.

Thank you!
[INSERT NAME]

Sample email for teachers:

Dear [INSERT SCHOOL NAME] Teachers,

We are excited to share that we will be participating in Granite State RESPECT Week this month. RESPECT Week is intended to raise awareness about sexual violence, teen dating violence, and unhealthy relationships and foster a respectful environment in our school. The campaign will take place from February 12-16 and is modeled after a spirit week in that each day has its own theme.

We will keep you updated on all school-wide events and encourage you to integrate activities into your classes during RESPECT Week to engage students in important conversations about harassment, abuse, and violence. Attached to this email we have included a guide that outlines easy-to-implement activities for each day of RESPECT Week. If you have any questions about facilitating classroom-based activities, please don't hesitate to reach out to NHCADSV's Prevention Specialist Emily Provencher at emily@nhcadsv.org for assistance.

We hope you will join us in spreading the word about RESPECT Week and working to promote important discussions and respectful relationships at our school.

Thank you!
[INSERT NAME]

DAILY BREAKDOWN

DAY 1:

DEFINING HEALTHY RELATIONSHIPS

Overview: Teach students the characteristics of healthy, unhealthy, and abusive relationships. Students will learn how to identify these relationships.

This day is your students' introduction to RESPECT Week, the goal of these activities is to begin to get them thinking about healthy, unhealthy, and abusive relationships and what that means to each of them. Students have more activities on day 2 to build on their understanding and application of these concepts. So today, focus on identifying signs and helping students draw examples from their experience and things they have seen on TV, video games, and social media.

Defining Healthy Relationship Activities

- One Love's 10 Signs: These handouts illustrate 10 Signs of Healthy Relationships and 10 Signs of Abusive Relationships. Students can discuss what these characteristics mean to them, what they may look like in practice, and who reminds them of the characteristics of healthy relationships.
 - Healthy relationships don't just apply to dating relationships. Encourage students to think about and discuss healthy relationships with friends, parents, coaches, teachers, etc. These individuals build a support system that protects them from unhealthy and abusive relationships.
 - One Love also has 10 Signs for LGBTQIA+ Youth. Consider taking some time to review this guide and consider how the differing dynamics may impact LGBTQIA+ students. According to the most recent NH Youth Risk Behavior Survey data, youth who identify as lesbian, gay, or bisexual are more than twice as likely to experience sexual violence.
- One Love's Couplets: This was included in last year's guide, so please consider if it makes sense to use this activity again. This series of short animated videos illustrates healthy and unhealthy relationship behaviors. Ensure that students have the opportunity to reflect after each video.
- Love is Respect Healthy Relationship Spectrum: This is another great tool to introduce students to healthy, unhealthy, and abusive relationships. This handout may be more helpful if you are running activities through tabling. You can print copies for students to take with them.
 - Love is Respect also offers healthy relationship quizzes. If you use this tool, you will want to ensure students have time to process what they have learned and have access to a safe, supportive adult in case they discover that a relationship they are engaging in is unhealthy or abusive or just to process emotions that these quizzes may bring up.

One Love's 10 Signs




<u>10 Signs of a Healthy Relationship</u>	<u>10 Signs of an Unhealthy Relationship</u>
Comfortable Pace	Intensity
Honesty	Manipulation
Respect	Sabotage
Kindness	Guilt
Healthy Conflict	Deflecting Responsibility
Trust	Possessiveness
Independence	Isolation
Equality	Belittling
Taking Responsibility	Volatility
Fun	Betrayal

**10 Signs
Guide**




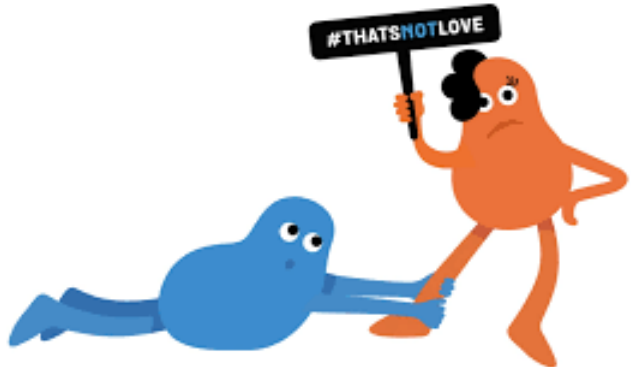
**LGBTQIA+
Guide**



One Love's Couplets

Access this lighthearted animated series designed to teach middle and high school students along with accompanying lesson plans through the One Love Education Center. You will need to create a free account.

