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.
# TABLE OF CONTENTS

Overview................................................................................................. 1-2
Promotion Plan...................................................................................... 3-4
Planning Checklist.................................................................................. 5
Daily Breakdown..................................................................................... 6-33
  Day 1: Recognize Healthy Relationships .......... 6-10
  Day 2: Change the Narrative ............................................. 11-19
  Day 3: Know Your IX ......................................................... 20-25
  Day 4: Be Respectful ......................................................... 26-29
  Day 5: Stand Strong ......................................................... 30-33
Posters/Promotional Flyers ......................................................... 34-35
Next Steps.......................................................................................... 36
Resources............................................................................................ 37
We know that sexual assault most often occurs between people who know each other, and it also occurs in a myriad of contexts, including between peers, students and teachers, or family members. Sexual assault is a common form of abuse identified in unhealthy and unsafe teen dating relationships. One in twelve high school students report experiencing sexual dating violence (CDC). Of teens who were in violent relationships, only 33% ever told anyone about the abuse (loveisrespect.org). Knowing these statistics, it is clear that teens need more training and resources to teach them how to recognize, prevent, and speak out against sexual violence, both in their own lives and in the broader community.

The focus of this year’s Granite State Respect Week is empowering students to “Lead with Respect.” The activities throughout Respect Week prompt students to reflect on their personal and community-based experiences to consider how they can continue to take action to eliminate teen dating violence in their community.

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, but 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. That is why it is time to “Lead with Respect.”

Thank you so much for your time and commitment to this programming!
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
- Promote healthy relationships and foster a respectful environment in NH schools
- Connect teens to support services in their community
# RespectWeekNH

## PROMOTION PLAN

1. **Add information to your school’s website & social media pages**
   - Recommended Timeline: Complete by January 30th

2. **Send an email to parents and teachers**
   - Recommended Timeline: Complete by February 2nd

3. **Print and post flyers around your school**
   - Recommended Timeline: Complete by February 9th
   - Flyers can be found at the end of this toolkit

## SAMPLE SOCIAL MEDIA LANGUAGE

### School website and Facebook:

It’s time to talk about sexual assault and teen dating violence. That’s why we’re excited to be participating in Granite State RESPECT Week, a statewide educational campaign presented by the New Hampshire Coalition Against Domestic and Sexual Violence and its 12 member programs! During Teen Dating Violence Awareness Month 2023, [INSERT SCHOOL NAME] will be implementing a week-long project that aims to raise awareness about sexual violence; provide teens, schools, and communities with the tools to prevent and respond to harassment, abuse, and violence; promote healthy relationships and foster a respectful environment in our schools; and connect students to support services in our community. We will be participating in RESPECT Week from February 13-17, 2023 and we hope you will join us in taking action. Together we can talk about and end sexual assault. #RespectWeekNH

### Twitter:

1. We’re excited to participate in @NHCADSV’s 6th annual Granite State RESPECT Week! Together we can end teen dating violence! #RespectWeekNH #TDVAM2023

2. We’re one of many schools across #NH participating in #RespectWeekNH to raise awareness and take a stand against teen dating violence! #TDVAM2023

3. It’s time to talk about and take action against sexual assault! We’re participating in #RespectWeekNH to raise awareness about teen dating violence and unhealthy school culture. #TDVAM2023
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 13-17 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 13-17 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 Coordinator 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]
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. Last year, this project was implemented by athletic teams, clubs, community service groups, and student councils - it’s up to you to choose what’s right for your school!

Decide which school-wide and classroom-based activities to implement
Next, determine which school-wide activities you would like to implement. We encourage you to customize RESPECT Week to make it your own, and to be creative in the implementation of this project. One element of the last day involves an essay/artwork contest. You may want to plan for students to be aware of this throughout the week if you plan to participate. RESPECT Week can be easily adjusted to meet your schools 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 member of your group. At each group meeting, you can allow time for everyone to provide an update on their day and/or activity and leave time for a group discussion to identify goals and next steps.

Outline a plan to promote the campaign
Use the flyers provided in the toolkit and the recommendations in the promotional plan to determine the best ways for your school to spread the word about RESPECT Week. Notify parents and teachers of your plans.
DAY 1: RECOGNIZE HEALTHY RELATIONSHIPS

Overview: Teach students the characteristics of healthy, unhealthy, and abusive relationships. Students will learn how to identify these relationships in their own lives and what resources are available to them.

