

“Love Like That”

TEEN DATING  
VIOLENCE  
AWARENESS  
MONTH  
TOOLKIT



EDUCATION *about* and PREVENTION *against*  
gender and relationship violence.

# WELCOME!

*Jana's Campaign* is proud to present this toolkit in honor of Teen Dating Violence Awareness Month (TDVAM) which takes place every February. **1 in 3** U.S. teens will experience physical, sexual, or emotional abuse from someone they're in a relationship with before becoming adults—a figure that far exceeds rates of other types of youth violence (loveisrespect.org).

Teen dating violence can be alarming because young people are often new to relationships and may be unfamiliar with how to set healthy boundaries. For many reasons, individuals, schools, and community organizations need to take part in raising awareness so adolescents, parents, caregivers, and other pertinent mentors know about teen dating violence, the warning signs of abusive relationships, and what they can do to help create safe and supportive communities to foster healthy behaviors.

The 2024 theme for TDVAM, selected by the “love is respect” National Youth Council, is “Love Like That.” The theme encourages everyone to have discussions about what “that” means and looks like regarding healthy and unhealthy relationships. We know that love is more than a feeling; no matter how you define it, it's essential to ensure you're on the same page with your partner about the definitions and boundaries of your relationship.

We are excited for you to join us in raising awareness to prevent teen dating violence throughout the month of February and the year. It is our goal this toolkit will help you incorporate Teen Dating Violence Awareness in your school/organization and encourage others to join the movement to end teen dating violence. It takes all of us to promote healthy teen relationships.

To learn more about our prevention education programs, including curricular and co-curricular activities, please contact us at [JanasCampaign@gmail.com](mailto:JanasCampaign@gmail.com) or call 785-656-0324.



## “Love Like That”



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# TEEN DATING VIOLENCE AWARENESS MONTH

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## HISTORY OF TDVAM

As a result of efforts launched by the American Bar Association in 2004, the campaign to combat teen dating violence gained formal recognition in 2006 and 2007. During these years, both Houses of Congress proclaimed the first week in February as National Teen Dating Violence Awareness and Prevention Week, now commonly known as Teen Dating Violence Awareness Month (TDVAM). As part of the American Bar Association's initiatives, groups of adults and teenagers from each state convened in Washington, D.C., to present their efforts to a national audience of influential figures. Notably, teenagers took the lead in driving this movement forward.



In 2007, The National Domestic Violence Hotline (The Hotline) established the National Teen Dating Violence Hotline. Through its initiative "love is respect," The Hotline engages, educates, and empowers youth in a safe, inclusive environment tailored specifically to them. Additionally, in 2010, Congress designated the entire month of February as National Teen Dating Violence Awareness and Prevention Month. \*

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## ABOUT JANA'S CAMPAIGN

*Jana's Campaign* is a national education and violence prevention organization with the single mission of reducing gender and relationship violence. In honor of the late Jana Mackey and other victims and survivors of gender-based violence, *Jana's Campaign* delivers educational programs that prevent domestic and dating violence, sexual assault, and stalking.



For more information about Jana's Campaign, visit  
[www.JanasCampaign.org](http://www.JanasCampaign.org).

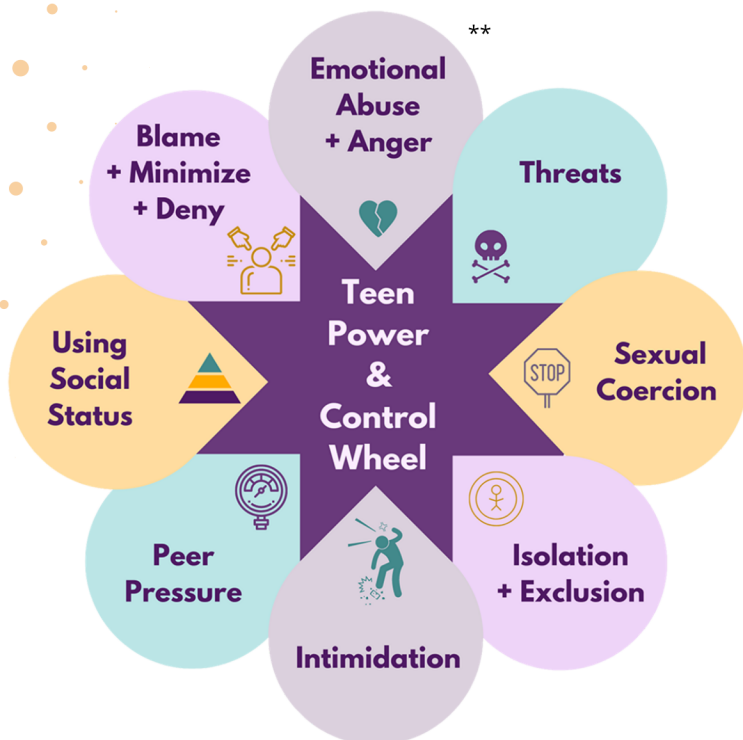
The Department of Justice Office on Violence Against Women (OVW) defines teens as young people between the ages of 14 and 24. Teen dating violence (TDV) occurs between two young people in a close relationship and can include four types of behavior: physical violence, sexual violence, stalking and psychological aggression. TDV can be perpetrated in-person or electronically, and it affects millions of U.S. teens each year.\*

## Abuse is never acceptable and it's not your fault.

TDV ranges from threats of violence, verbal attacks, and other forms of intimidation to extreme jealousy, possessiveness, and controlling behavior, before escalating to physical actions such as punching, slapping, pushing, and grabbing, and ultimately to more severe forms like rape and murder. Dating violence and abuse are intended to be isolating and controlling.

### Teen Dating Violence

<b>Physical Violence</b> when a person hurts or tries to hurt a partner by hitting, kicking, or using another type of physical force.	<b>Sexual Violence</b> is forcing or attempting to force a partner to take part in a sex act and or sexual touching when the partner does not consent or is unable to consent or refuse. It also includes non-physical sexual behaviors like posting or sharing sexual pictures of a partner without their consent or sexting someone without their consent.
<b>Psychological Aggression</b> the use of verbal and non-verbal communication with the intent to harm a partner mentally or emotionally and exert control over a partner.	<b>Stalking</b> is a pattern of repeated, unwanted attention and contact by a current or former partner that causes fear or safety concern for an individual victim or someone close to the victim.



Similar to other types of relationship violence, teen dating violence constitutes a criminal act focused on one individual exerting power and maintaining control over the other using various "red flag" behaviors. The accompanying graphic to the left illustrates examples of these "red flags" that individuals might encounter in a violent teen relationship. Often, victims may not recognize the presence of these dynamics in the relationship, underscoring the significance of discussing and understanding what these behaviors entail.

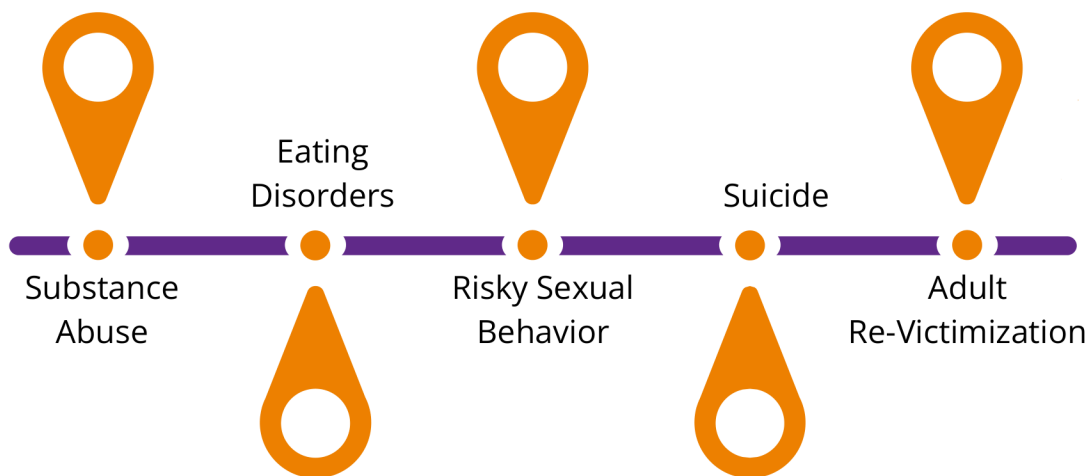
\*Legal Momentum. (2021). *Teen dating abuse and violence: National judicial education program*. <https://www.legalmomentum.org/sites/default/files/reports/Full%20Set%20of%20Sheets%202022.0%20-compressed.pdf>

\*\*Teen Power and Control Wheel -What is TDV? (2024). *Teens for Courage*. <https://www.teensforcourage.org/what-is-tdv/>

Teen dating violence is highly prevalent, with as many as 69% of youth reporting victimization\*. In addition, lesbian, gay, bisexual, and transgender youth are at higher risk for dating violence compared to heterosexual and cisgender youth.\*\*