**Couplets
Guide**

Love is Respect Spectrum

Healthy	Unhealthy	Abusive
<p>A healthy relationship means both you and your partner are:</p> <ul style="list-style-type: none">• Communicating• Respectful• Trusting• Honest• Equal• Enjoying personal time away from each other• Making mutual choices• Economic/financial partners	<p>You may be in an unhealthy relationship if your partner is:</p> <ul style="list-style-type: none">• Not communicating• Disrespectful• Not trusting• Dishonest• Trying to take control• Only spending time together• Pressured into activities• Unequal economically	<p>Abuse is occurring in a relationship when one partner is:</p> <ul style="list-style-type: none">• Communicating in a hurtful or threatening way• Mistreating• Accusing the other of cheating when it's untrue• Denying their actions are abusive• Controlling• Isolating their partner from others



[Love is Respect Spectrum PDF](#)



Healthy Relationship Quizzes

The quizzes offered by Love is Respect cover a broad range, from assessing self-care practices to identifying if your relationship is healthy. These are great tools for students but should be accompanied by resources and support for students who may discover that they are in an unhealthy or abusive relationship through one of these quizzes. You can look through them all to determine which ones may be appropriate for your students.

[Love is Respect Quizzes](#)



DAILY BREAKDOWN

DAY 2:

RECOGNIZE HEALTHY RELATIONSHIPS

Overview: Students will build on what they learned yesterday to be able to identify characteristics and tactics of healthy, unhealthy, and abusive relationships.

Students learned a lot yesterday and were introduced to some heavy topics. Ensure that they have time to reflect on what they have learned and provide the opportunity to ask questions. Prepare them for an even deeper dive into these topics today and highlight the importance of this learning. Remember, not all students have the same access to healthy relationship education at home.

Recognizing Healthy Relationship Activities

- Healthy Relationships in the Media: Use our examples or create your own to help students identify signs of unhealthy and healthy relationships in television. After each clip, have students give a thumbs up, thumbs in the middle, or thumbs down, and discuss why they rated the relationship that way.
- Accountability in Healthy Relationships: This article and the accompanying reflection question are designed to help students understand accountability in healthy relationships. Students can reflect independently or in small groups on what accountability means to them.
- Loving Yourself Like That: This guide from Love is Respect shows students that healthy relationships start with loving yourself. Students can use the provided handout and resources on their website to better understand and reflect on their self-care practices.
- Power and Control: We utilize the power and control wheel to understand patterns and behaviors that contribute to domestic violence. The creators of this tool have created a version that outlines common behaviors in teen dating violence. Going over this wheel with students can help them identify signs of unhealthy and abusive behavior.

Healthy Relationships in the Media

Students see examples of healthy, unhealthy, and abusive relationships all the time. Using the clips we provided, or you can find your own with shows you know your students watch, have students identify if the relationship is healthy, unhealthy, or abusive based on the video clip.

You can have students put their thumbs up for a healthy relationship, down for an abusive or unhealthy one, and in the middle if they are unsure. After each video allow students to discuss what seems healthy, unhealthy, or abusive in the relationship. Students should be able to describe the characteristics of the relationships, but there are some guiding questions for each scenario below in case they are having trouble with a scenario.

Healthy Relationship Questions

New Girl - Jess and Nick: How does Nick communicate his needs to Jess? How does Jess respond? (this scene can be stopped when Schmidt enters)

Heartstoppers - Nick and Charlie: How would you describe this relationship? What does Nick do to help Charlie feel more comfortable opening up?

Unhealthy Relationship Questions

The Office - Kelly and Ryan: How would you describe Ryan in this scene? How does he handle rejection? What does the way he treats Pam say about his relationship with Kelly?

Gossip Girl - Chuck and Blair: What do we learn about these two characters in this scene? Is Blair's description of "gossip, lies, and hurt" characteristic of a loving relationship?

Gilmore Girls - Rory and Dean: What do you think of Rory's behavior in this scene? Is Dean's reaction appropriate, given the situation? How could each of them respond differently?