Sample Language for Morning Announcements:

Good morning! February is Teen Dating Violence Awareness Month and this year [INSERT SCHOOL NAME] will be participating in a week-long educational campaign called Granite State RESPECT Week! RESPECT Week aims to promote healthy relationships and prevent teen dating violence in schools across New Hampshire. As [INSTERT SCHOOL MASCOT]’s, we strive to treat each other with respect and ensure our school and peers are as happy, healthy, and as safe as they can possibly be. That’s why today, we’re going to focus on recognizing healthy relationships and defining healthy, unhealthy, and abusive relationships. Identifying unhealthy and abusive behaviors are the first steps in being able to call out harassment, abuse, and violence. Let’s kick off Granite State RESPECT Week and show everyone that [INSERT SCHOOL MASCOT]’s value respect and healthy relationships!

Healthy Relationship Activities

- **Couplets:** Eight lighthearted and humorous short videos focus on healthy and unhealthy behaviors in both friendships and dating relationships. The materials include a guideline for leading reflections and discussions with students on each clip.
- **Love Labyrinth:** This short film and accompanying lesson plan illustrates how emotionally abusive behaviors like gaslighting and volatility can make someone feel like they’re trapped in a maze and unable to get out. (Recommended for students in 9th grade and older).
- **Healthy and Unhealthy Relationships: Media Reflection:** After providing students with a healthy relationships handout (included in the guide). Allow them to discuss where relationships they see in TV, movies, and books land on this guide. Students can present their reasoning for the couples and discuss the positive and negative examples they see as a class.
- **Healthy Relationship Shoutout:** In this school-wide activity, allow students to highlight and write words of appreciation towards anyone in their life who exemplifies a healthy relationship.
These eight, lighthearted, and humorous videos focus on healthy and unhealthy behaviors in both friendships and dating relationships. These short clips jumpstart conversations about friendships and dating relationships, whether healthy or unhealthy. This workshop is designed in such a way that you can use each video on its own and assemble them however works best for you. Given the length of each Couplet, they’re incredibly flexible and easily adapted to a variety of learning environments. For example, you can use one Couplet as a warm up discussion, or 2-3 during an advisory period.

This classroom activity comes from One Love’s resource library, which is free for anyone to access. First create an account on One Love’s Education Center. Then find the Couplets Workshop under the “discover tab.” When you click on learn more, you will be brought through a training of trainers session that takes about 30 minutes to complete. At the end of the session, you will have full access to the discussion guide and a PowerPoint presentation for the activity. Please note, the PowerPoint does not contain the embedded clips, so you will have to show the video from the website.
This film shows how emotionally abusive behaviors like gaslighting and volatility can make someone feel like they’re trapped in a maze and unable to get out.

This classroom activity comes from One Love’s resource library, which is free for anyone to access. First create an account on One Love’s Education Center. Before you can facilitate this workshop, you will need to complete One Love’s 101 Courses (45 minutes total). Then find the Love Labyrinth Workshop under the Discover tab. When you click on learn more, you will be brought through a training of trainers session that takes about 30 minutes to complete. At the end of the session, you will have full access to the discussion guide and a PowerPoint presentation for the activity.

“Love Labyrinth helps people become knowledgeable about the signs of abusive relationships and how to potentially help one in a similar situation. It could also help someone recognize if they are in an abusive relationship” - 10th Grade Student
Healthy and Unhealthy Relationships: Media Reflection

Students see plenty of examples of healthy and unhealthy relationships each day in the media. There is plenty of flexibility to how you can implement this activity in your classroom.

Have students work in small groups and have them list 3-5 fictional couples. These can be from movies, TV shows, books they are reading, or you could assign them characters from a book they may have read in class. Provide students with the Relationship Spectrum handout on the next page. Students can work together to identify if this couple is in a healthy, unhealthy, or abusive relationship. For the couples in an unhealthy or abusive relationship, have students discuss what the person in that relationship might be able to do or have the students discuss what they might say to the characters if they were a part of the story.

Healthy Relationship Shout Out

This activity can be run in a classroom or schoolwide. Have a table setup in a common area for students to stop by. Provide the Relationship Spectrum handout on the next page along with sticky notes and writing utensils. This is also a great time to bring out some of the GSRW swag.