Youth who are exposed to one type of violence are at greater risk of experiencing other types of violence.\*\*\* Most victims of teen dating violence experience at least one other type of victimization, and on average victims experience over a dozen other victimizations.\*\*\*\*

## Teen Dating Violence Can Have Serious Consequences: Teens Are At A Higher Risk For: \*\*\*\*\*



- Youth who are involved in bullying are at greater risk for teen dating violence.\*\*\*\*\*
- Different forms of family violence and conflict (e.g., witnessing violence between parents) are also associated with teen dating violence.\*\*\*\*\*
- Of the teens in an abusive relationships, fewer than one in three (32 percent) confide in their parents about their abusive relationship.\*\*\*\*\*

\*Taylor, B. G., & Mumford, E. A. (2014). A national descriptive portrait of adolescent relationship abuse. *Journal of Interpersonal Violence*, 31(6), 963-988. <https://doi.org/10.1177/0886260514564070>

\*\*Dank, M., Lachman, P., Zweig, J. M., & Yahner, J. (2013). Dating violence experiences of lesbian, gay, bisexual, and transgender youth. *Journal of Youth and Adolescence*, 43(5), 846-857. <https://doi.org/10.1007/s10964-013-9975-8>

\*\*\*Finkelhor, D., Turner, H., Hamby, S., & Ormrod, R. (2011). *Polyvictimization: Children's exposure to multiple types of violence, crime, and abuse*. Office of Juvenile Justice and Delinquency Prevention (OJJDP): Juvenile Justice Bulletin, 1-12. <https://www.ojp.gov/pdffiles1/ojjdp/235504.pdf>

\*\*\*Hamby, S., Finkelhor, D., & Turner, H. (2012). Teen dating violence: Co-occurrence with other victimizations in the national survey of children's exposure to violence (NatSCEV). *Psychology of Violence*, 2(2), 111-124. <https://doi.org/10.1037/a0027191>

\*\*\*\*\*Park, Y., Mulford, C., & Blachman-Demner, D. (2018). The acute and chronic impact of adolescent dating violence. *Adolescent Dating Violence*, 53-83. <https://doi.org/10.1016/b978-0-12-811797-2.00003-7>

\*\*\*\*\*Foshee, V. A., McNaughton Reyes, H. L., Vivolo-Kantor, A. M., Basile, K. C., Chang, L., Faris, R., & Ennett, S. T. (2014). Bullying as a longitudinal predictor of adolescent dating violence. *Journal of Adolescent Health*, 55(3), 439-444. <https://doi.org/10.1016/j.jadohealth.2014.03.004>

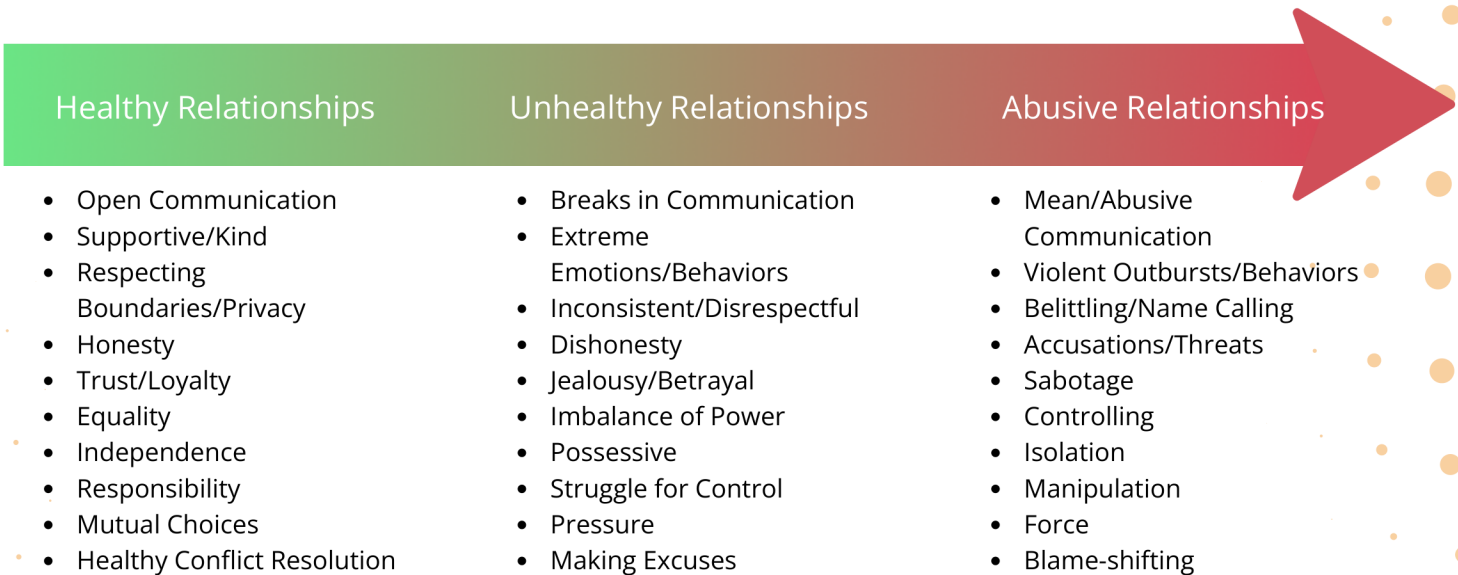
\*\*\*\*\*Offenhauer, P., & Buchalter, A. (2011). Teen dating violence: A literature review and annotated bibliography. *PsycEXTRA Dataset*. <https://doi.org/10.1037/e726412011-001>

\*\*\*\*\*Impact of the Economy and Parent/Teen Dialogue on Dating Relationships and Abuse. 2009. Conducted by Teenage Research Unlimited for the Family Violence Prevention Fund and Liz Claiborne. Available at <http://www.loveisnotabuse.com/pdf/Liz%20Claiborne%20Teen%20Dating%20Abuse%20and%20the%20Economy%20Research%20RPT.pdf>

While each relationship is unique, certain fundamental elements such as respect, equality, trust, honesty, communication, and consent are essential for a relationship to be considered healthy. Honest communication, safety, and respect are prerequisites for a healthy relationship. Conversely, a relationship characterized by one partner feeling controlled or the victim experiencing a lack of safety indicates abuse and is not deemed healthy.

Relationship behaviors span a spectrum ranging from healthy to unhealthy and abusive. It's crucial to acknowledge that everyone may engage in unhealthy relationship behaviors at some point. What matters most is how such situations are addressed between the involved parties to restore the relationship to a healthy state. In times of conflict, the ability to engage in constructive dialogue and work together toward finding a resolution is pivotal for steering the relationship back on course.

## RELATIONSHIP CONTINUUM\*



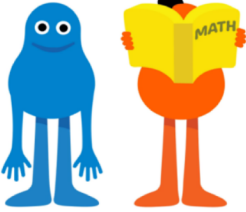
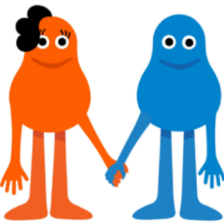
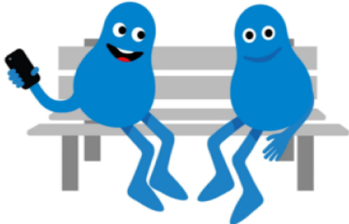



To help protect young people from teen dating violence, it's important to understand what acceptable and unacceptable behavior is.\*

\*Monique Burr Foundation Teen Safety Matters. (2023). *Teen dating violence and relationship abuse*. [https://www.mbfpreventioneducation.org/wp-content/uploads/2020/02/SB\\_Relationship-Abuse\\_TSM\\_20-21.pdf](https://www.mbfpreventioneducation.org/wp-content/uploads/2020/02/SB_Relationship-Abuse_TSM_20-21.pdf)





In unhealthy relationships, it's important to recognize various "red flag" behaviors. Among the most prevalent for teens are verbal abuse such as name-calling or belittling a partner, stalking, isolating the person from their social circle, instilling guilt about leaving the relationship, making threats of self-harm or suicide, engaging in physical violence, and initiating unwanted physical contact such as kissing or touching.

<b>PUT-DOWNS</b> 	<b>ISOLATION</b> 
<b>OBSESSION</b> 	<b>GUILT</b> 
<b>CONTROL</b> 	<b>INTENSITY</b> 



Through interactions with family, friends, and romantic partners, we gain insights into both ourselves and others. The comprehension of healthy relationship dynamics and the ability to foster them are integral components of personal identity development.\*

## Mutual Respect



In a mutually supportive relationship, both individuals exhibit self-respect and respect for one another. This is evident in behaviors like attentive listening, speaking with kindness toward each other, and actively encouraging each other's growth and well-being.

