

Teen Dating Violence Awareness Month Teacher Activities Toolkit 2021



**Part of Community Solutions' Promoting
Healthy Relationships Campaign in Gilroy**



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PROMOTING HEALTHY RELATIONSHIPS CAMPAIGN IN GILROY 2020/21

The promoting healthy relationships campaign in Gilroy is a comprehensive program designed to increase knowledge and skills of healthy nonviolent intimate relationships; increase comfort in talking about healthy relationships with one another; create dialogues and identification of sexual violence as an issue; create opportunities for community members to build leadership skills and prevent sexual violence. This program will have several components: school-based prevention curriculum at the high schools in Gilroy, a parent handbook, professional trainings for school staff, and community members, and development of community leaders to engage in prevention.

February is Teen Dating Violence Awareness Month and we need your help to promote healthy relationships amongst our youth in Gilroy. By helping to provide useful tools to youth we empower them with skills and knowledge to identify healthy vs unhealthy relationships, look for ways to stand up for others, and/or for themselves.

Why is this important?

- Different forms of violence such as youth violence, intimate partner violence, sexual violence, elder abuse, child abuse and neglect, and suicidal behavior are strongly linked. Research shows that “Those who are victims of one form of violence are likely to experience other forms of violence.”
- According to the SCC District Attorney’s Office in 2018, Gilroy had the 2nd highest number (1,982) of criminal defendants charged by the District Attorney’s Office. Gilroy has the 2nd highest rate of domestic violence per capita in Santa Clara County.
- In the SCC Public Health Department’s 2016 community profile of Gilroy:
 - 21% of adults have been hit, slapped, pushed, kicked, or hurt in any way by an intimate partner, compared to 12% in SCC as a whole.
 - 62% of adults in Gilroy report that neighborhood crime, violence, and drug activity is somewhat of or a major problem, compared to 42% in SCC.
- Research shows the more students are supported and connected to their community, family, pro-social peers, and school the less likely they are to experience violence.

Looking for Resources for Youth in South County?

Community Solutions’ Solutions to Violence Program *For any survivors of domestic violence, sexual assault, human trafficking. Provides free* peer counseling, legal advocacy and accompaniment, assistance with restraining orders, emergency shelter, housing resources, and referrals to other services. To access services call our 24 hour confidential crisis line at 877-363-7238

Community Solutions’ Behavioral Health Services (such as: School Link Services and PEI Services) *Referrals are accepted through MHUSD and GUSD, self-referral, Social Services (SSA), and Santa Clara County Behavioral Health Services (800-704-0900). Provides* Crisis response, Stabilization, Referral and linkage to additional services and resources, Late night gym, substance use prevention, School linked services. To access services call (408) 842-7138

Rebekah’s Children’s Services Behavioral Health Services (such as: School Link Services and PEI Services) *Referrals are accepted through MHUSD and GUSD, self-referral, Social Services (SSA), and Santa Clara County Behavioral Health Services (800-704-0900). Teen and Young moms programs, Culinary programs, plus many more. Provides* programs such as Teen and young mom program, life skills trainings, school based support groups, School linked services, culinary programs. To access services call (408)846-2100

LGBTQ Youth Space *For lesbian, gay, bisexual, transgender, queer, questioning, and ally youth and young adults ages 13-25 living in South Santa Clara County. Provides* a safe space for LGBTQ youth and allies to meet and connect for support. For more information contact

The background of the title section features a semi-transparent orange overlay. Within this overlay, there is a faint image of a laptop keyboard and a white apple with a small stem, positioned to the right of the text.

Remote Learning ACTIVITIES Feb 10th-14th

The following are distance learning friendly activities that each take less than 15 minutes to present. There are links included and helpful tips for each activity.

*You can always let the students know about Community Solutions' 24 hour crisis line number: **877.363.7238** if they have further questions or need support.*

Activity 1: Relationship Spectrum Activity

Write Community Solutions' crisis line number 1.877.363.7238 or 1.877.END.SADV in your chat.