Encourage students to share words of appreciation for the healthy relationships in their lives with kind words of appreciation. This isn’t just for relationships, students can shout out teachers, friends, family members, coaches, etc. You can either have a dedicated location for students to place all the shout outs or they can deliver the note to the person.

You have really taught me what it means to be a team player.

Thank you for being such a supportive friend!

Mom, I really love knowing that I can come to you with anything and you will always help.
The relationship spectrum

All relationships exist on a spectrum from healthy to abusive, with unhealthy somewhere in the middle.

Healthy relationships are based on equality & respect

You make decisions together and can openly discuss whatever you’re dealing with, like relationship problems and sexual choices. You enjoy spending time together but can be happy apart.

- respect
- good communication
- trust
- honest
- equality

Unhealthy relationships are based on attempts to control the other person

One person tries to make most of the decisions. He or she may pressure their partner about sex or refuse to see how their actions can hurt. In an unhealthy relationship, you feel like you should only spend time with your partner.

- breaks in communication
- pressure
- dishonesty
- struggles for control
- inconsiderate behavior

Abusive relationships are based on an imbalance of power & control

One person is making all the decisions—about sexual choices, friend groups, boundaries, even what’s true and what’s not. You spend all of your time together and feel like you can’t talk to other people, especially about what’s really happening in your relationship.

- accusations
- blame shifting
- isolation pressure
- manipulation

For resources and support in your own community, call NH's 24-hour helpline at 1-866-644-3574
DAY 2:
Change the Narrative

Overview: In our lives, we should feel empowered to stand up and speak out against unhealthy behaviors and to interrupt dating violence and sexual assault when we see it.

Sample Language for Morning Announcements:
Good morning [INSERT SCHOOL NAME]! Today is Day 2 of Granite State RESPECT Week and today’s theme is “Change the Narrative.” In our lives, we should feel empowered to stand up and speak out against unhealthy behaviors and to interrupt sexual harassment and sexual assault when we see the signs. Whether you’re standing up for a friend or speaking out against systemic abuse, we should do our best to stop problematic behavior and start a broader conversation. It will take each and every one of us raising our voices to promote respect in order to eliminate harassment, abuse, and sexual violence. Throughout the school day today, you will learn about bystander intervention. We encourage you to discuss these strategies with your friends and family in order to spread awareness about how to interrupt sexual violence.

Bystander Intervention Activities

- **5 D’s of Bystander Intervention**: These short videos are a great resource for younger students and also have several language options for English Learner students to learn in their first language. Each short cartoon gives an example of a different bystander intervention strategy.
- **The Bystander Effect**: 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.
- **Bystander Scenarios**: This activity is adapted from Audrie and Daisy in the classroom and can be used as a school-wide or classroom-based activity. These scenarios involve students experiencing dating and sexual violence and asks students to share how they would respond as a bystander in the situation.
Day 2 Change the Narrative Activities

5 D's of Bystander Intervention

These 5 short videos are designed to give examples of the 5 D’s of Bystander Intervention for your students. These are cartoons and older high school students may find them to be a bit childish. Middle school and early high school students are the target audience for this lesson.

These lessons videos were developed in partnership with Right To Be and their Bystander Intervention Webpage, may be a helpful tool in preparing for this discussion with students. Especially if this is your first time teaching on bystander intervention

5 D's of Bystander Intervention

- Distract - a subtle way to intervene. Its aim is to derail the incident by interrupting it.
- Delegate - asking a third party for help with intervening in harassment.
- Document - either recording or taking notes on an instance of harassment.
- Delay - checking in on someone after they have experienced harassment.
- Direct - naming the inappropriate behavior and confronting the person doing harm.
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.

**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?
These scenarios are adapted from Lesson 4 of the Audrie and Daisy in the Classroom Modules. These are an excellent resource and the other modules and a screening of the film could be a great way to build on what students learned during RESPECT Week as the academic year continues.

This model allows you to facilitate these scenarios in the classroom or as a school-wide activity. The worksheets containing each scenario are on the subsequent pages of this toolkit.

The scenarios in this lesson are designed to build from simple to more challenging, feel free to use the scenarios that you feel will work best for your students.

**In the classroom:**
Utilize the bystander lesson linked below to encourage students to work together and discuss the ways they would respond to each scenario provided. Depending on how much time you have, you can walk through the full lesson or end at the scenarios activity.