## Honest Communication



Effective communication entails engaging in open and honest dialogue, actively listening to one another, being mindful of both the content and tone of our speech, and making an effort to comprehend the perspective of the other person.

## Support & Understanding



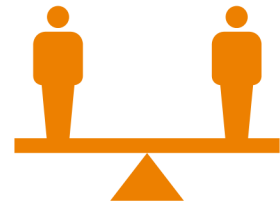
Respecting each other's emotions and preferences, while also fostering mutual support for individual identities, experiences, and interests, cultivates empathy and comprehension within healthy relationships.

## Boundaries



It's essential for each individual to share and define their mental, emotional, and physical boundaries. After this, it becomes the responsibility of the other party to honor and respect these boundaries.

## Healthy Balance



Balance entails both individuals actively contributing to and deriving benefits from the relationship. It is crucial to be mindful of your own needs while also taking into account the needs of the other person.

## With Parents



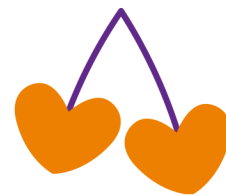
By acknowledging and respecting each other's viewpoints, teens and parents can work together to discuss issues like teen dating violence effectively, promote healthy relationships, and ensure the safety and well-being of all parties involved.

## With Friends



When friends respect each other's boundaries and autonomy, it fosters an environment of trust, understanding, and mutual support. Pressuring friends into doing things they wouldn't normally do can lead to feelings of resentment, betrayal, and damaged trust within the friendship. Respecting each other's choices and boundaries not only strengthens the bond between friends but also promotes a positive and supportive atmosphere where everyone feels valued and accepted for who they are.

## In Romantic Relationships



Respect forms the foundation of healthy romantic relationships, fostering mutual appreciation, trust, and understanding between partners. It entails valuing each other's opinions, boundaries, and autonomy, while also acknowledging and affirming each other's individuality and worth. In romantic relationships, respect cultivates a safe and supportive environment where partners feel heard, validated, and valued. It promotes effective communication, conflict resolution, and mutual growth, while also reducing the likelihood of emotional harm, manipulation, or control.

Various factors can influence the occurrence of unhealthy behaviors within a relationship. Both teens and adults must recognize that violence is a learned behavior. Therefore, by actively unlearning and comprehending the dynamics of unhealthy relationships, we can provide support to those involved in such behaviors by offering appropriate resources. While not exhaustive, some of the factors contributing to unhealthy teen relationships include:

1. **Underdeveloped emotional maturity:** Teenagers are still developing emotionally and may not yet have the skills to successfully handle complex emotions and relationships healthily.
2. **Unhealthy role models:** Exposure solely to examples of unhealthy or abusive behavior can increase the likelihood of teenagers replicating these patterns within their own relationships.
3. **Peer pressure:** Teenagers may feel pressure to conform to the expectations of their peers, even if those pressures are not in alignment with healthy behaviors.
4. **Insecurity:** Teenagers may feel insecure about themselves and their relationships, which can lead to jealousy and/or possessiveness. Without the skills or tools to process these feelings can manifest negatively in relationships.
5. **Trauma:** Teenagers who have experienced trauma, such as abuse or neglect, may repeat those behaviors due to their familiarity or lack of understanding of the negative impact.
6. **Underdeveloped social skills:** Teenagers who struggle with social skills may find it difficult to communicate effectively and navigate conflict in their relationships, leading to misunderstandings and hurt feelings.
7. **Low self-worth:** Young people who struggle with low self-worth may be more likely to be targeted by abusers.\*

# UNDERSTANDING CONSENT

An essential element of every healthy relationship involves grasping the concept of consent. While consent is often linked to sexual violence, as it pertains to obtaining permission for sexual activities, its relevance extends to various situations. Seeking consent for actions such as giving a hug or borrowing a charger exemplifies its broader application. Asking "Can I give you a hug?" or "Can I borrow your charger?" demonstrates consent, as does inquiring "Would you like to \_\_\_\_?" Below is a graphic of key components to enhance individuals' comprehension of consent.

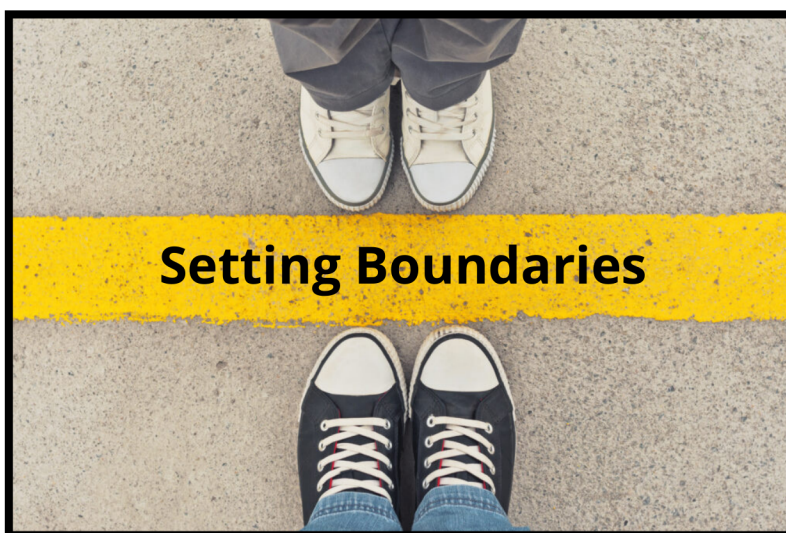
CLEAR	COHERENT	WILLING	ONGOING
<b>Consent is active</b>	<b>People incapacitated by drugs or alcohol cannot consent.</b>	<b>Consent is never given under pressure</b>	<b>Consent must be granted every time.</b>
It's expressed through words or actions that create mutually understandable permission.	Someone who cannot make rational, reasonable decisions because they lack the capacity to understand the "who, what, when, where, why, or how" of the situation cannot consent.	Consent is not obtained through psychological or emotional manipulation.	Consent must be obtained at each step of physical intimacy.
Consent is never implied, and the absence of a no is not a yes.	People who are asleep or in another vulnerable position cannot consent.	Consent cannot be obtained through physical violence or threat.	If someone consents to one sexual activity, they may or may not be willing to go further.
Silence is NOT consent		Someone in an unbalanced power situation (i.e. someone under your authority cannot consent)	Just because you are in a relationship, does not mean consent is automatic.
"I'm not sure," "I don't know," "Maybe" and similar phrases are NOT consent			

- For consent to be given, individuals must fully comprehend the request made to them.
- Consent encompasses more than just sexual activities; it applies to actions like kissing, cuddling, and general physical intimacy.
- Each instance of physical contact requires explicit consent, even if it has been given previously.
- Initiating a sexual activity with consent does not obligate its completion. At any point, for any reason, an individual can withdraw their consent.\*

\*

# BOUNDARIES

Boundaries are relevant in all types of relationships, whether with friends, family members, partners, or anyone else. They serve as assertions of self-respect, conveying your identity, values, and preferred treatment. It's crucial for partners to feel at ease expressing their desires, aspirations, concerns, and boundaries, with a mutual commitment to honoring each other's boundaries. This fosters an environment where individuals can communicate their needs without apprehension of negative repercussions from others. Moreover, boundaries facilitate the establishment of personal space when necessary.\*



## Types of Boundaries\*\*

- **Emotional:** These boundaries are rooted in mutual trust between you and your partner. Ask yourself if your partner provides supportive encouragement and if both of you are comfortable spending time apart.
- **Physical:** In a healthy relationship, partners understand each other's boundaries through open communication and feel at ease discussing any changes. Remember, you're never obligated to engage in sexual activities for any reason. No aspect of a relationship should ever feel like an obligation, whether your partner has treated you or helped you in any way.
- **Digital:** Before discussing your online relationship with your partner, take a moment to reflect on your boundaries. Consider what level of digital communication feels comfortable for you. Keep in mind that once you share a photo or message, you relinquish control over its future dissemination.

\*Gordon, S. (2021, July 26). Everything your teen needs to know about setting boundaries. Verywell Family. <https://www.verywellfamily.com/boundaries-what-every-teen-needs-to-know-5119428>

\*\*Love is respect. (2022, March 21). How to set boundaries. <https://www.loveisrespect.org/everyone-deserves-a-healthy-relationship/how-to-set-boundaries/>



# BOUNDARIES

The initial step in establishing a boundary is to recognize your self-worth and understand that you deserve to set boundaries. For instance, valuing yourself is essential for recognizing and affirming that you deserve respect from others.\*

## WHERE TO START

Self-reflecting questions to start establishing your boundaries:

- What is important to you?
- Are there things/topics you like to keep private?
- What are you not willing to do or do not enjoy.
- What makes you feel respected?

## KEYS FOR SUCCESS

Here are some strategies to help you feel comfortable and confident after you have established your own boundaries.