Before you begin give the students Statistics from Loveisrespect.org:

- *Nearly 1.5 million high school students nationwide experience physical abuse from a dating partner in a single year.*
- *One in three adolescents in the U.S. is a victim of physical, sexual, emotional or verbal abuse from a dating partner, a figure that far exceeds rates of other types of youth violence.*
- *One in 10 high school students has been purposefully hit, slapped or physically hurt by a boyfriend or girlfriend.*



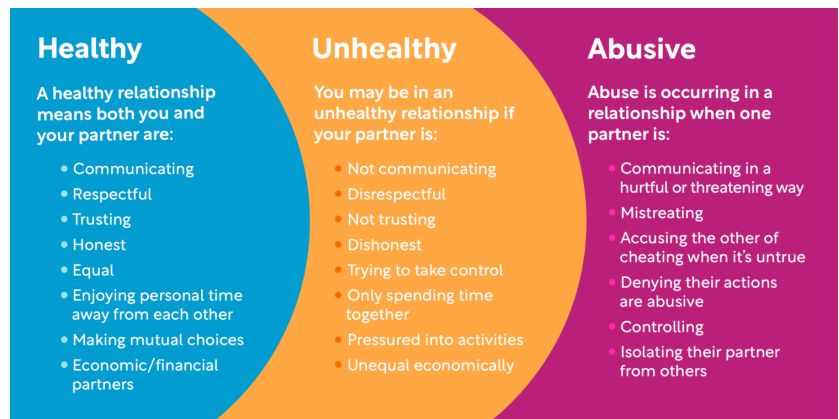
Photos and statistics: loveisrespect.org

Next open and share the [Relationship spectrum quiz](https://www.loveisrespect.org/quiz/relationship-spectrum/) or you can copy and past this link:

<https://www.loveisrespect.org/quiz/relationship-spectrum/>

The relationship spectrum quiz provides different scenarios of healthy, unhealthy and abusive interactions. Inform your class that if they notice any unhealthy or abusive warning signs there are resources available to help them such as those listed on page 2.

Go through each question as a group and discuss whether the scenarios are healthy, unhealthy, or abusive.



After you've reviewed the spectrum activity remind students:

*Every relationship is different, but it is important we know what behaviors are ok and which may not be ok for us. If you are feeling unsafe in your relationship, there are counselors on campus who can talk with you about your options. If you or someone you know has a question about a relationship, healthy or unhealthy, visit [loveisrespect.org](https://www.loveisrespect.org) or text "loveis" to 22522. again, Community Solutions' crisis line number: **877.363.END.SADV (877.363.7238.)** It is a confidential number you can call 24/7 for more information about teen dating violence and resources in your community.*



Activity 2: 6 Cs

Write Community Service's crisis line number
1.877.363.7238 or 1.877.END.SADV in group chat.

The 6 C's of a healthy relationship:

1. COMMITMENT
2. COMMUNICATION
3. COMPROMISE
4. COMPATABILITY
5. CONSIDERATION
6. CONDUCT

The six Cs of healthy relationships can be discussed as essential features to all of our relationships in life from our relationships with our significant others, to peers and friends, and even with teachers and parents.

Instructions for Activity:

- (1) First introduce the 6 C's and how these 6 words can be cornerstones of any healthy relationship. Review each word and briefly define each word (or as a student to define the word). Students may define the words or meanings that they see when they see each word:
Ex: Compromise — agreeing to disagree
Ex: Conduct— treating someone as you want to be treated
- (2) Ask students to think about what is important in a relationship to them. Ask them to write down 3 words that are important to them in any relationship. Individuals may write down things like respect, trust, compassion, honest.
- (3) Ask the students where their word(s) would fit under a "C":
Ex: A student wrote down "Respect" and they decide that "Respect" for them should be placed under the word CONDUCT. Whereas, another student may have written "Respect" and decide to place it under COMPROMISE. Ask each student to explain why they placed their word where they did.
- (4) At the end of the activity, talk with the students about the importance of defining meanings to words we choose in relationships. Sometimes we think people have the same meanings and interpretations of words and behaviors they share as us. When developing building healthy relationships it is important that you learn your friends, parents, partners ways of communicating and their needs and how they would like to be treated.