Abusive Relationship Questions

Euphoria - Maddy and Nate*: Why do you think Maddy still says "I love you" to Nate at the beginning? What advice would you give to Maddy in this situation?

*This scene contains explicit language and threats of gun violence.

Maid - Sean and Alex: Why does Sean get rid of the car? Why do you think Alex says, "I'm so stupid," as she begins crying? (can be stopped when Alex and he daughter go outside)

*This scene contains explicit language

[All videos can be found here](#)



Accountability in Healthy Relationships

FOUR PARTS TO
ACCOUNTABILITY

SELF REFLECTION	APOLOGY
REPAIR	CHANGED BEHAVIOR



“True accountability is not only apologizing, understanding the impact your actions have caused on yourself and others, making amends or reparations to the harmed parties; but most importantly, true accountability is changing your behavior so that the harm, violence, abuse does not happen again.”

The article linked below is designed to help students think about accountability in healthy relationships. Students can read and reflect on their experiences with accountability or as a group.

What does accountability mean in a relationship?
Can you think of a time you took accountability for something you have done?
Can you think of a time another person took accountability for actions that caused harm or made you feel uncomfortable?

**Accountability
Article**



Loving Yourself Like That

This guide to self-care can be found on pages 4 and 5 of the Love is Respect 2024 Teen Dating Violence Awareness Month Action Guide. Students can explore how to practice self love and express love in a healthy relationship.