- YOU+THEM VS PROBLEM**  
For less defensive communication use speech tools like "I" statements.
- TALK FACE TO FACE:**  
The listener can then pick up on verbal and nonverbal communication.
- FIND THE RIGHT TIME:**  
Conversations during high stress don't allow for clear thinking. Chat when all parties are calm and not rushed.
- 48 HOUR RULE**  
Give yourself time to process feelings after someone has made you upset. Then share with a calm mind.

*jana's*  
CAMPAIGN™

Communication is extremely important in order to set healthy boundaries. When communicating, be sure to use verbal tools such as "I" Statements to be sure boundaries are communicated kindly and assertively. After boundaries are communicated, check-in with yourself about their effectiveness and know that it is ok to modify boundaries or have a follow up conversation with your partner to reinforce boundaries that have already been set. You deserve to feel respected and safe in all your relationships. If you are struggling to set or maintain boundaries, considering reaching out for support. If someone is not respecting your boundaries, reflect on whether or not that person is someone you want to remain in a relationship with.\*\*

Just because you felt comfortable with something at the beginning of a relationship doesn't mean you're bound by it forever. The opposite can also be true: there may be something that you weren't okay with at the beginning of your relationship that you eventually become comfortable with.

\*Price, B. (2023, March 1). Creating healthy boundaries. InMindOut Emotional Wellness Center. <https://inmindout.com/creating-healthy-boundaries/>

\*\*Love is respect. (2022, March 21). How to set boundaries. <https://www.loveisrespect.org/everyone-deserves-a-healthy-relationship/how-to-set-boundaries/>

## TEENS AND TECHNOLOGY

Using technology to abuse someone has become a prevalent tool within unhealthy dating relationships, especially among young people. Recent research shows trends in what teens are experiencing online. Urban Institute's Justice Policy Center reports the following data about technology abuse:\*

- Tampering with a partner's social media account is the most prevalent form of digital abuse. More than one in twelve teens in a relationship (8.7 percent) say their partner used their social networking account without their permission.
- Acts of sexual digital abuse are the second and third most-reported complaints. Approximately 7 percent of teenagers say their partner sent them texts and/or emails asking them to engage in unwanted sexual acts. The same percentage says their partner pressured them to send a sexually explicit photo of themselves.
- Roughly 1 out of 12 teens report being both perpetrators and victims of digital abuse. Approximately 8 percent of teens say they were subjected to digital abuse, but also said they treated their partners the same way.
- Digital abuse in a relationship rarely happens in isolation: 84 percent of the teens who report digital abuse say they were also psychologically abused by their partners, 52 percent say they were also physically abused, and 33 percent say they were also sexually coerced.



Although technology can be misused as a tactic in teen dating violence, technology can also be used strategically. We encourage you to empower the loved ones in your life to use this toolkit and promote awareness to help them better understand how technology can be used to support them and to connect with others safely.



## SUPPORTING OTHERS

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Dating violence presents challenges for everyone involved, including those attempting to provide support. Individuals unfamiliar with dating violence may question why survivors don't simply leave their partner, unaware of the complexities involved in ending an abusive relationship, which differs significantly from typical break-ups.

- If you're concerned someone may be experiencing violence, say something. Talk to a trusted adult at your school or church. Or contact the local domestic violence agency.
- Listen, support, believe: If a friend tells you about the violence they experienced, believe them. If they ask for your help, take it seriously and think about who they can get help from.
- Call in reinforcements - encourage your friend to talk to a domestic violence advocate about the experiences they have had.

### How to Support a Survivor\*



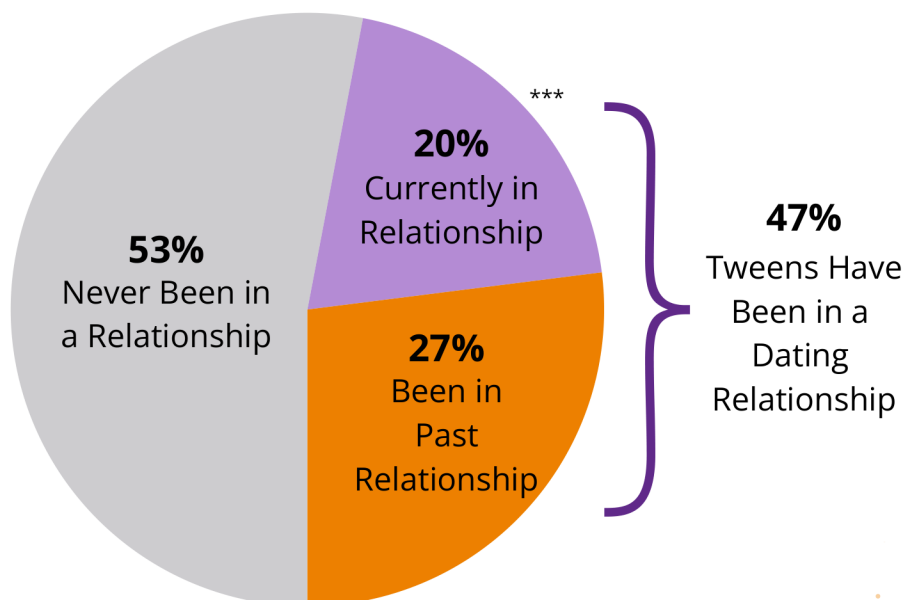
One in five tweens – age 11 to 14 – say their friends are victims of dating violence and nearly half who are in relationships know friends who are verbally abused. Two in five of the youngest tweens, ages 11 and 12, report that their friends are victims of verbal abuse in relationships.\*

	<b>% of Teens Who Reported Being a Victim of TDV</b>	<b>% of Parents Unaware of TDV in Their Teen's Relationship</b>
<b>Controlling Behaviors</b>	<b>47%</b>	<b>67%</b>
<b>Technology Abuse</b>	<b>24%</b>	<b>82%</b>
<b>Verbal Abuse</b>	<b>19%</b>	<b>88%</b>
<b>Sexual Abuse</b>	<b>17%</b>	<b>90%</b>
<b>Physical Abuse</b>	<b>12%</b>	<b>90%</b>

Nearly two-thirds of parents (63%) whose children have been in a dating relationship say dating violence and abuse have not been a problem for their teens, but the data shows otherwise. Research shows parents are unaware of specific types of abuse that their teens are experiencing.\*\*

Nearly half of all tweens (47%)—and more than one in three, 11-to 12-year-olds (37%) say they have been in a relationship.\*\*\*

Nearly three in four tweens (72%) say dating relationships begin by age 14.\*\*\*



\*Tween and Teen Dating Violence and Abuse Study, Teenage Research Unlimited for Liz Claiborne Inc. and the National Teen Dating Abuse Helpline. February 2008. Available at [http://loveisnotabuse.com/c/document\\_library/get\\_file?p\\_l\\_id=45693&folderId=72612&name=DLFE203.pdf](http://loveisnotabuse.com/c/document_library/get_file?p_l_id=45693&folderId=72612&name=DLFE203.pdf).

\*\*Impact of the Economy and Parent/Teen Dialogue on Dating Relationships and Abuse, 2009. Conducted by Teenage Research Unlimited for the Family Violence Prevention Fund and Liz Claiborne. Available at <http://www.loveisnotabuse.com/pdf/Liz%20Claiborne%20Teen%20Dating%20Abuse%20and%20the%20Economy%20Research%20RPT.pdf>.

\*\*\* Tween and Teen Dating Violence and Abuse Study, Teenage Research Unlimited for Liz Claiborne Inc. and the National Teen Dating Abuse Helpline. February 2008. Available at <http://www.loveisnotabuse.com/pdf/Tween%20Dating%20Abuse%20Full%20Report.pdf>.

# TIPS FOR PARENTS\*

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## Preventive Actions

- **Challenge and discuss negative images** in the media that promote violence in relationships. **Point out that violence is never justified.**
- **Highlight healthy relationships** in which partners respect, support, and trust one another.
- **Teach teens to protect themselves!** Make them aware of issues involving dating violence and brainstorm ways of handling different situations to ensure their safety together.
- **Teach teens to respect each other!** Help your teenager feel good about who s/he sees, what s/he does, or what s/he wears. Tell him/her that their dating partner(s) do not have the right to control them.
- **Practice what to say** if they feel someone is being disrespectful to them.

## Warning Signs of an Unhealthy Relationship

- **Isolation.** Losing interest in activities they once enjoyed. Not spending time with friends.
- **Emotional and Physical Changes.** Have you seen sudden changes in mood or personality? Constantly nervous or anxious, depressed, acting out, or secretive? Do they have unexplained bruises, scratches, or injuries?
- **Constant Monitoring.** Does your teen seem upset or anxious when they miss their partner's texts or phone calls? Does it seem like the partner is always checking up on them?
- **The Partner's Behavior.** Does the partner try to control your teen's behavior, make decisions for them, act extremely jealous or possessive, and/or demand to know where your teen is and who they're with?
- **Making Excuses for Partner's Behavior.** Does your teen apologize for the partner's behavior towards you or others? Have they causally mentioned the partner's temper or violent behavior and then laughed it off as a joke?