Encourage your students to use the 6 C's in all parts of their life.

EXTRA CREDIT OPPORTUNITIES can be built in around this too!

Activity 3: It's Not Cool Video Discussion

Use videos from www.thatshotcool.com showing different forms of digital abuse, sexual harassment, and other teen dating violence.

First give the students some food for thought:

Facts and Statistics for an in depth study on technology, digital dating abuse and sexting.

- One in four teens in a relationship say they have been called names, harassed or put down by their partner through cell phones and texting
- One in three 14-24 year olds have engaged in some form of sexting. Fifteen percent had sent naked videos or photos of themselves and one-third (33%) had received texts or online messages with sexual text. Approximately one half of those who sent a nude photo felt pressured to do so.
- Young persons who have sexted are four times more likely to consider suicide compared to peers who have not sexted

Key findings from Digital Abuse Study–

- Digital harassment is a red flag for other abuse.
- Roughly 1 out of 12 teens report being both perpetrators and victims of digital abuse
- More than 1/4 of teens in a relationship experience digital abuse.

Next play the videos providing real life examples depicting encountering different kinds of violence online.

Pressure Pic Problem

Two friends are pressuring the third to ask for things he is unsure he wants to do. View the video with your students. At the end of the video there is a prompt question to discuss with the class. Then follow up with This video explaining the girlfriend's perspective. Ask your students how they would feel if they encountered this.

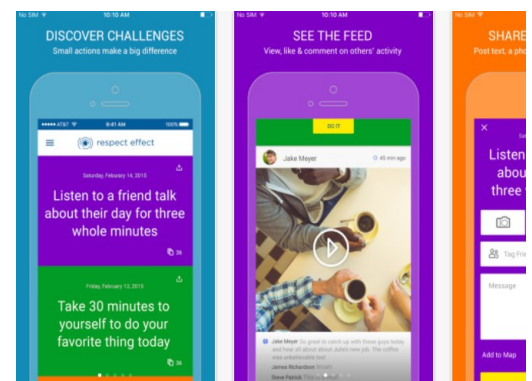
Beeping and That's not cool

Two different videos about digital harassment. In both videos we see one person frustrated with the amount of calls and texts they receive from their partner. Discuss healthy options the couples could take.

Lastly, there is a new App youth can download as a resource:

the Respect effect app from Thatshotcool.com

With all the TikTok and social media challenges around today, Futures Without Violence has created a new, fun, and safe app full of easy and interesting challenges.



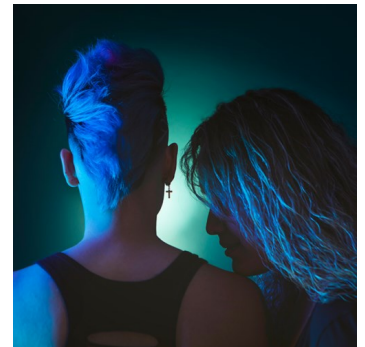
Activity 4: Teen Power Control Wheel/Relationship Equality Wheels

Many times people think bullying, teen dating violence, and sexual violence are due to anger issues. However, many times these types of violence are driven power and control. A person's need to feel more powerful over someone else, maybe because they lack power in their own lives, or they have learned that it is an appropriate way to take power.

Next open the [power and control wheel](#).

Explain to the students:

- *Power is having ability or authority (strength or position of superiority)*
- *Control is exerting influence or impact over someone else (forcing or controlling someone else).*
- *A person might use their power to control another person.*



The inside of the wheel is made up of subtle, continual behaviors over time, while the outer ring represents physical and sexual violence.

Have students read separate wheel spokes, or have the students give

Examples of items in each spoke.

