



Teen Gender & Relationship Violence Service Project Mini-Grants

Teen gender and relationship violence is a public health issue that affects many middle and high school students throughout the United States. The Center for Disease Control conducts a National Youth Risk Behavior Survey (YRBSS) of students grades 9-12th who attend public and private schools. It is the largest public health surveillance system in the United States, monitoring a broad range of health-related behaviors among high school students. In 2019, it showed 8.0% of students who are dating nationwide had been physically hurt on purpose by someone they were dating or going out with. In addition, about 7% of high school students had been physically forced to have sexual intercourse when they did not want to. Female students were more than three times as likely as male students to be forced to have sex. Furthermore, 8% of high school students had experienced sexual dating violence.

Teen dating violence is preventable, but it requires a comprehensive strategy to stop violence before it starts. *Jana's Campaign* is pleased to offer mini-grants to middle and high school students to enhance service projects addressing these issues. We are offering mini-grant awards in any amount up to \$100. All middle and high schools are eligible, including those who received previous mini-grant funding. These mini-grants can be used to offset the costs of service projects focused on prevention and raising awareness about teen gender and relationship violence. Qualified projects must be school or community-based. Dollars from mini-grants can be used in a variety of ways, including, but not limited to, purchasing supplies (programming materials, art supplies, etc.), venue rental or to support marketing activities.

Jana's Campaign is proud to provide students with educational strategies designed to prevent teen dating violence through a three-pronged approach: self (increased self-reflection and awareness), peers (recognizing relationship “red flags”), and community (social change). By working directly with teachers and schools, students will learn the cognitive knowledge about these important relationship issues. These students will have an opportunity to put this knowledge into action as they integrate issues of teen dating and relationship violence into service projects. Our Secondary Education program is designed to educate about dating violence and provide direction for youth to implement prevention programs. We believe students are uniquely suited to ‘make a difference’ in their schools and communities. Effective teen gender and relationship violence service projects create lasting positive change in schools and community. Please see the back of this document for service project ideas relating to teen gender and relationship violence prevention.

It is our hope these mini-grants allow students to enhance the scope of the traditional service project in an effort to create real, meaningful, and sustainable change in their schools and communities.

- Mini-grants will be available for middle and high school student class projects or student organization/club projects, and will be issued on a *competitive, application basis*.
- When a grant application is approved, the allotted dollar amount will be directed to the school to be distributed to the specific class or organizational account.
- Following the project, a report is **required** from the student or group, detailing the results of their projects. Digital attachments (flyers, photos, newspaper articles, etc.) are strongly encouraged.
- Applications can be sent via email to janascampaign@gmail.com or via postal mail to: *Jana's Campaign*, PO Box 647, Hays, KS 67601.
- For additional information, questions, or assistance with your mini-grant application, please contact the *Jana's Campaign* office at (785) 656-0324 or email janascampaign@gmail.com.

Suggestions & Ideas for Teen Gender & Relationship Violence Community Service Projects

(These are just a few examples of possible projects. We encourage all grant applicants to develop their own creative projects that address teen gender violence, or use any of the following as an idea.)

1. Host a community-wide film screening of a movie that depicts both healthy and unhealthy relationships among teens. After the movie, lead a discussion about those relationships and how to more effectively engage in healthy relationships. Use the mini-grant funds to market the event and purchase supplies.
2. Create a PSA ad campaign for print, radio, and social media. Use the mini-grant funds to purchase ad space in your local newspaper and talk to your local radio station about running these PSAs.
3. Create a training session for middle or high school students surrounding the issues of teen gender and relationship violence. Incorporate fun, interactive learning activities such as skits, role playing, or games to illustrate and focus on positive, healthy relationships. Use the mini-grant funds to purchase supplies.
4. Facilitate an information session and discussion with students and parents about the importance of healthy relationships and/or gender and relationship violence at your school. Use the mini-grant to hire a speaker with knowledge about teen gender and relationship violence.
5. Conduct interviews with local law enforcement, school counselors, and teens. Create a community-wide plan to effectively advocate for teen gender and relationship violence prevention in your community. Host a community forum to share your advocacy plan. Use the mini-grant funds to purchase supplies and marketing materials for the forum.
6. Conduct a research project on the depiction of healthy vs. unhealthy relationships in pop culture. Use popular music, books and movies to illustrate both healthy and unhealthy relationships. Share your findings with your school at an assembly or with an article in your school paper.
7. Create a documentary about healthy relationships. Then, host a viewing party to screen it. Use the mini-grant funds to market the event and provide refreshments. Following the premier, hold a discussion about healthy relationships.
8. Create a short fiction film or play addressing the issues of teen gender and relationship violence. Use the mini-grant to purchase props, etc. Then, get permission to show your short film on morning announcements or hold your play during an assembly.
9. Create a mural that uses art to depict healthy and unhealthy actions in relationships. Invite students and community members to submit their own pieces of art and hold an art show. Use the mini-grant funds to purchase art supplies and marketing materials for your event.
10. Interview students in your school to find out what teen gender and relationship violence means to them. Use their interviews to create a book or short film to help others better understand this complex issue. Include ways to combat teen gender and relationship violence and how to get help. Use the mini-grant funds to produce the book or film.



Teen Gender & Relationship Violence Service Project Mini-Grants

Date: _____

MINI-GRANT APPLICATION

Student(s) applying for mini-grant:

Name: _____

Name: _____

Name: _____

Grade: _____

Grade: _____

Grade: _____

Email: _____

Email: _____

Email: _____

Phone: _____

Phone: _____

Phone: _____

Which student will be lead contact for this project? _____

Type of Organization: FCCLA project _____ Classroom project _____ Student organization/club project _____

School/Organization Name and Address: _____

Teacher/Advisor's Name and Position: _____

Teacher/Advisor Email and Phone: _____

Estimated Project Reach: _____ Date(s) of Project _____

Brief description of proposed project (include how the project relates to teen dating violence, who will be impacted by the project [students, community, etc.], timeline):

Brief description of what the \$100 mini-grant will be used for:

Submitted by:

Signature of lead contact

Signature of teacher/advisor

Date

For questions, information, or assistance with your application, please contact the *Jana's Campaign* office at (785) 656-0324 or email janascampaign@gmail.com

Following the project, a short report is required from the student or group, detailing the results of their projects. Digital attachments (flyers, photos, newspaper articles, etc.) are strongly encouraged.