## Talking to Your Teen

- **Be calm** and take positive steps.
- **Actively listen** to your teen. Ask them questions, but don't judge or jump to conclusions. Make sure to keep the lines of communication open.
- **Don't blame or punish your teen.** Try: "This isn't your fault. You're not to blame; no matter how guilty the person makes you feel. Your partner shouldn't be doing this to you."
- **Reassure your teen** of your love and concern. Reinforce your wish to help do what's best for them.
- **Take your teen's feelings seriously.**
- **Create a safety plan.** The break-up period is the most dangerous part of an unhealthy relationship. If your teen breaks up with an abusive partner, ask a domestic violence agency about how to create a safety plan, get an order of protection, and other ways to protect your teen.
- **Call a domestic violence agency or hotline.**

# SAFETY PLANNING

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A safety plan is a personalized, practical plan to improve your safety while experiencing abuse, preparing to leave an abusive situation, or after you leave. This plan includes vital information tailored to your unique situation and will help you prepare for and respond to different scenarios, including telling your friends and family about your situation, coping with emotions, and various resources suited to your circumstances.

Some of the preparations for a safety plan might seem obvious, but it can be hard to think clearly and/or make logical decisions during moments of crisis. Having a safety plan laid out in advance can help you protect yourself and others in high-stress situations. Any type of violence from emotional to physical experienced in a relationship is a valid reason for creating a safety plan.\*

## Why do I need a Safety Plan?

Everyone deserves a relationship that is healthy, safe, and supportive. If you are in a relationship that is hurting you, you need to know that the abuse is not your fault. It is also important for you to start thinking of ways to keep yourself safe from the abuse, whether you decide to end the relationship or not. While you can't control your partner's abusive behavior, you can take action to keep yourself as safe as possible.



## How do I make a Safety Plan?

Although online resources are accessible for creating a safety plan independently, *Jana's Campaign* strongly advises reaching out to your local, state, or national domestic violence agency to develop a safety plan with a trained victim advocate. Please refer to the Resource page of this Toolkit or contact us at [JanasCampaign@gmail.com](mailto:JanasCampaign@gmail.com) or 785-656-0324 for assistance in locating resources in your area.



# Raising Awareness Activities

# RAISING AWARENESS ACTIVITIES

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## SPREAD THE WORD

This February we challenge you to spread the word about teen dating violence. Plan small events for your friends and family or think larger and partner with your school, work, or other organizations to host community-wide events. Every step to spread awareness and educate others is a step towards preventing teen dating violence.

- Share the message about teen dating violence awareness month over a PA system, podcast, video, or at the beginning of a class or meeting.
- Create posters and signs, and include statistics and local resource contact information - post them around your school, organization, and on your social media accounts.
- Organize a "Real Talk."

## WHAT'S A "REAL TALK"?

Real Talk is a signature event developed in 2016 by Break the Cycle. Real Talks are casual, fun, and engaging sessions, hosted in communities across the country, and create a space for young people to come together and discuss a variety of topics, including healthy and unhealthy relationships.\*

Real Talks not only allow young people to share their experiences, they also open the door for education and building healthy relationship skills. By teaching healthy relationship skills specifically tailored to what is shared during your Real Talk, facilitators can remain youth-centered and keep the information shared relevant to their group. Talking out relationship realities builds trust among young people that attend the Real Talk and the caring adults that often facilitate them.

## MAKE CONNECTIONS

- Can you partner with your local domestic violence agency?
- Is there a partner/group you can reach out to?
- Reach out to *Jana's Campaign*
- Are you connected online? Can you use social media to promote your awareness efforts?



# RAISING AWARENESS ACTIVITIES

## Activity: Red Light, Green Light, GO!\*

**Time Needed:** 30-45 minutes

**Supplies Needed:** color stoplight posters, friendship scenarios

**Objective:** To explore healthy and unhealthy characteristics using a stoplight analogy

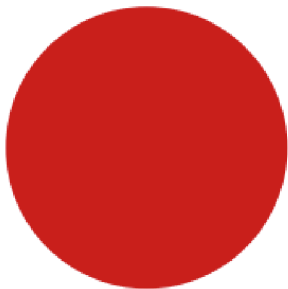
**Directions:**

**Red = Stop!** These are unhealthy signs in friendships.

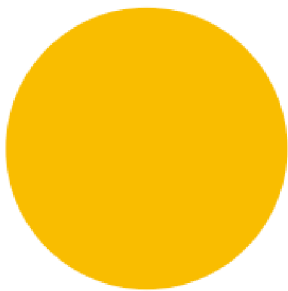
**Yellow = Caution!** These are warning signs of potentially harmful situations.

**Green = GO!** These are signs of a healthy friendship that we want to continue.

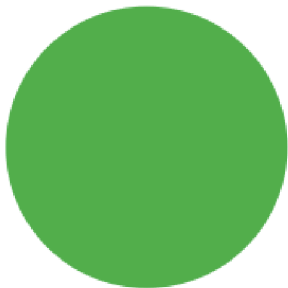
Divide participants into groups and share friendship scenarios on cards even with each group. Place the Red, Yellow and Green poster headings on a wall. Instruct students to read through each card and decide as a group which category best represents each scenario. Have teams put cards on the wall under the corresponding color heading. Once all groups have finished talk in a group about answers, any variations, and how students decided which card went under each color.



**STOP!**  
These are *BAD*  
signs in a friendship!



**CAUTION!**  
These are *WARNING*  
signs in a friendship!



**GO!**  
These are *GOOD*  
signs in a friendship!

You are afraid of your friend's temper	Your friend criticizes you or people you care about	Your friend threatens to hurt you
Your friend bullies and makes fun of other kids at school	Your friend pressures you to do things you do not want to do	You are nervous that if you tell your friend something personal, they will tell people at school
Your friend sometimes makes fun of you	You rarely get to plan what the two of you will do together	Your friend tells you not to hang out with certain people
You enjoy being with this person, but you also enjoy spending time with other friends	You usually feel happy when you are with this person	Your friend respects your feelings and opinions
Your friend talks to you about their feelings	Your friend is happy when good things happen to you	You say that you agree with your friend, even though you really don't; you are afraid they won't be your friend anymore if you disagree

# RAISING AWARENESS ACTIVITIES

**Learning Objective: Communicate Boundaries and Practice Consent**  
Find it at [www.joinonelove.org/education-center](http://www.joinonelove.org/education-center)



## ACTIVITY:

### Essential Question:

How do you set boundaries with people in your life?

### Teaching Point:

This exercise is a practice in respectful listening, responding, and being comfortable saying and hearing “no”. The simple act of saying “no” to someone can be very powerful. In group settings we are so often used to feeling the need to say yes, always, no matter what. This exercise allows for the participants to accept both a “yes” and a “no” as part of a supportive group vibe.

### Materials:

An open space, enough to form a generously spaced circle.

### Procedure:

#### First round: “YES!”

**Step 1:** Stand in a circle as a group. If the group is larger than ~40 people, divide into two groups.

**Step 2:** Begin with one person pointing to another person in the circle. When you point to a person in the circle and they say “yes,” that gives you permission to walk towards them and take their spot.

**Note:** When pointing to a person, it’s important to ask for their permission to move to their spot by looking at them directly until you catch their gaze, then holding eye contact with one another through the exchange of “yes.”

**Step 3:** After a person says “yes,” they must point to another person in the circle, who will respond the same way. Repeat until everyone has been pointed to at least once.

#### Second round: “No thanks”

This is a variation on the exercise, which should follow playing “Yes.” After a round of “yes,” you can begin to include the word “no.” During this part of the exercise, when a person is pointed to, they have the choice of saying “yes” or “no.”

If a person responds “no,” take a beat, or a brief moment of silence, before the person who received the “no” moves on to point to a new person to ask. Make sure to maintain eye contact during each interaction of “yes” or “no.”

#### Debrief:

What did it feel like to say “no”?” To receive a “no”?” How did it feel to say “no” after playing the “yes” round?

How do you set boundaries with people in your life? What can this exercise teach us about boundaries in your romantic or friendship relationships?

# RAISING AWARENESS ACTIVITIES

Find this at [www.joinonelove.org/education-center](http://www.joinonelove.org/education-center)

## ACTIVITY:

# SETTING boundary

**Why is this activity great?** It gives participants a chance to practice "real life" situations. The purpose is to give students the opportunity to practice saying no and setting a boundary in a low stakes environment.

You can also try it without the role play! Just talk through the scenarios!