**Schoolwide activity:**
Have a staff member table in an area where students can easily access between classes or during their lunch period. Provide copies of the scenario worksheets for students to complete. If possible, provide students with a prize for passing in their scenario worksheet. This can be a raffle or a competition between grade levels to submit the most responses, feel free to get creative here!
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?

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How would you describe what Matt is doing?

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When does it cross a line?

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You are at a party and notice a casual friend of yours, Luke, and girl from another school in the corner. You see Luke grab her arm, shake her and get in her face. There is alcohol at the party but you are not sure how much Luke 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 Luke is now taking her by the arm and leading her into a private room. You hear the door lock.

What would you do?

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What are your options for intervention?

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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?

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

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You hear of a shared website to which some of your friends are asking female students to post pictures of themselves. You receive the invitation to join the website group and accept the invitation. When you log on to the site you see some semi-nude and nude photographs as well as videos of a sexual nature. Isiah, the friend who invited you to the site asks you later in the day, and in a joking manner, if you found everything OK and asks what you think. [Legal Note: To circulate a video or take photos of anyone who is under the age of 18 while the individual is engaged in anything of a sexual nature is a federal crime and considered to be the distribution of child pornography.]

What do you do? What are your options for intervention? Why is this a serious issue? Why is it often ignored?
Angela, a junior in high school and a friend of yours, has recently come out as a lesbian. At a party that weekend she brings her girlfriend who is from another school. Everyone has been drinking. You notice that Angela’s girlfriend has started to be physical with another girl at the party, Beth, who you know. Beth is not reciprocating the attention and in fact is trying to get away. Angela notices this but tells you she doesn’t want to do anything out of fear of harming her new relationship. You are not comfortable with how Beth is being treated.

What do you do?

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DAY 3: KNOW YOUR IX

Overview: Raise awareness about Title IX, its protections, and its requirements of schools.

Sample Language for Morning Announcements:

Good morning! Thank you to everyone who has participated in the school-wide activities so far during Granite State RESPECT Week! We’re proud to see so many [INSERT SCHOOL MASCOT]s engaging and taking action during Teen Dating Violence Awareness Month. Today, on Day 3, we are focusing on Title IX and the protections it provides to students. We want you to know your rights and what the law requires our school to do to protect us all from sex-based discrimination. Throughout the day today, you will be learning about your rights as a student under Title IX. (For today’s RESPECT Week activity, you will receive a chance to win a prize by stopping by our Title IX coordinator, [INSERT COORDINATOR’S NAME]’s office.) Let’s stand together to make a commitment to Title IX compliance and the end of sex-based discrimination!

Title IX Awareness Activities

- **Title IX History Lesson:** Today is a great day to incorporate a lesson on the history of Title IX. There is a lesson in this guide, but this also may be a great topic to bring in a speaker from your community to discuss.

- **Know Your Rights:** Provide students with a copy of your schools Title IX policy and the Title IX students guide. Allow students to review the policy and discuss what they learned and what changes they might hope to make to the school policy. This can also be a great activity to have older students present their learning on the policy to younger students.

- **Title IX Scavenger Hunt:** Between classes or during lunch period students can visit the Title IX coordinator’s office or a table for a special prize and more information on their rights under this policy.

- **Title IX Tips for Teachers:** RESPECT Week isn’t just for students; teachers and staff can learn too! Use this day as an opportunity to provide teachers and staff with a refresher on the policy and their responsibilities.
Day 3 of Respect Week focuses on Title IX, and it can be important to educate students on how this policy began 51 years ago and how it still impacts the rights they have as students.

The lesson below comes from the New York Times and includes an introductory journal prompt, a short video, an article for students to read, and a list of reflection questions that can be used for class or small group discussion.

After this lesson, ensure that students are able to review A Student’s Guide to Title IX and allow for discussion and questions on how their rights under the policy connect to the roots in women’s sports.

Bonus Tip: Your lesson on Title IX’s history may be a great opportunity to bring in a guest speaker. Consider if there are any leaders in the community particularly within women’s athletics who may be able to speak with your students.
In this lesson, students will learn about their rights under Title IX. This is important for students who may need to utilize this policy or who may be supporting a friend through this process. Below are three options for how you may want to facilitate this activity in a classroom. Feel free to pick and choose what you think will work best in your classroom.