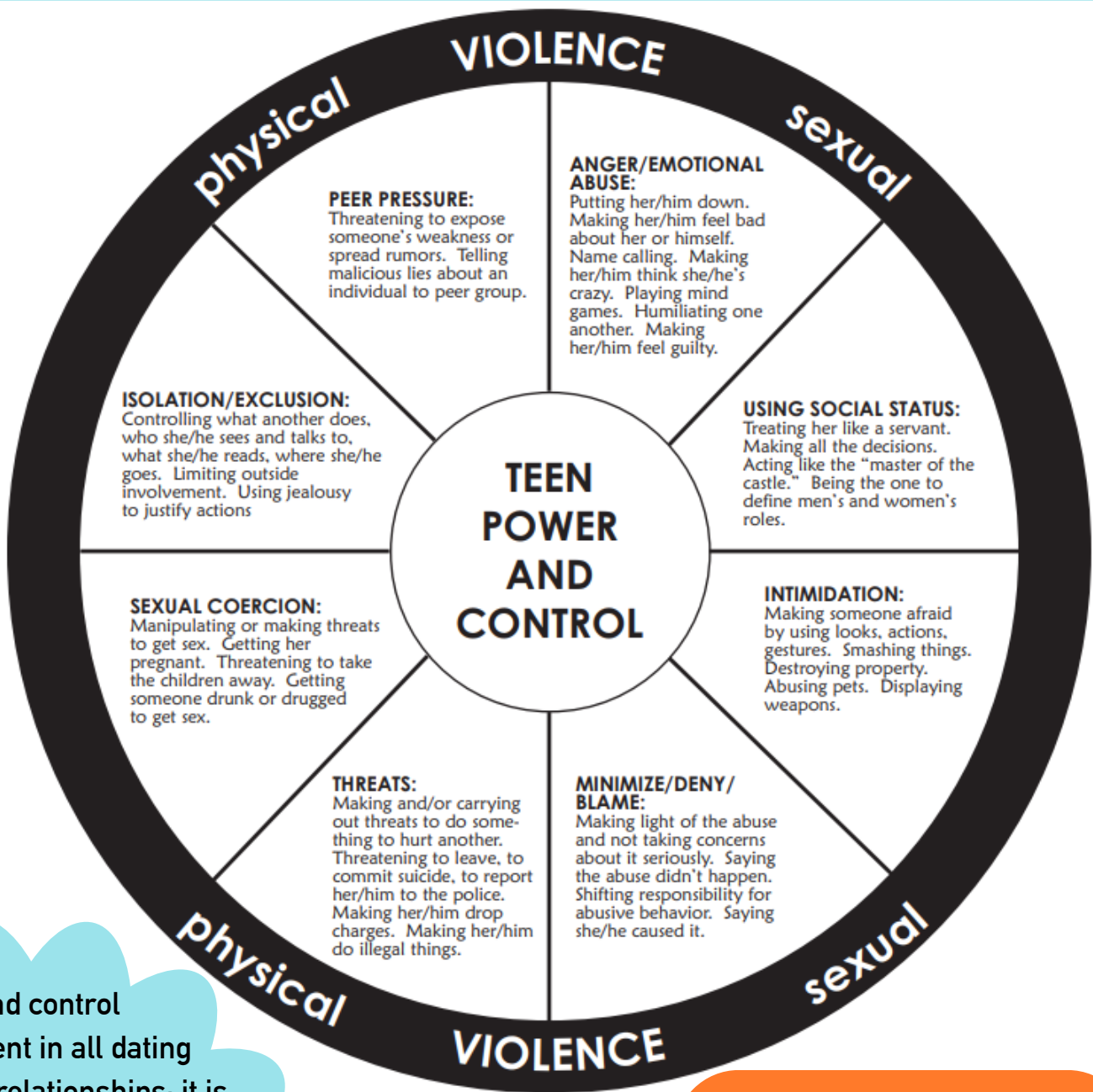
**Access
the Guide**



- Here are some ways you can practice self-love:**
- Have a spa day (at home or out)
 - Wear the clothing you like, and it makes you feel good
 - Meditation
 - Do something new
 - Journal your thoughts and feelings
 - Listen to music or a podcast that energizes you
 - Eat your favorite foods
 - Ask for help if needed

Power and Control

The wheel below is used to explain how one teen may gain power and control over another in a teen dating violence relationship. Give students a copy and allow them to reflect on these tactics. For an activity, students can list what they would do to help a friend who is experiencing the tactics in each wedge of the wheel.



Power and control are present in all dating violence relationships; it is how we know that abuse is almost never mutual because one person always has power and control over the other.

PDF
Version



DAILY BREAKDOWN

DAY 3:

BE RESPECTFUL

Overview: Focus: Highlight the importance of active engagement with issues of sexual and dating violence. Emphasize the importance of advocacy and accountability in schools, communities, and media.

Now that students have learned the basics of healthy, unhealthy, and abusive relationships, they can begin to see the impact of unhealthy and abusive relationships in their community. Encourage them to reflect on the impact of teen dating violence on survivors, the people who care about them most, and their communities. Prompt students to consider how they can show that teen dating violence will not be tolerated in their school community.

RESPECT Wall

Today, we are just highlighting one activity that has been a fan favorite during past RESEPECT Weeks: the RESPECT Wall. In a common space in the school, allow students to create a respect wall. Have students use sticky notes to write encouraging messages to peers who may have experienced teen dating violence or who may need some extra kindness.

- This activity can be done in a single classroom or school-wide. All you need is blank wall space and the heart-shaped sticky notes we send with your promotional materials.
- A sample poster to instruct students on this activity is included on the next page.



RESPECT Wall

Grab a sticky note and write a kind note to a peer.

These words are for someone who...

Has experienced teen dating violence,

Has experienced sexual assault, or

Who may need some extra kindness today

When you have finished writing your note, stick it to
the respect wall.

Take some time to read notes from your peers. If you
find a note that really helps you, feel free to take it off
the wall and carry it with you as long as you need to.

This respect wall represents your commitment to
standing up against violence by spreading kindness
within your community.

DAILY BREAKDOWN

DAY 4:

KNOW YOUR RESOURCES

Overview: Students will learn about the community and statewide supports available to survivors of sexual violence and teen dating violence. Students will also be able to identify safe, supportive adults they can speak to.

Students understand the difference between healthy, unhealthy, and abusive relationships and the dynamics of teen dating violence, but what do they do if they find themselves in an unhealthy or abusive relationship? Today is all about identifying all of the support available to them.

Knowing Your Resources Activities

- Resources One-Pager: On the next page of this guide, you will find a one-pager outlining resources students should know about. This is a great handout to provide copies in your classroom or while tabling. It's also a great idea to keep copies of this up in your classroom where all students can see them.
- Resource Mapping Worksheet: Following the resource one-pager, you will find our Resource Mapping Worksheet. This is a great way for students to identify the support available to them in school and in their community. Students can complete this in small groups or independently, but all participating students should keep a copy. You may need to clarify Mandatory Reporting and Title IX requirements for students.
- Scavenger Hunt: Identify a person in the school who is a supportive resource that students can visit any time of day. This may be a guidance counselor or your school's Title IX Coordinator. Have students complete a "scavenger hunt" to visit that person and say hello throughout the day. This person can have GSRW swag, candy, or other prizes for anyone who stops by that day.