### STEP 1

#### Whole Group Introduction

This a great opportunity for students to use their imagination to come up with realistic scenarios, and try out how they would actually talk to each other about setting boundaries. This activity is not meant for participants to recreate situations exactly as they happen in real life.

Model this activity with a student, asking them ahead of time if they will help out. Use a scenario that is appropriate to use with a student! For example, pretend you are friends. You want to go to the movies, but the student is too busy.

**Quick debrief.** How did it feel to say no to me? How else might the student have responded? What could have they have said differently?

### STEP 2

#### Break into Pairs!

**Instructions:** In pairs, you and your partner will pretend to have a conversation early in their relationship about how to tackle a difficult or tense issue. One person starts by expressing a boundary or idea. Then, switch and have the other person share their response. From there, converse a bit. In character, if you and your partner have different feelings about the situation, discuss a way to compromise between the differences.

**Use these provided scenarios or create your own!**

**Scenario 1:** The new person you're dating (who you really like!) wants to post a photo of you both on social media, but you don't feel great about sharing details of your personal life online, especially so soon into a new relationship. How do you communicate to your partner what you are and aren't comfortable with when it comes to social media posting?

**Scenario 2:** You really like the person you're dating OR are becoming good friends with, but they like to be in contact all day via text, DMs, Facetime, etc. and you don't like having to be in contact that much. How do you talk to them about finding a healthy balance with your communication styles?



FIRST, EXPLAIN THE ACTIVITY TO THE FULL GROUP, THEN SEND PEOPLE IN PAIRS TO BREAKOUT ROOMS.

# RAISING AWARENESS ACTIVITIES

## Lesson Continued from Previous Page

**SETTING**  
**boundary**  
Activity

### STEP 3

#### Whole group debrief

When the group gets back together, here are a few questions to prompt discussion and reflection:

#### General:

How did your exchanges feel?

Do you think its ok to ever tell your partner what they can and can't do in a relationship? (For example, on social media?)

#### Healthy Conflict:

What would you do if it seemed like you and the other person were not on the same page, after trying to communicate openly?

What should you do if you attempt to communicate openly, but the other person does not seem willing to have a respectful, healthy conflict?

#### Compromise:

Did groups find that their conversation gravitated towards compromise or unhealthy conflict? Did it try playing it out both ways?

For the groups that played out a compromise, what did that feel like?

#### New Relationships:

Why might it feel difficult to have one of these conversations when you are in a new relationship? Why do the stakes feel higher in a new relationship?



COMMUNICATING  
BOUNDARIES  
CAN BE HARD.

SOMETIMES,  
IT TAKES  
PRACTICE  
TO FEEL  
COMFORTABLE  
WITH THE  
LANGUAGE.

#### Teaching Points:

Communicating boundaries can be hard. Sometimes, it takes practice to feel comfortable with the language.

It's important to have **healthy conflict** about issues that come up early in (and throughout) a friendship or relationship to see how you handle tense moments together – in all types of relationships, tough things are bound to come up from time to time!

If the person can have an open, respectful conversation with you where they listen to your thoughts and feel comfortable expressing theirs to you, that's a great sign! In fact, that's a lot like one of our 10 signs of a healthy relationship...**Honesty!**

If the person can think through a thoughtful solution or compromise that feels comfortable for both of you, that's a great sign too!

**If the person makes you feel guilty for bringing something up, gets defensive, or shuts you down in response, that is a sign you may not be able to trust this person to handle the tough situations that will inevitably come up in relationships.**

## From [loveisrespect.org](http://loveisrespect.org)

**Orange-Out for Teen Dating Violence Awareness Month:** Encourage your peers and the faculty at your school to wear orange to signify unity, awareness, and prevention of abusive relationships.

**Relationship Bill of Rights:** Print the "Relationship Bill of Rights" from this toolkit and encourage your peers to sign it. Signings can be done at lunches and could work in conjunction with an informational table from your local domestic violence agency. (page 27)

**Wall of Love:** Print copies of the "Love is..." speech bubble template from this toolkit. Cut out the speech bubbles and write down what love means to them. Tape the bubbles throughout school or organization hallways. (page 28)

**Relationship Spectrum:** On a chalkboard or dry-erase board, make three columns labeled: Healthy, Unhealthy, and Abusive. Print and cut out the relationship behaviors in this toolkit. Determine which behaviors are healthy, unhealthy, or abusive by taping or gluing them in the appropriate columns. This activity can be modified for a classroom, small group, or individuals.

## OTHER ACTIVITIES

- Post a sign on your school marquee for the community to see that February is Teen Dating Violence Awareness and Prevention Month.
- Ask the editor of the student newspaper to write a story on teen dating violence. Invite other students to submit poetry, drawings, song lyrics, etc. to accompany the article.
- Print *Jana's Campaign* graphics from "Materials," later in this packet, and display them throughout your school.
- Host an art competition - have students create art that illustrates healthy or unhealthy relationship behaviors.
- Be creative, if you have other ideas to raise awareness of teen dating violence, go for it!

Be sure to share your projects with Jana's Campaign so we can share them on our social media pages!