For all of these activities, students should be provided a copy of the Student’s Guide to Title IX and Title IX Terms to Know (in this document) as well as your school’s Title IX policy.

Create a PSA

In small groups, after students review the documents, it is their job to create a public service announcement. They can either write a script or act out the PSA for the rest of the students in the class. If your students have not been introduced to PSAs yet, the lesson plan and Title IX PSA below may be helpful resources.

Advocate for Change

Encourage your students to think critically about your school’s Title IX policy. After reviewing the policy, have students discuss its strengths and areas they would like to see change. Especially if your students are particularly interested in advocating for change, discuss the avenues they would need to go through to create this change. For example, peer support, discussing with school administration, and bringing the ideas to the superintendent and/or school board.

Present to Peers

After your students have had the opportunity to learn about Title IX and their rights under this policy, have them create a presentation to provide to younger students. See if you can coordinate with another teacher for students to present to younger peers at the end of class. This is a really great option for some of the combined middle-high schools that are participating but can also work with 8th graders presenting to 6th graders or 12th graders presenting to 9th graders.
Day 3 Title IX Awareness Activities

Title IX Scavenger Hunt

Introduce the Title IX scavenger hunt during morning announcements. Let students know that between classes or during lunch period they can visit the Title IX coordinator’s office for a prize. Set aside one of the swag items provided for the coordinator to give out or have them give out candy or another reward. The Title IX coordinator should also have copies of the "Title IX Student Guide" and "Title IX Terms to Know" documents.

Get creative and be flexible with this activity. Think of what you know will motivate your students to engage and learn. This can be a scavenger hunt to the coordinator’s office or to their tabling location in an area the students know. Students should know where to find their Title IX coordinator and feel comfortable talking to this person, this activity is a great means for the introduction!

Title IX Tips for Teachers

Title IX is a complicated and ever-changing policy that can be challenging for educators to keep up with given all of their other responsibilities. Take this time spent educating students on their rights and on teen dating violence to consider as a staff where there may be gaps in knowledge or a need for a refresher. Consider setting aside some time in a staff meeting to discuss Title IX. Be sure to provide your school-specific Title IX policy. Remind your colleagues of the policies in place at your school, and hold space for school faculty and staff to ask questions.

You can also provide our Title IX Guide designed for teachers and staff and consider if there are any additional resources or professional development that may assist your Title IX coordinator.

You are not alone in navigating Title IX. Community resources such as your local crisis center want to help you in navigating Title IX. Their goal is to provide comprehensive support to victims and survivors in the community. Consider reaching out to your crisis center for guidance or to request a training on your next professional development day.

This is a great resource but it is not meant to serve as your school’s Title IX policy. If you aren’t sure where to find your school policy, check with your principal or superintendent’s office.

NHCADSV’s Title IX Staff Guide

www.nhcadsv.org
A Student's Guide to Title IX

What Is Title IX?
Title IX is part of the Education Amendments Act of 1972 and makes it illegal for any school to discriminate (treat someone differently or worse) against you based on sex (which includes your gender identity or sexual orientation). Title IX protects your right to an education free from gender-based violence (sexual harassment, sexual assault) or discrimination.

Title IX States: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

Your Rights Under Title IX
1. You have the right to know what your school’s policies on gender-based violence are and have them be easy to find and understand.
2. If you report a sex-based discrimination under Title IX, you have the right to have that report investigated in a timely and fair way.
3. You have the right to finish your Title IX report in the way that feels best for you, whether that involves a formal investigation, an alternative solution, or supportive measures, and to be fully informed of any decision.
4. You have the right to talk about your experiences of sexual violence or discrimination and your experience with the Title IX process after the investigation is done.
5. You have the right not to be retaliated against (punished in exchange for speaking out) by the person who hurt you, your school, your school administrators, your teachers, or other students.

The Title IX Process

**Step 1: Make a Report**
Contact your school’s Title IX Coordinator and set up a meeting.

**Step 2: Meet with Title IX Officer & Supportive Measures (1 week later)**
Officer will explain process to you. Decide whether you want to make a formal complaint. The school will let you know what help is available for you. You can access this help even if you don’t make a formal complaint.

**Step 3: Respondent is Notified (2-3 weeks later)**
If you file a formal complaint, the Respondent (person who hurt you) will be notified about the complaint and investigation. They will receive a summary of your complaint.