Teaching students about resources includes brushing up on your understanding of some of the key supports that you are responsible for providing. This is a great time for a refresher on your school Title IX policy or mandated reporting training.

RESOURCES

NH's 24/7 Domestic & Sexual Violence Helpline: 1-866-644-3574



The New Hampshire Coalition Against Domestic and Sexual Violence is the umbrella organization for New Hampshire's 12 crisis centers that provide 24-7 support, services, and resources for victims of sexual violence or abuse, domestic violence, human trafficking or stalking. For more information visit nhcadsv.org

Find Your Local Crisis Center



If you or a friend have been harmed, if you're not sure if your situation is healthy or safe, or if you need more information about local resources for yourself or someone you care about, calling the statewide hotline number will get you connected to your local crisis center: [1-866-644-3574](tel:1-866-644-3574)

Know Your IX



Learn about your rights as a student and the process of making a complaint if someone at school has harmed you. Your school also has a Title IX officer who can talk to you about this process – do you know who that person is?

One Love Foundation



What do healthy relationships look like, and how can we make sure that we are keeping ourselves and each other safe from abuse? How can you talk to a friend if you are worried about their relationship? One Love empowers young people with the tools and resources they need to see the signs of healthy and unhealthy relationships.

Take It Down



Take It Down is for people who have images or videos of themselves nude, partially nude, or in sexually explicit situations taken when they were under the age of 18 that they believe have been or will be shared online. Even if you're unsure whether the image has been shared but want some help to try to remove it from places it may appear online.



Identifying Support

My Plan

Mandatory Reporting

Everyone in New Hampshire is a mandated reporter. This means that if any person has a reason to suspect that a person under age 18 is experiencing abuse or neglect (including physical, emotional, sexual, and exploitation). These reports are made to the New Hampshire Division for Children, Youth, and Families.

Title IX

Title IX is a federal policy designed to keep students safe from sexual harassment, including dating violence, domestic violence, and stalking. This policy can allow for accommodations, such as changes in class schedules, to protect students from the person causing harm. All school staff must report to a designated Title IX coordinator if they suspect that a student is being impacted by sexual harassment at school. You can also make a report directly to your school's Title IX coordinator.

Knowing these reporting requirements of adults can help you make an informed decision about who to contact if you are experiencing dating violence or another form of sexual harassment. Use the spaces below to plan who you can talk to if you need support.

People I can talk to
at school:

People I can talk to
in my community:

People I can talk to
anytime:

Your local crisis center can provide confidential 24/7 support, and you don't need to be in crisis to call. While they are still mandatory reporters because they are also confidential, if you do not give them any personal information (your full name, age, address), then they can't make a report.

24/7 Helpline: 866-644-3574

My Local Crisis Center is: _____

DAILY BREAKDOWN

DAY 5:

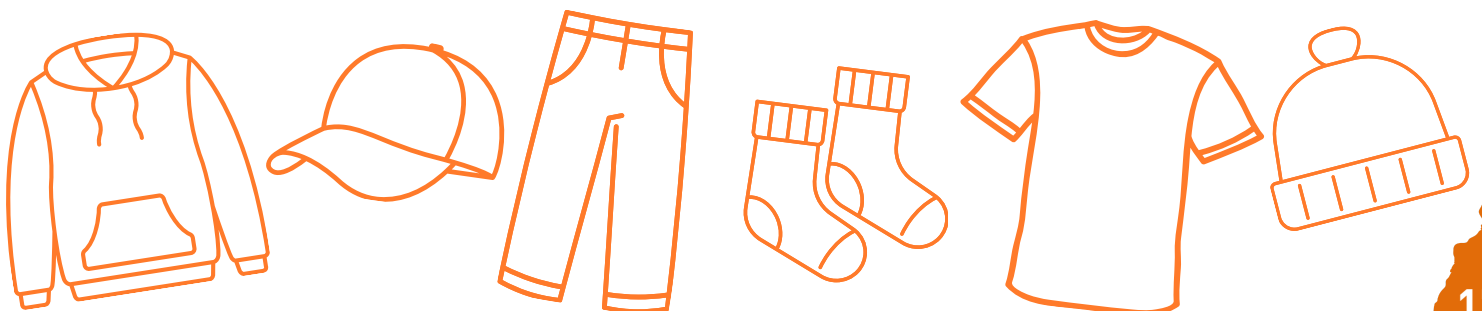
STAND STRONG

Overview: Students will learn what it means to be an active bystander and how they can intervene to stop teen dating violence. Change the Narrative scenarios will help them put their learning into practice.

This week students have learned to identify signs of healthy, unhealthy, and abusive relationships. They know what resources are available and who they can seek for support. Now they will focus on being an active bystander and showing how they can continue to stand strong against teen dating violence beyond RESPECT Week.

Stand Strong Activities

- Bystander Handout: This handout outlines the 4 D's of bystander intervention, Distract, Delegate, Direct, and Delay. Discuss each of these strategies with students and what they would look like in practice. Allow students to reflect on what ones they feel comfortable with and which ones they might be nervous to try. Validate that some of these might feel scary for the bystander and that they should never put themselves in danger, but also that these strategies take practice.
- Change the Narrative Scenarios: After providing students with information on being an active bystander, you can distribute these scenarios either individually, in small groups, or as a class and have students discuss what they would do as bystanders in the situation. There are multiple correct answers, so encourage students to reflect on why they chose the approach.
- Bystander Ted Talk: This Ted Talk delivered by Kelly Charles-Collins and accompanying reflection questions allow students to reflect on why some people act and others don't. This activity looks at bystander intervention in a variety of scenarios where people experience violence. It may be better suited for older students.
- Wear Orange Day: Orange is the awareness color for teen dating violence. Encourage students, faculty, and staff to all wear orange on Friday to symbolize that they stand strong against teen dating violence.



The 4 D's of Bystander Intervention

Distract

Distraction is a subtle and creative way to intervene. Distract either the harasser or the target with conversation unrelated to the harassment to derail and de-escalate the situation.

Examples: Ask for directions; Spill your drink "accidentally;" Pretend you know one of them.



Direct

Respond directly to the a person saying making an inappropriate joke or comment. You can say "That's not funny" or "That's not ok"



Delegate

Bring in a 3rd party to help, possibly someone with more perceived authority. Examples: Alert a store manager, bus driver, club bouncer, or someone else to help intervene.

Do not call the police unless requested.

Delay

If you can't intervene at the moment, you can check in with the person being harassed afterward to see if you can do anything to support them, illustrating that they are not alone. Examples: "Is everything okay? Is there anything I can do?" or "Is there someone we can call?" or "Can I buy you a cup of coffee?"



Change the Narrative

Matt & Reese

Your friend Matt keeps texting Reese, a girl he is interested in and just started to date. He gets visibly angry and annoyed that she's not texting back so he wants to drive by her house and see if he can find her. You try to discourage Matt from doing so but he is also your ride home from school so you end up having to go with him. You drive by the girl's house and she is not home. He continues to text her messages with no response. You notice on his phone that his messages are becoming threatening.

What would you do?

How would you describe what Matt is doing?

When does it cross a line?

Source: https://www.audrieanddaisy.com/wp-content/uploads/2016/09/AudrieDaisy_Lesson-Four-Stepping-Forward.pdf

Change the Narrative

James at the Party

You are at a party and notice a casual friend of yours, James, and girl from another school in the corner. You see James grab her arm, shake her and get in her face. There is alcohol at the party but you are not sure how much James or the girl he is speaking with have had. He's talking quietly but very forcefully. You can't hear what is said and can't see her reaction except her physical efforts to pull away from him. You continue to glance in that direction and notice that James is now taking her by the arm and leading her into a private room. You hear the door lock.

What would you do?

What are your options for intervention?