After that, click on the [Equality Wheel](#). This represents different what a healthy relationship should look like. Choose a few spokes to read or have the students read out loud or give examples. Finally, post the two wheels links on your classroom page, or other easily accessible point for students to look at throughout the year. This way they can always be aware of what healthy and unhealthy relationships.



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Spread awareness with the equality wheel to encourage friends and family to have healthy relationships.

Activity 5: MTV Digital Rights Project and Digital Pledge

Have students reflect on the way they interact with one another on social media and in digital spaces. Cyberbullying and digital disrespect (spreading negative or embarrassing information about someone behind their back or to their face) can have serious impact to someone's life. Have them sign the digital pledge at itsnotcool.org

Explain the number of teens impacted by cyberbullying and digital disrespect: Statistics from [A Thin Line](#)

- *29% of young people have had rumors spread about them online or via text.*
- *17% of young people have been threatened or manipulated online or via text.*
- *14% of young people have been the victim of impersonation.*
- *22% of young people feel like their partner checks up on them too often.*
- *Young people who have been cyberbullied are more than twice as likely to have considered suicide.*

Ask students the following questions (ask if anyone would like to share or have students answer in chat)

- Think about a time they may have been impacted by cyberbullying.
- Ask if they can think of a time when they may have harassed or digitally disrespected someone online?
- Ask if those behaviors would be okay if this was happening in person?
- How might the behaviors be different in person?
- What consequences might they face?

Discuss options/solutions:

- Keep your personal information private (passwords, accounts, personal info.)
- Trust your gut! If you feel threatened or harassed by someone – report it. Connect to help.
- Communicate. If you don't like something that is happening say something. Let people know their behavior is not ok to you.
- Draw a line of where your boundaries are in regards to social media. Defriend those you don't want to associate with, choose who you give your passwords to, don't respond to unwanted messages.

Be part of the solution. It is important to be aware of how our own behaviors can affect others, so it is our responsibility to take a stand against digital abuse. Take a Stand Against Digital Abuse by signing the [digital pledge](#).

Activity 6 : Relationship Bill of Rights

Healthy relationships require patience and compromise but it is important to maintain clear boundaries and to make sure our own needs as human beings are being met. Understanding that while relationships require compromise, it is important that each individual has the right to determine what is ok or not ok for them. Each of us have certain non-negotiables, things that no matter who asks we will not change because they are important rights we have.

In class go over the relationship bill of rights, (5 min) then send the students to breakout rooms and have small groups discuss what their bill of rights would include(5min). Have them think of their similarities and differences, then bring the class back and discuss in a large group. (5 min)

Relationship Bill of Rights

In order to have a satisfying, intimate, and healthy relationship. I know I have to maintain my boundaries and be aware of my needs.

MY BILL OF RIGHTS

I have the right to.....

I have the right to... BE TREATED WITH RESPECT.

I have the right to... SAY "NO" AND NOT FEEL GUILTY ABOUT IT.

I have the right to... TO EXPRESS MY FEELINGS.

I have the right to... TO FEEL GOOD ABOUT MYSELF.

I have the right to... CHANGE MY MIND.

I have the right to..

I have the right to..

I have the right to..

I have the right to..

I have the right to..

I have the right to..

I have the right to..

I have the right to..

Activity 7: 4D's of an Upstander

This activity helps to encourage students to safely intervene in situations where they may see something unhealthy happening like bullying or other unhealthy behaviors towards someone else.

Ask students what a bystander is?

A bystander is someone or a group of people watching as an individual is harassed or bullied.

Ask students what an upstander is?

An upstander is:

A person who stands up for his or her beliefs.

A person who does what they think is right, even if they are alone.

An upstander is an individual who sees wrong and acts.

A person who takes a stand against an act of injustice or intolerance.

Next introduce to students to the 4D's: Direct, Distract, Delegate, and Delay. These are strategies students can use to safely intervene:

Lastly, ask students to break up into groups of three or four. Assign each group with a different "D" strategy. Ask each group to create a skit or role play to showcase a bullying incident and how they could use the strategy they were assigned to intervene.