**Step 4: Investigation (2-12 months)**
An investigator talks to you and the respondent. You can suggest witnesses or questions. After your interview, a summary is made of your answers and the respondent’s answers. You can review this and make corrections. After the interview and summary, the investigator makes a final report of what they found. You can decide to move forward with a hearing or try another way to solve things.

**Step 5: The Hearing (1-3 days)**
A formal meeting in front of a hearing officer (person who is in charge of the hearing, like a judge) where you and the respondent talk about and answer questions about your experiences. An advocate/advisor is there to ask the questions for you and another asks the questions for the respondent. Witnesses share their stories.

**Step 6: Finding Issued (1-2 weeks later)**
The hearing officer or panel decides whether or not the respondent is responsible (or guilty). If the respondent is responsible, they may be disciplined (punished). If the decision is not what you hoped for, you can appeal.

Making a Title IX complaint can be hard. You may feel lonely or overwhelmed. It is important to know that you are not alone. Here are several ways you can connect with others who have similar experiences: attend a support group in your area, join an online forum, look into how to become an advocate and support others.
Title IX Terms to Know

**Appeal**—The process of challenging Title IX decision to try to change the outcome.

**Complainant**—The person who files the Title IX complaint, usually you the survivor.

**Complaint**—The report or document that explains the harassment, assault, or other harmful behavior you are complaining about.

**Finding**—The decision in a Title IX case that finds the Respondent responsible or not responsible (guilty or not guilty) for your complaint.

**Hearing**—A formal meeting before a hearing officer or panel in where the Complainant and Respondent share their experiences and argue whether school policy was violated and if the Respondent is responsible.

**Hearing Officer**—The person who presides over a hearing like a judge would a courtroom.

**Respondent**—The person in who is accused of harming, assaulting, or harassing you, the Complainant.

**Retaliation**—Punishment for asserting your rights. It is illegal for your school to punish you for reporting or participating in a Title IX case.

**Sexual harassment**—A variety of unwanted or inappropriate behavior that may include unwanted touching, inappropriate jokes, comments, or gestures, teasing, or offers to do something nice for you (buy you gifts, give you a good grade, etc.) in exchange for a sexual act.

**Sexual assault**—Physical invasion of your body. This is a crime.

**Supportive measures**—Actions or changes made by your school to help you during and/or after the Title IX process, including transferring you to another class, giving you an extension on schoolwork, etc.

**Title IX Coordinator**—The person at your school whose job it is to make sure your school is following Title IX rules. They respond to complaints, start the investigation, and understand Title IX rules.

24/7 CONFIDENTIAL STATEWIDE HELPLINE: 1-866-644-3574
DAY 4: BE RESPECTFUL

Focus: Highlight the importance of active engagement with issues of sexual assault and emphasize the importance of advocacy and accountability in schools, communities, and media.

Sample Language for Morning Announcements:
Good morning [INSERT SCHOOL NAME]! Day 4 of Granite State RESPECT Week is about the importance of speaking out about teen dating violence and sexual assault in all aspects of your life. By demanding action, we can hold our school and community accountable for their reactions and policies regarding dating violence and sexual assault. Throughout the day, we will be working to build a comment wall for what we want survivors in our school to know. (We invite you to fill out a sticky-note with something you would like to tell a survivor and add it to the wall. This wall will serve as a reminder to all of us that an individual voice or single comment can create incredible comfort and change.) (We would also like to ask everyone to wear orange tomorrow in honor of Teen Dating Violence Awareness Month.) Remember, even through small actions, we can speak out to effect change!

Respect Activities
• **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.
• **James is Dead: A Lesson on Victim Blaming:** This cartoon video and discussion focuses on victim blaming. In the video common stereotypes and victim blaming statements that are often used with sexual assault are instead used to describe James being killed at a party. This activity is best for older students.
• **Respect in Our Music:** Students will review lyrics of love/heartbreak songs that they listen to and identify the healthy, unhealthy, and abusive relationship behaviors that they hear within the song. This activity is great for any age student, with plenty of opportunities to adapt the activity for your specific classroom.
Day 4 Respect Activities

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. Students can read these notes and should be encouraged to take one from the wall if it really resonates with them.

A sample mini poster for this activity is available on the next page of this guide.

James is Dead: A Lesson on Victim Blaming

The short video linked below features two cartoon students discussing how their friend James died at a party off campus last night. They discuss how the clothes James was wearing and the fact that he was drinking may have contributed to him being murdered.