Source: https://www.audrieanddaisy.com/wp-content/uploads/2016/09/AudrieDaisy_Lesson-Four-Stepping-Forward.pdf

Change the Narrative

Marco's "Joke"

Your buddy Marco says to you and a group of friends, "I have a good joke for you." You get a little smile on your face waiting to have a good laugh but instead you hear a joke that is really offensive and degrades women. It describes a situation where a woman is sexually assaulted and too drunk to even put her clothes on. You are really surprised that this group of friends would find this joke at all funny and you say so. These friends start to tease and berate you and won't let it go. The teasing escalates and these guys start to get physical with you.

What do you do?

Is something like a joke a cause to intervene? Why or why not?

Source: https://www.audrieanddaisy.com/wp-content/uploads/2016/09/AudrieDaisy_Lesson-Four-Stepping-Forward.pdf

Bystander Ted Talk

When we wait for everyone to act, we just keep waiting. We want to believe if we see something, we will say something or do something. But the more people there are, the less likely we are to help someone in need. This social psychological phenomenon is called the “Bystander Effect.”

Factors such as fear, ambiguity, affinity, and diffusion of responsibility determine whether a bystander acts. As an attorney, bias and harassment trainer, and a mom, Kelly Charles-Collins, shares everyday examples of the bystander effect and solutions for creating a Bystander Free Zone: Stand up, Speak up, Act up.

Some of the scenarios discussed in this talk may be better for older students. This activity is recommended for 10th through 12th grade. The reflection questions below can be used for students to discuss and/or journal on their own before and after the video.



The Bystander Effect Ted Talk



Reflection Questions

- Journal before the video: What is one experience you have had where you could have intervened but did not? OR what is one challenging situation you have dealt with where someone has intervened to help you?
- What would you have done if you noticed a friend was hiding bruises and they told you “don’t tell anyone”?
- What do you think holds people back from being an active bystander? What fears have you had?
- What would you want done for yourself or your loved ones?
- How can your taking action help?
- “In times of need we also can’t all freeze. There is a spectrum from doing nothing to doing something; ask someone to get help, report it, call for help, create a distraction, intervene. Honestly I’m not ready to die for causes I believe in, but I am also not willing to just stand by and do nothing. There is so much room for action between noting and death.”
 - What were your thoughts on this closing statement?
 - How did Kelly Charles-Collin’s final call to action make you feel?
 - Did you consider taking action in a particular situation?



**FEBRUARY
12-16
2024**

GRANITE STATE

RESPECT WEEK

DAY 1 - MON. 2/12

Define Healthy Relationships

DAY 2 - TUE. 2/13

Recognize Healthy Relationships

DAY 3 - WED. 2/14

Be Respectful

DAY 4 - THU. 2/15

Know Your Resources

DAY 5 - FRI. 2/16

Stand Strong

Don't forget to wear your orange



24/7 CONFIDENTIAL STATEWIDE HELPLINE: 1-866-644-3574

NEXT STEPS

- 1. Send your thoughts and feedback about Granite State RESPECT Week 2024 to the Coalition by emailing emily@nhcadsv.org.**
- 2. Reach out to your local crisis center to request information and resources that can be available in your main office and counseling office.**
- 3. Make sure information about your local crisis center and other community resources are easily accessible on your school's website and printed materials.**
- 4. Invite your local crisis center to facilitate age-appropriate programming in your classes, to train staff on their reporting requirements, and provide information to faculty/administrators about best-practices when addressing these issues in your school.**
- 5. Send an email to parents to share information about your local crisis center so they're aware of the free and confidential support services that are available in your community.**
- 6. Review your school's sexual misconduct and Title IX policies and reach out to the Coalition for guidance when strengthening existing policies or crafting model policies.**
- 7. Talk to students about the interest in creating a "RESPECT" club or organization that aims to continue these conversations and build upon this initiative beyond Teen Dating Violence Awareness Month.**

RESOURCES

NH's 24/7 Domestic and Sexual Violence Helpline:
1-866-644-3574



For more information on resources and supports for survivors of domestic and sexual violence, visit [NHCADSV.ORG](https://www.nhcadsv.org) or contact your local Crisis Center.

Find your local
Crisis Center



NHCADSV's
Resources on
Teen Dating
Violence

Learn more
about
comprehensive
prevention
programming
across NH



Learn more
about mandated
reporting
through Granite
State Children's
Alliance

**Thank you so much for your participation in
Granite State RESPECT Week 2024!**