School-Wide ACTIVITIES



Here are some other activities to get the whole school participating!

If your school chooses to present any activities—let us know by sending us an email!

laura.wales@communitysolutions.org or
genevieve.logdson@communitysolutions.org

Thank you in advance for your support.

Activity 1: Announcements or Messages for your Website or Classrooms for Teen Dating Violence Awareness Month in February

Have announcements/messages about healthy relationships. Here are some options:

- Use this teen dating violence awareness zoom background all week!



- *One in three teens experiences some form of abuse in their relationships. Abuse can be visible as bruises and physical violence or as subtle as name calling and controlling who someone talks to online. With Valentine's Day around the corner, we'd like to remind you that everyone deserves a safe and healthy relationship. Remember, love has many definitions, but abuse isn't one of them.*
- *Unhealthy relationships can start early and last a lifetime. So-called normal behaviors like teasing or frequent texting can become abusive and develop into something more serious like controlling and violent behaviors. With Valentine's Day around the corner, we'd like to remind you that everyone deserves a safe and healthy relationship. Remember, love has many definitions, but abuse isn't one of them.*
- *We all play a role in promoting healthy relationships- each of us can make a difference by choosing learn one thing teen dating violence and then having a conversation with your friends about what you learned and how to have healthy relationships. With Valentine's Day around the corner, we'd like to remind you that everyone deserves a safe and healthy relationship. Remember, love has many definitions, but abuse isn't one.*
- *Take the pledge! Take the pledge to show respect in all of your relationships, in person and online. Maintain positive boundaries with others. Act as an upstander if you witness abusive behavior. Give help to others through compassion and support. Get help if you need support. Encourage those around you healthy relationships. With Valentine's Day around the corner, we'd like to remind you that everyone deserves a safe and healthy relationship. Remember, love has many definitions, but abuse isn't one of them.*

Activity 2: Promote WEAR ORANGE DAY on Tuesday February 9th

Have your students, staff, teachers, and administration wear orange on February 9th to promote healthy relationships and raise awareness for Teen Dating Violence Awareness Month! Be part of the national campaign #orange4love #tdvam21 and movement.

Activity 3: Love is....

Get Social! Post your own thoughts on what love is with this fun background during the week of February 8-12!



Activity 4: Partner with a local agency

Like the Community Solutions' Solutions to Violence Prevention [Community Solutions STV](#) Facebook page! On February 9, 2021 & February 23, 2021 at 4:00 PM in Spanish & 6:00 PM in English our dedicated team will be hosting a Live Q&A on healthy relationships to provide students, and their families, with local numbers and resources, tips and ideas on how to have and maintain healthy relationships. If you are interested in more information, or if you would like to present questions for the interview, email laura.wales@communitysolutions.org or genevieve.logsdon@communitysolutions.org

Activity 5: Promote the Healthy Relationships Video Contest

GUSD students' grades 6th -12th are eligible to submit an original video that depicts what "Healthy Relationships" means to them. Students have the chance to win \$500 for first place! All entries are due February 28th. The next page is a preview of the flyer, please email laura.wales@communitysolutions.org or genevieve.logsdon@communitysolutions.org for the full virtual flyer with guidelines and instructions for submissions or with any questions.



Create a video showing what
"Healthy Relationships" means to you
using the themes provided in honor of Teen
Dating Violence Awareness Month

WIN CASH PRIZES

1st: \$500

2nd: \$250

3rd: \$100

*Winning videos will be featured on Community Solutions and
GUSD websites*

SUBMISSION DEADLINE
FEBRUARY 28, 2021



WHO IS ELIGIBLE

GUSD STUDENTS
GRADES 6-12

CONTEST RULES

The following pages give
detailed information
about contest rules,
video submission,
themes and concepts.

Each entry must include
release signed by
parent/guardian and
current contact
information.

QUESTIONS?

Laura Wales
408.205.2695

Genevieve Logsdon
408.713.8017

PARTNERS