This video serves as a depiction of victim blaming and can open up an important conversation with your students on this topic. The scenario in the video takes place on a college campus, but this can still be framed as an appropriate discussion for high school students. Below are a few questions you may want to ask students either in a discussion or a written reflection after viewing this video.

Reflection Questions

- What stood out to you in this video?
- How would you define victim blaming? Is that what you saw here?
- Why do you think we talk differently about victims of sexual assault compared to other crimes?
- Have you seen this kind of victim blaming language used? With friends? On social media or television?
- What can you say when people make comments like the ones you heard in this video?
- How do you think the comments in the video would have made James feel?
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.
This lesson is designed to be flexible so you can tailor it to the interests of your students and the needs of your classroom. If you used the Relationship Spectrum handout at the beginning of the week, you will want to revisit this. If you have not used this tool yet, please provide it to your students with this activity.

You can either allow students to choose one love song and one heartbreak song on their own or you can select the songs for the activity. The purpose is for students to listen, review the lyrics, view the music video (if available and time allows) to identify healthy, unhealthy, and abusive relationship behaviors in each song.

Below are a couple of options for how to facilitate this activity.

### Students' Choice
Allow students in small groups or individually to choose one love song and one heartbreak song. The only rule is that they need to select a "clean" song. Have students list the healthy, unhealthy, and abusive behaviors that they notice in each song.

After, have students reflect and discuss:
- Are there more unhealthy and abusive behaviors in the love song or the heartbreak song?
- What does this say about the way we view love and relationships?
- What would you have done to help the person experiencing the unhealthy or abusive behaviors in the song?
- What resources are available to someone experiencing the unhealthy or abusive behaviors in the song?

### Teacher's Choice
Pre-select the songs of your choice, ideally ones that each have strong examples of healthy, unhealthy, and abusive relationship behaviors. Play the songs for your students and print the lyrics. Have students highlight and discuss the healthy, unhealthy, and abusive relationship behaviors they notice in the song.

Discuss what the students find and what stands out to them about each song. If you are having trouble selecting songs, this article contains a list of songs that contain unhealthy and abusive relationship behaviors.
Overview: Review the characteristics of a positive and active bystander and how talking about sexual assault can effect change in your school. Encourage students to share what they have learned in any essay, poem, video, or artwork in our Steps for Respect Contest.

Sample Language for Morning Announcements:
Thank you all for your engagement this week—it’s inspiring to see so many students, teachers, and administrators demonstrate their commitment to fostering important discussions and upholding a safe and respectful environment in our school! This week, we have learned how to recognize unhealthy and abusive relationship behaviors, interrupt these unhealthy behaviors, know our Title IX rights, speak out, and stand together to eliminate harassment, disrespect, and violence at our school. Today, we focus on how we can work together to make our school and community a kinder, more compassionate, respectful place. When we have frank conversations about sexual violence and all of us commit to interrupting violence and speaking out, we signal that we value survivors and will not tolerate disrespect and sexual violence. Please join us in showing your commitment by gathering together while wearing our orange and being part of our photo to show that [INSERT SCHOOL NAME] stands strong against sexual harassment and assault. YOU have the power to show survivors of harassment and violence that you stand with them. YOU have the power to make your peers feel safe at school. YOU have the power to prevent violence and harassment before it happens. YOU have the power to lead by example, standing strong together and speaking out against sexual assault.

Stand Strong Activities

- **Steps for Respect Contest:** In this statewide contest, students may submit any piece of writing, artwork, poetry, music, etc. highlighting their learning during RESPECT Week. The NH Coalition Against Domestic and Sexual Violence will select and give prizes to at least one winner from each school and larger prizes and recognition to 3 statewide winners.
- **Wear Orange Day:** This is the color for Teen Dating Violence Awareness Month. Try to get a photo to show your school’s commitment and post on social media!
- **Community Events:** Find a way to bring your school community together in support of respect!
In encouraging students to lead with respect, we would like to empower students in sharing what they have learned and reward them for their commitment to creating a respectful and supportive environment in their school community.

This contest is intentionally designed to allow students to express themselves in any means they are most comfortable with. Students may submit essays, artwork, poetry, videos, music, etc. to highlight what they have learned and their commitment to standing strong against teen dating violence.