# Materials



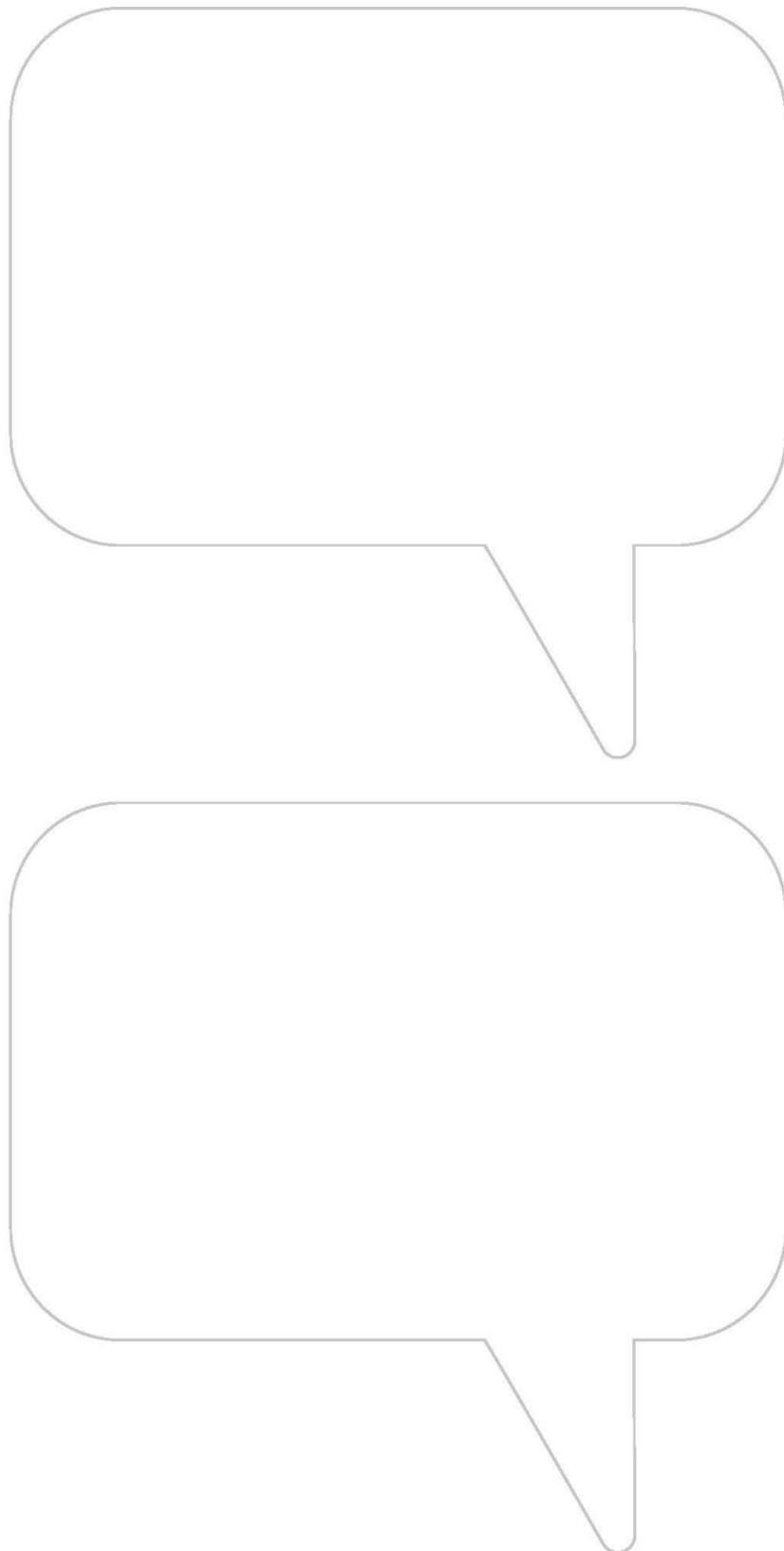


# MATERIALS

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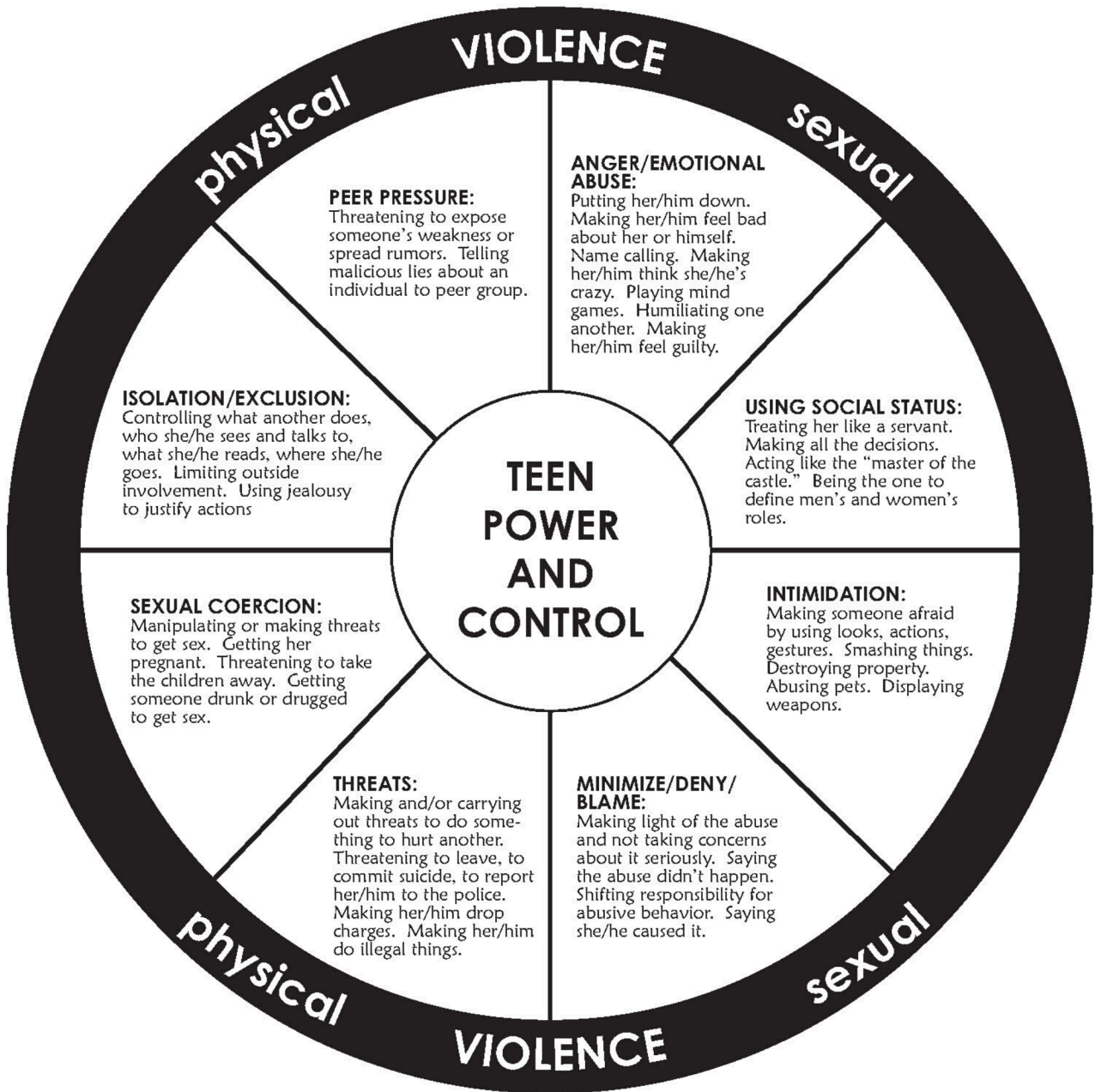
## "Love is..." Speech Bubble Template (activity from page 25)

"Love is..." Speech Bubble Template



Power and Control Wheel

**TEEN POWER AND CONTROL WHEEL**



Produced and distributed by:

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

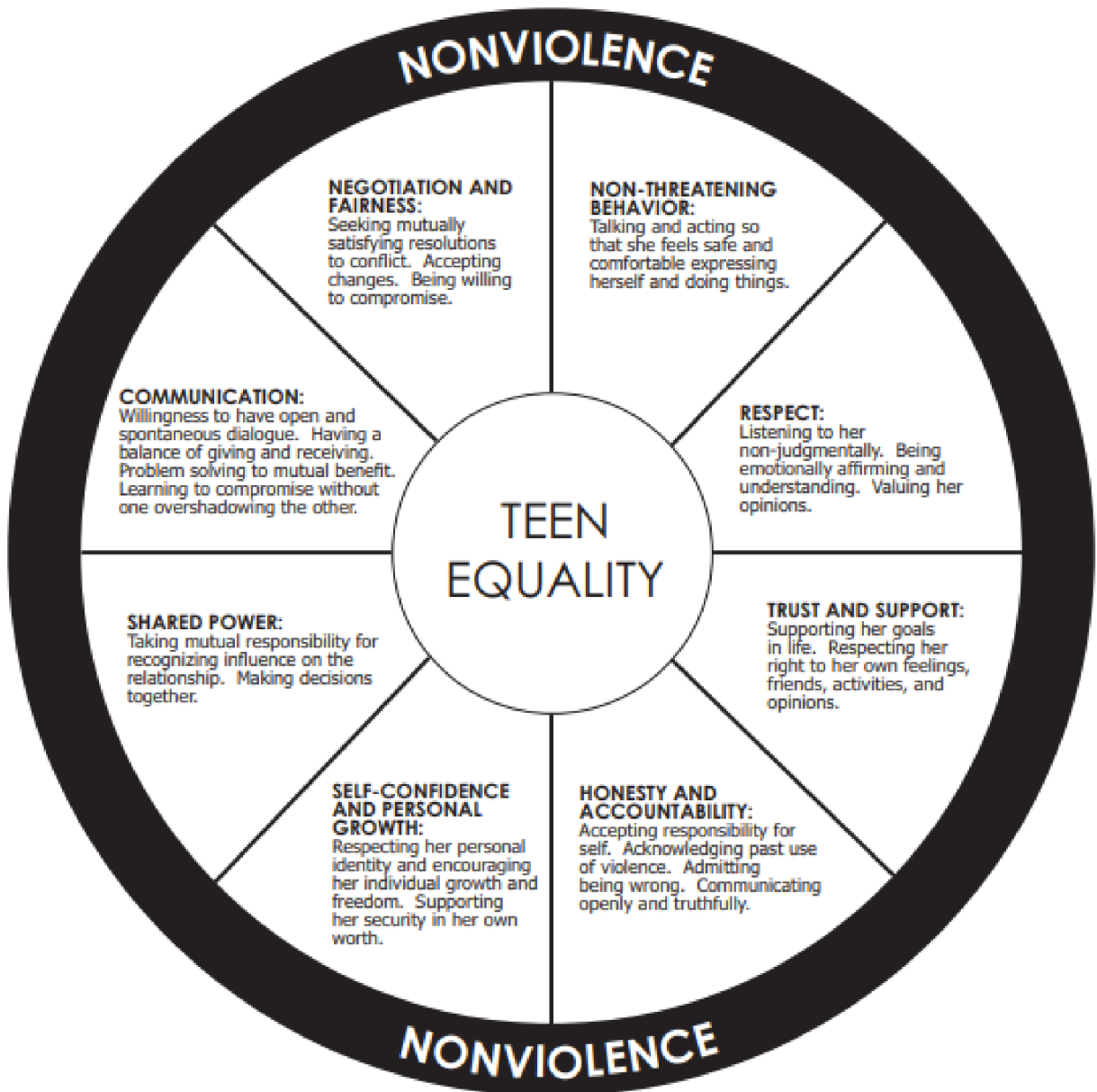


**NATIONAL CENTER**  
**on Domestic and Sexual Violence**  
*training • consulting • advocacy*  
4612 Shoal Creek Blvd. • Austin, Texas 78756  
512.407.9020 (phone and fax) • www.ncdsv.org

# MATERIALS

## Teen Equality Wheel

### EQUALITY WHEEL FOR TEENS



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

Produced and distributed by:



**NATIONAL CENTER**  
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512.497.9020 (phone and fax) • www.ncdsv.org

The background is a solid orange color with a pattern of white polka dots of varying sizes scattered across it. The dots are more densely packed in the top-left and bottom-right corners.