Please provide students with the guideline sheet on the next page of the toolkit. Students have until the end of the month to submit their entry, please try to allow them some class time to work on their entries during the school day as your activity for the final day of RESPECT Week.

Submissions will be reviewed by staff, board members, and volunteers of NHCADSV to recognize at least one schoolwide winner and three statewide winners.

Information and prizes for schoolwide winners will be sent to the schools point of contact for RESPECT Week. We encourage you to recognize this student or students schoolwide, and if they are comfortable, share their work.

Our three statewide winners will be awarded larger prizes and invited to bring their parents and a teacher to a statewide recognition gathering at NHCADSV in March.

Students may use the Google form linked below to submit their entries, the form contains the parental/guardian permission component of the contest.
We want to see what students across New Hampshire are taking away from participating in RESPECT Week. You may submit any essay, artwork, poem, video, song, etc. that shows what you have learned from this week and what steps you are taking to foster respect in your community.

These submissions will be reviewed by the New Hampshire Coalition Against Domestic and Sexual Violence. We will select at least one school-wide winner at each school participating in Granite State RESPECT Week and send a recognition certificate and prize to each school.

Three statewide winners will be selected for a larger prize and invited to a recognition celebration at the New Hampshire Coalition Against Domestic and Sexual Violence in Concord.

When creating your submission you may want to consider some of the following questions:
- What have you learned during RESPECT Week?
- What are some causes of teen dating violence and sexual assault?
- How can teen dating violence and sexual assault be stopped?
- What measures are there in place to protect students? Can these be changed or improved?
- How can you help your peers? How can you help your community?
- What does RESPECT Week mean to you?

Rules and guidelines for contest entry:
- All submissions must be made via Google forms by midnight on February 28th, 2022.
- All submissions must be school-appropriate and aligned with the themes of RESPECT Week.
- In New Hampshire, all adults are mandated reporters of child abuse. If your entry includes information indicating that you or another person under 18 is in danger, a report may need to be made to ensure you and any other students are safe.

TO ENTER:
SCAN THIS QR CODE AND FILL OUT YOUR INFORMATION AND ATTACH YOUR ENTRY ON THIS GOOGLE FORM
Day 5 Stand Strong Activities

Wear Orange Day

Create a sea of orange in your school community to show that you stand strong in support of survivors of teen dating violence!

Encourage students and staff to take photos of their orange gear and share them to highlight your school’s engagement in Granite State RESPECT Week!

Community Events

RESPECT Week at your school is about YOUR community. There are countless ways to bring your school community together and involve your local community in highlighting what students have learned this week and showing that your school stands strong against teen dating violence.

Here are a few ideas to consider that other schools have done in the past:

- **RESPECT-Themed Game:** Invite athletic teams at your school to organize and host a “RESPECT Game” during Teen Dating Violence Awareness Month. Players can compete in orange (the color of TDV awareness) and you can invite your local crisis center to table at the event to connect spectators with support services. This is a great way to raise awareness throughout your greater community and strengthen your relationship with your crisis center. We encourage coaches to notify the NHIAA before scheduling a RESPECT-themed game.

- **Host a Panel Discussion:** Invite advocates, law enforcement, a teacher from your school, and a representative from your local college/university to participate. Each of these professionals brings a unique perspective on how to combat harassment, abuse, and violence. Hosting a panel discussion is a great way to engage teens, parents, and community members in important conversations about healthy relationships and share more about resources in your community.

- **Pledge to Stand Strong:** Individual classes or your entire school community can come together to take what they have learned this week and create a pledge to stand up against teen dating violence in your school and local community.

www.nhcadsv.org
RESPECT WEEK

Lead with Respect
DAY 1 - MON. 2/13
Recognize Healthy Relationships

DAY 2 - TUE. 2/14
Change the Narrative

DAY 3 - WED. 2/15
Know Your Title IX

DAY 4 - THU. 2/16
Be Respectful

DAY 5 - FRI. 2/17
Stand Strong
Don't forget to wear your orange

24/7 CONFIDENTIAL STATEWIDE HOTLINE: 1-866-644-3574
CHARACTERISTICS OF A HEALTHY RELATIONSHIP

Respect
Safety
Support
Individuality
Fairness and Equality
Acceptance
Honesty and Trust
Communication

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

1. Send your thoughts and feedback around Granite State RESPECT Week 2023 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 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 2023!