# Social Media Content



## Graphics - Free to Reuse

**FEBRUARY IS TEEN  
DATING VIOLENCE  
AWARENESS MONTH.**



**EDUCATION** *about* and **PREVENTION** *against* **gender**  
and **relationship violence.**

*teen dating violence awareness month*

57% of teens know someone  
who has been physically,  
sexually, or verbally *abusive*  
in a dating relationship.

(NCADV, 2017)



## Graphics - Free to Reuse Poster

"Where are you?"  
"Who are you with?"  
"Call me now."

"U R Mine"

"That dress makes  
you look fat."

"Shut up."

"I told you not to  
talk to him."

"Loser."

"Don't wear that."



# THIS ISN'T LOVE.

Control isn't loving. It is abuse. Abuse can take many forms and it is not always physical. When someone is controlling, possessive, or extremely jealous, it could be a sign of an unhealthy relationship.

If you or someone you know is experiencing violence in their relationship, contact your local domestic violence agency.

## Graphics - Free to Reuse

### February is Teen Dating Violence Awareness Month



One in three teens in the U.S. will experience physical, sexual, or emotional abuse by someone they are in a relationship with before they turn 18.

(Centers for Disease Control, 2017)

By joining together every February, we can spread awareness and stop the violence before it starts!



**THIS  
FEBRUARY,  
START TALKING ABOUT  
HEALTHY RELATIONSHIPS!**

**LOVE  
HAS MANY  
DEFINITIONS  
BUT ABUSE  
ISN'T ONE  
OF THEM.**

## Graphics - Free to Reuse

# *Let's Talk:*

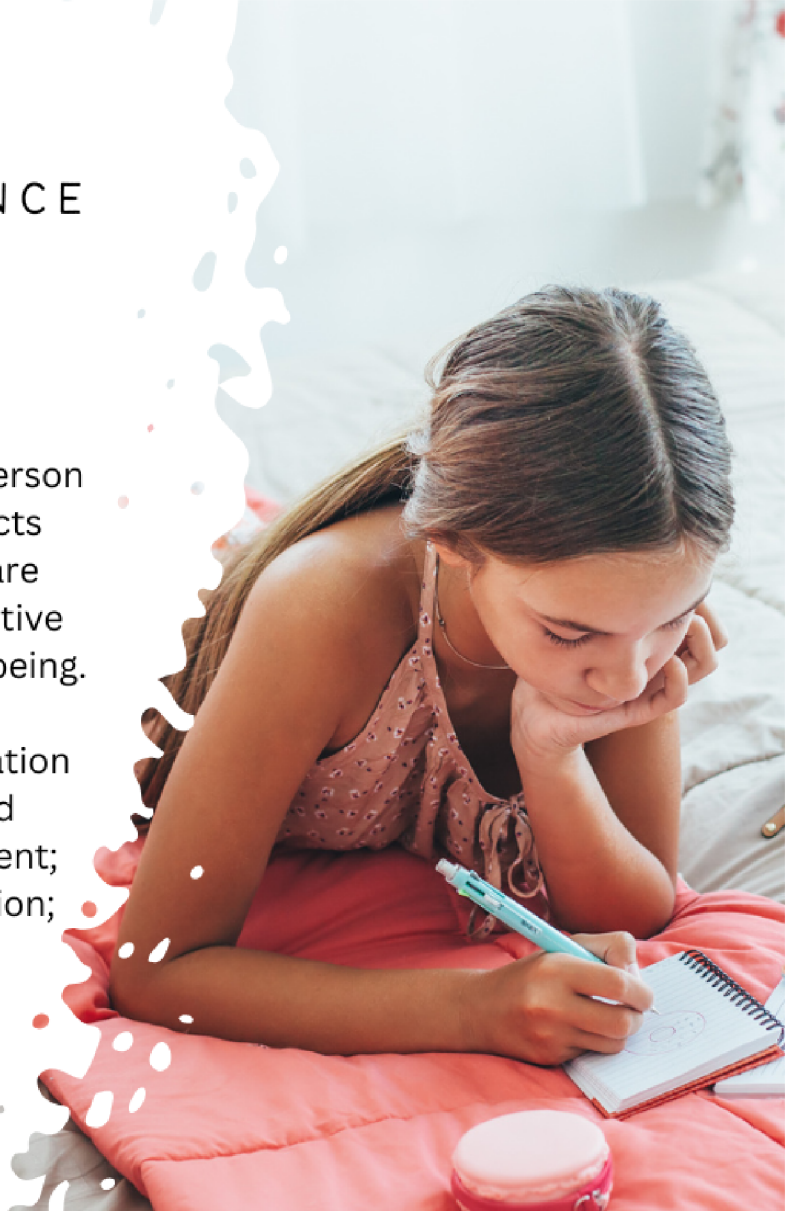
## TEEN DATING VIOLENCE

### *Emotional Abuse*

a pattern of behavior in which one person deliberately and repeatedly subjects another to nonphysical acts that are detrimental to behavioral and affective functioning and overall mental well-being.

This includes verbal abuse; intimidation and terrorization; humiliation and degradation; exploitation; harassment; rejection and withholding of affection; isolation; and excessive control.

(dictionary.apa.org)





## Graphics - Free to Reuse

*teen dating violence awareness month*

Unhealthy relationships can have short-and long-term negative effects, including severe consequences, on a developing teen.

Youth who are victims of teen dating violence are more likely to:

- experience depression and anxiety symptoms
- engage in unhealthy behaviors, like using tobacco, drugs, and alcohol
- exhibit antisocial behaviors, like lying, theft, bullying
- consider or attempt suicide

(CDC, 2022)

*jana's*  
**CAMPAIGN**™



Graphics - Free to Reuse  
Poster

*Healthy Relationships Involve:*

**RESPECT**

**ACCOUNTABILITY**

**SUPPORT**

**OPEN COMMUNICATION**

**TRUST**

**AFFIRMATION**

**NEGOTIATION**

**COMPROMISE**

**UNDERSTANDING**

**HONESTY**

February is Teen Dating Violence Awareness Month.

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# SOCIAL MEDIA

---

Graphics - Free to Reuse  
Poster

## CONSENT IS.....



**CLEAR** - Consent is active. It is expressed through words or actions that create mutually understandable permission. Consent is NEVER implied. The absence of no is not a yes.

**COHERENT** - People who are incapacitated by drugs or alcohol cannot consent. People who are asleep or in any vulnerable position cannot consent.

**ONGOING** - Consent must be granted EVERY time. Consent must be obtained at each step of intimacy. If someone consents to one sexual activity, they may not be willing to go further.

**WILLING** - Consent is never given under pressure. Consent cannot be obtained through physical/verbal violence or threats. Someone in an unbalanced power situation cannot give consent (i.e. someone who is under your authority).

*jana's*  
CAMPAIGN™

# Resources

## WEBSITES:

- love is respect ([www.loveisrespect.org](http://www.loveisrespect.org))
- Futures Without Violence ([www.futureswithoutviolence.org](http://www.futureswithoutviolence.org))
- StrongHearts Native Helpline: (844-762-8483)
- GLBT National Help Center ([www.glbthotline.org](http://www.glbthotline.org))
- It Gets Better ([itgetsbetter.org](http://itgetsbetter.org))
- 24/7 Deaf Survivors ASL Hotline (<https://www.thedeafhotline.org/>)
- One Love Foundation ([joinonelove.org](http://joinonelove.org))
- That's Not Cool ([thatsnotcool.com](http://thatsnotcool.com))
- The Network/La Red LGBTQ Hotline: (1-800-832-1901)
- National Domestic Violence Hotline (1-800-799-7233)
- National Sexual Assault Hotline (1-800-656-4673)
- National Center for Victims of Crime: (1-202-467-8700)
- Safety Planning ([www.loveisrespect.org/personal-safety/create-a-safety-plan/](http://www.loveisrespect.org/personal-safety/create-a-safety-plan/))
- Teen Power and Control Wheel:  
([www.ncdsv.org/images/teen%20p&c%20wheel%20no%20shading.pdf](http://www.ncdsv.org/images/teen%20p&c%20wheel%20no%20shading.pdf))
- American Psychological Association  
([www.apa.org/pi/families/resources/newsletter/2018/06/teen-dating-violence](http://www.apa.org/pi/families/resources/newsletter/2018/06/teen-dating-violence))

## ADDITIONAL HELP:

If you or someone you know has been the victim of dating violence, free and confidential help is available 24 hours a day through the National Dating Abuse Helpline.

**Call 1-866-331-9474 or TTY 1-866-331-8453.**

**Seek online support at [www.loveisrespect.org](http://www.loveisrespect.org) through the live chat feature or text 'loveis' directly to 22522 to begin a text chat with an advocate.**

# Connect with us!



Jana's Campaign



@JanasCampaign



Janas Campaign



@JanasCampaign



Janas Campaign1

PO Box 647 | Hays, KS 67601 | 785-656-0324

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website: [www.JanasCampaign.org](http://www.JanasCampaign.org)

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